

GRADUATE CATALOG 2014-2015



ST. THOMAS AQUINAS COLLEGE

125 Route 340, Sparkill, NY 10979 ~ 845-398-4000 ~ www.stac.edu

ADMISSION TO THE COLLEGE

St. Thomas Aquinas College seeks to attract students who give evidence of the potential for success and who can derive maximum benefit from the programs offered by the College. The College does not discriminate against students, faculty, staff, and other beneficiaries on the basis of race, color, national origin, gender, age, sexual orientation, disability, marital status, genetic predisposition, carrier status, veteran status, or religious affiliation in admission to, or in the provision of its programs and services. The Section 504 Coordinator, the Title IX Coordinator, and the Age Act Coordinator is the Senior Executive 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 with Campus Dining Services
- Consultation for assistance in developing self-advocacy and networking skills
- Academic aids as required by Section 504 and ADA

Since no two people with disabilities are alike, our accommodations are individualized and decentralized so that you can fully participate in academic, employment and campus life. To find out more about disability services, you are invited to contact the Disability Services Coordinator/Director of Academic Advisement, Spellman Hall 107, ext. 4088. Decisions about participation are yours!

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

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

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

ADMISSIONS REQUIREMENTS FOR THE MASTER OF SCIENCE IN EDUCATION* AND/OR CERTIFICATE PROGRAMS IN TEACHER LEADERSHIP OR 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. The School of Education reserves the right to require GRE scores from promising candidates whose GPA falls below this standard.
4. Evidence of potential to complete a graduate degree in education, to be provided through letters of professional references and a statement of professional goals.

*Applicants for the MEd Educational Leadership program must also have a minimum of three years experience in teaching or pupil personnel services, and a recommendation letter from a principal or supervisor indicating a commitment to support the candidate during his/her internship.

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. The School of Education reserves the right to require GRE scores from promising candidates whose GPA falls below this standard.
3. Evidence of potential to complete a graduate degree in education, to be provided through letters of professional references and a statement of professional goals.
4. An interview with the Director of Graduate Education or MST Coordinator.

ADMISSIONS REQUIREMENTS FOR THE POST MASTERS CERTIFICATE PROGRAMS IN SPECIAL EDUCATION AND IN LITERACY

1. Master of Science in Education degree.
2. A valid teaching certificate.
3. A cumulative grade point average of 3.0 or above on a 4.0 scale. The School of Education reserves the right to require GRE scores from promising candidates whose GPA falls below this standard.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR POST MASTERS CERTIFICATE, THE MASTER OF SCIENCE IN TEACHING, THE MASTER OF SCIENCE IN EDUCATION, AND/OR CERTIFICATE PROGRAMS 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 Masters Certificate program need only to submit an official copy of a transcript from the institution that granted the Masters degree.
3. Three letters of recommendation from employers or college professors.

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

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

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

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

ADMISSION REQUIREMENTS FOR NON-DEGREE STUDENTS

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

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

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 and/or do not meet the GMAT requirements, (or have not yet taken the GMAT) may be admitted on a provisional basis.

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

CERTIFICATE PROGRAMS

St. Thomas Aquinas College also offers Post Baccalaureate Certificates in Management, Marketing and Finance. Advanced Certificates are designed to provide discipline specific graduate courses for individuals in the workforce who desire or need graduate level work from our MBA program in order to enhance their current skills and career advancement goals. Students are required to maintain a 3.0 grade point average. Any student falling below this criterion will be placed on academic probation. Admission requirements are the same as our MBA program, excluding the GMAT (see page 12). The Advanced Certificate in Finance, Marketing, or Management requires five (5) upper level courses in the specific concentration as identified in the catalog. To take upper level courses the student must meet any course prerequisites. One upper level course may be taken outside the concentration.

NON-MATRICULATED/NON-DEGREE APPLICANTS

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

CHANGE OF STATUS

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

ACADEMIC INFORMATION

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

ACADEMIC CALENDAR

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

ADVISEMENT

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

ACADEMIC INTEGRITY

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

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

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

ACADEMIC PROBATION/ DISMISSAL

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

CERTIFICATION

Graduate Education Students who have met the academic and professional standards of the School of Education will receive an Institutional recommendation for certification at the discretion of the Dean.

CHANGE OF PROGRAM

MST and MEd 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. MEd courses are 3000 and above.

COURSE LOAD

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

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

DEGREE COMPLETION

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

EVALUATION OF STUDENT LEARNING

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

LEAVE OF ABSENCE

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

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

READMISSION

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

REGISTRATION

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

SCHEDULES

MST and MEd 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.

Courses in the Educational Leadership Program are on-line. Each course takes nine weeks to complete. Courses run consecutively.

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

TRANSFER CREDIT

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

A maximum of six (6) semester hours which meet the College degree requirements, standards (minimum grade of B), and time (within 5 years) may be transferred into the MEd 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 9 semester hours which meet degree requirements may be transferred into the MBA program. Decisions regarding waivers and transfer credits are based on the following: credit comparability to the College course, the grade received (B or better), semester lengths, and number of credits. Course work must have been completed within the last seven years.

GRADUATION

MST, MEd, Post Masters Certificate, and MBA 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 MEd in Reading or Special Education and MBA candidates who have completed all but 6 credits of their graduate programs and who register to take the remaining 6 credits during the immediate summer session may participate in the May commencement ceremonies. Participating in commencement ceremonies does not eliminate any requirements of graduate programs.

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

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

HONORS AT GRADUATION

Honors at graduation are awarded to students whose cumulative quality point index meets the following criteria:

MEd & MST with Distinction 3.80

MBA with Distinction 3.85

GRADING

Candidates for Post Masters Certificate, MST, MEd, or MBA must maintain a B (3.0) average. Failure to do so will result in academic probation/dismissal. Dismissal will follow if a student fails to attain a grade of B in each of the next two courses (see page 3).

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

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

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

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

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

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

WITHDRAWAL FROM COURSES

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

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

STUDENT SERVICES

The Loughheed Library is located on 2 levels in Spellman Hall. In addition to its tangible collections of 95,000 books, CDs, videos, and print periodicals, the library offers a variety of other resources and services for the college community. 4 reference librarians are available to assist students, one-on-one, with research in person, by phone, or by email. Faculty may book Information Literacy classes with a librarian for students to learn to find, evaluate, and ethically use reliable and relevant information for their academic work. Interlibrary loan services make it possible for students, faculty, and staff to borrow materials from libraries around the country and the world.

The library Web page (www.stac.edu>Current Students>Library) affords all college members 24/7 access from any Internet connection to the library catalog, numerous databases containing thousands of full-text journals, and a variety of other knowledge resources for all disciplines. Database user guides are found in the library and on the library Web page.

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

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.

PLACEMENT SERVICES

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

CERTIFICATION SERVICES

Assistance is available in the PRC for students wishing to apply for teacher certification in New York State. Assistance in completing the application provided and recommendations for certification is sent to the state from the Office of Clinical Services once the degree is posted on the official transcripts after each semester.

NEW YORK STATE TEACHER CERTIFICATION EXAMS (NYSTCE)

Registration information for NYSTCE is available in the Professional Resource Center. The NYS required seminar in the identification and reporting of child abuse is provided during the student teaching experience. The seminar on violence prevention is embedded in a course. Candidates will complete the appropriate NYSTCE for acceptance into the MST programs, the CST and EAS test prior to student teaching and the edTPA during student teaching. Candidates in the MEd programs will complete the CST prior to the practicum/internship.

TRANSCRIPTS

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

STUDENTS RECORDS POLICY

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

FINANCIAL INFORMATION

GRADUATE TUITION AND FEES 2014-15

Tuition per credit	\$875.00	Application fee	30.00
Technology Fee:			
MSEd	40.00		
MBA	20.00		
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)	800.00	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 TMS at 1-800-722-4867 (www.afford.com). Information and forms on this plan are available at the Business Office in Marian Hall.

REFUND OF TUITION AND FEES

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

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

FINANCIAL AID

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

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

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

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

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

TUITION ASSISTANCE PROGRAM (TAP)

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

The current definition of independent status is as follows:

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

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

FEDERAL STAFFORD STUDENT LOAN (SSL) PROGRAM

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

VETERANS ADMINISTRATION (VA) EDUCATIONAL BENEFITS

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

ASSISTANTSHIPS

GRADUATE EDUCATION PROGRAMS

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.

MBA PROGRAM

To be eligible for an assistantship in 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.

PROGRAMS OF STUDY

GRADUATE PROGRAMS REGISTERED BY THE NEW YORK STATE EDUCATION DEPARTMENT

PROGRAM TITLE	HEGIS #	AWARD	CERTIFICATE
Masters of Business Administration	0506	MBA	
Masters of Science in Teaching Childhood Education (Gr. 1-6)	0802	MST	Initial/Professional
Special Education: Childhood Education (Gr. 1-6)	0808	MST	Initial/Professional
Adolescence Education	0803	MST	Initial/Professional
• English 7-12			
• Spanish 7-12			
• Biology 7-12			
• Chemistry 7-12			
• Physics 7-12			
• Mathematics 7-12			
• Social Studies 7-12			
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
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)			
Educational Leadership	0828	MSED	Initial/Professional
Advanced Certificate			
Autism Certificate Program	0808	Adv. Cert	
Teacher Leadership	0828	Adv. Cert	
Post Masters Professional Certificate			
Literacy	0830	Adv. Cert	Initial/Professional
Special Education	0808	Adv. Cert	Initial/Professional

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

GRADUATE TEACHER EDUCATION

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

MISSION OF THE SCHOOL OF EDUCATION

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

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

New York State requires that candidates for all teaching certificates successfully complete New York State Teacher Certification Examinations (NYSTCE). For *Initial Certification* candidates must pass the Academic Literacy Skills Test (ALST), 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 certifications 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:

Test Category	Program Year 2011-2012	Program Year 2010-2011	Program Year 2009-2010
ATS-W*	100%	100%	99%
LAST*	100%	100%	97%
CST	87%	94%	97%

The School of Education offers the following programs:

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

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

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

Middle School Extension: Specialist, Content Areas

Advanced Certificates in Autism and Teacher Leadership

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

Fall	(9 credits)
GED 2101	Psychology of Learning/Models of Teaching
GED 2102	Reading and Language Development
GESP 2601	Exceptional Children
Winter Interim	(3 credits)
GED 2103	Historical and Contemporary Issues in Education
Spring	(9 credits)
GED 2104	Reading and Writing Across the Curriculum
GED 2105	Social Studies: Teaching Strategies for Inclusive Classrooms
GESP 2603	Assessment: Principles and Practices
Pre-summer	(6 credits)
GED 2106	Mathematics: Teaching Strategies for Inclusive Classrooms
GESP 2602	Classroom Organization and Management
Summer	(3 credits)
GED 2107	Science: 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.

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

Fall	(9 credits)
GED 2101	Psychology of Learning/Models of Teaching
GED 2102	Reading and Language Development
GESP 2601	Exceptional Children
Winter Interim	(3 credits)
GED 2103	Historical and Contemporary Issues in Education
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.

**TEACHER EDUCATION: MASTER OF SCIENCE IN TEACHING
ADOLESCENCE EDUCATION GRADES 7-12 (36 CREDITS)**

Fall (9 credits)
GED 2101 Psychology of Learning/Models of Teaching
GED 2401 Writing across the Curriculum: Teaching Strategies for Inclusive Adolescent Classrooms
GESP 2601 Exceptional Children

Winter Interim (3 credits)
GED 2103 Historical and Contemporary Issues in Education

Spring (9 credits)
GED 2402 Reading Across the Curriculum: Teaching Strategies for Inclusive Adolescent Classrooms
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.

**TEACHER EDUCATION: MASTER OF SCIENCE IN TEACHING
ADOLESCENCE EDUCATION AND STUDENTS WITH DISABILITIES GRADES 7-12 (42 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

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.

**TEACHER EDUCATION: MASTER OF SCIENCE IN TEACHING
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 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 2201 Art Methods for Elementary School

Pre-summer (3 credits)

GESP 2410 Classroom Organization and Management: Secondary Classrooms
GED 2202 Art Methods for Middle/Secondary 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.

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

Level I: Core (12 credits)
GESP 5004 Mild/Moderate Disabilities
GESP 5005 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, Teacher Leadership, 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.

**MASTER OF SCIENCE IN EDUCATION: 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* 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.

MASTER OF SCIENCE IN EDUCATION: 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, Teacher Leadership, Middle School Extension, Autism, or by advisement.

Level IV: Capstone Experiences (3 credits)
GESP 6106* Practicum (3cr)
GESP 7100* Comprehensive Assessment (0 credits)

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

*Candidates are required to file an application.

**MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION WITH 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* Practicum (3cr)
GESP 7100* Comprehensive Assessment (0 credits)

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

*Candidates are required to file an application.

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

Level I: Core (6 credits)
GED 3101 Cognition and Instruction
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, Teacher Leadership, 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.

**MASTER OF SCIENCE IN EDUCATION: 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, Teacher Leadership, 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.

**MASTER OF SCIENCE IN EDUCATION: EDUCATIONAL LEADERSHIP
SCHOOL BUILDING LEADER**

Level I: Core (24 credits)

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

Level II: Culminating Experiences (6 credits)

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

*Candidates are required to file an application.

MIDDLE SCHOOL EXTENSION- SPECIALIST, CONTENT AREAS

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

POST MASTERS PROFESSIONAL CERTIFICATE (18 CREDITS)

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

SPECIAL EDUCATION

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

Prerequisites (6credits)

GESP 2601	Exceptional Children
GESP 5004	Mild/Moderate Disabilities
GESP 5005	Autism and Low Incidence Disabilities

Specializations (12 credits)

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

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

POST MASTERS PROFESSIONAL CERTIFICATE (CONT'D)
LITERACY EDUCATION

Early Childhood and Childhood Literacy, Birth-Grade 6

GED 3301	Language Development: Foundation for Literacy
GED 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

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

Middle Childhood and Adolescence Literacy, Grades 5-12

GED 3601	Expanding Literacy: Language Development in Adolescence
GED 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 TEACHER LEADERSHIP (15 CREDITS)

GED 7501	Educational Leadership
GED 7502	Management of Curriculum, Teaching and Learning
GED 7504	Assessment and Program Evaluation
GED 7506	Supervision of Instruction
GED 7508	School Law

Credits taken in the Teacher leadership program can be fully applied to the MEd in Educational Leadership provided candidates meet all other requirements for the degree program.

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

SCHOOL OF EDUCATION
GRADUATE EDUCATION COURSE DESCRIPTIONS
(All courses are 3 credits unless otherwise indicated.)

GENERAL 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: GED2101 Psychology of Learning/Models of Teaching.

GED 2103: Historical and Contemporary Issues in Education

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

GED 2104: Reading and Writing Across the Curriculum

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

GED 2105: Social Studies: Teaching Strategies for Inclusive Classrooms

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

GED 2106: Mathematics: Teaching Strategies for 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 a 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.

GED2201: 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

GED2202: 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 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 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.

LITERACY

GED 3101: Cognition and Instruction

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

GED 3102: Research Methods in Literacy/Education

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

GED 3301: Language Development: Foundation for Literacy

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 sociolinguistic 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 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 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 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 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 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 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 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 skill to organize and supervise school wide literacy programs that enriches the literacy program. Prerequisites: all 3000 level coursework, approval of Director of Graduate Education.

GED 7100: Comprehensive Assessment (0 credit)

A summative portfolio evaluation through which degree candidates demonstrate mastery of the outcomes of the degree program. Prerequisites: all 3000 level coursework, approval of Director of Graduate Education.

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 percents. 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.

EDUCATIONAL LEADERSHIP

GED 7501: Educational Leadership- Online

This course examines the current theories of educational leadership and related effective practices. Focus on Change Theory and the organizational and institutional factors affecting change. Models of problem solving, conflict resolution, strategies for collaboration, and effective communication skills will be covered. This course is designed to examine the leadership knowledge base and research and stimulate leadership skill development. ELCC Leadership Standards will be introduced. Fieldwork required.

GED 7502: Management of Curriculum, Teaching and Learning - Online

This course examines the current theories, models, and research in effective instructional practices that promote learning for students, including students with disabilities. Knowledge of curriculum and development planning, instructional practices, school culture, and building leadership for curriculum and instruction will be emphasized. Issues related to effective classroom management, student and teacher motivation, and Strategic Planning for School Improvement will be highlighted. Fieldwork required.

GED 7503: The Principalship - Online

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

GED 7504: Assessment and Program Evaluation - Online

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

GED 7505: Research Methods and Data Analysis - Online

This course focuses on the basic concepts, principles, and methods used in educational research from idea formulation through data analysis and interpretation. Topics include variables, sampling, instrumentation and data collection, with specific attention to action research. Students will develop a hypothesis, complete a review of the literature and begin collecting data for their culminating project. Design and implementation of action research projects for instructional improvement will be an outcome of this course with the final presentation of the research study at the end of the Administrative Internship. Fieldwork required.

GED 7506: Supervision of Instruction - Online

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

GED 7507: Management of Resources and Finance

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

GED 7508: School Law - Online

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

GED 7600: Action Research Project I and II - Online (0 credits)

This project requires the candidate to conduct action research to address a specific educational issue and demonstrate knowledge of basic research design, interpret findings, and present work in a scholarly fashion. Prerequisite: GED 7505.

GED 7601 and GED 7602: Internship I and II (6 credits)

The two-semester internship experience (200 hours each semester) provides a wide range of experiences to ensure that the candidate (a) acquires an in-depth understanding of the demands, expectations, and challenges of building level administrators; (b) develops leadership skills related to various roles of building administrators; (c) designs, implements, and evaluates an action research project that demonstrates the integration of theory and research with practice, and makes recommendations for change based on assessment data; and (d) identifies personal strengths and weaknesses in becoming a building level administrator. Intensive preparation for the NYS School Building Leader assessment is included. The candidate demonstrates meeting the competencies of the program through a presentation of the professional portfolio at the end of the internship. Prerequisites: GED 7505 and three other courses in Educational Leadership.

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 Children

Historical foundations and major legislation that underlie special education practice with a focus on the IEP process and current issues. Characteristics of children with special needs (i.e., disabilities, giftedness) in each of the following areas of development: biological, cognitive, language, perceptual, and social-emotional and the implications of those characteristics for educational intervention. 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 student's cognitive and academic skills. Examination of strategies for assessing students' academic skills and monitoring progress, remedial strategies for teaching reading, writing, math skills, and learning skills, and procedures for consultation and collaboration with parents and professionals. Prerequisites: GESP 2603.

GESP 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 in students with mild disabilities. Application of cognitive principles to the acquisition of beginning reading skills, reading comprehension, studying, writing, mathematics, science, and problem solving. Current research related to cognitive processes and implications for instructions.

GESP 5102: Research Methods in Special Education

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

GESP 5201: Assessing Students with Mild Disabilities

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

GESP 5208: Developing Learning Environments

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

GESP 5209: Developing Learning Environments – Secondary Classrooms

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

GESP 5304: Literacy: Reading and Writing Instruction

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

GED 7200: Special Topics

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

GED 7201: Facilitating State Standards: Earth Science

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

GED 7202: Peer Coaching Constructivist Teaching

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

GED 7203: Facilitating Standards Based Curriculum

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

GED 7205: Decision Making and Group Process

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

GED 7206: Facilitating School Change

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

GED 7207: Applying Technology in the Instructional Environment

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

GED 7208: Facilitating Standards Based Curriculum- Assessment Best Practices II

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

MASTER OF BUSINESS ADMINISTRATION

Program Requirements:

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

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

The three credits in Business Communications 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.

- A. Core Courses (Common Professional Component)*: 9-33 credits
 - GMBA 1101 FINANCIAL ACCOUNTING
 - GMBA 1102 MANAGERIAL ECONOMICS
 - GMBA 1103 MARKETING CONCEPTS AND STRATEGIES
 - GMBA 1104 MANAGEMENT INFORMATION SYSTEMS
 - GMBA 1105 MANAGERIAL FINANCE
 - GMBA 1106 OPERATIONS RESEARCH
 - GMBA 1107 MANAGEMENT THEORY AND PRACTICE
 - GMBA 1108 LEGAL ENVIRONMENT OF BUSINESS
 - GMBA 1109 MANAGERIAL ACCOUNTING
 - GMBA 1110 MONEY AND THE ECONOMY
 - GMBA 1111 STATISTICS

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

B. BUSINESS COMMUNICATIONS (GMBA 1501)

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

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

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

1. 12 credits selected from:

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

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

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

1. 12 credits selected from:

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

2. 3 credits selected from any of the concentration areas

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

1. 12 credits selected from:

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

2. 3 credits selected from any of the concentration areas

D. Capstone Courses: (required) 6 credits

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

Course Waivers

A maximum of 24 credit hours may be waived in the Core Courses (Common Professional Component) based on a student's previous undergraduate work. A waiver of Business Communications GMBA 1501 may be granted by the MBA Director based on professional experience in communications. A maximum of nine graduate transfer credits may be accepted. Decisions regarding waivers and transfer credits are based on the following criteria: comparability to the STAC course, the grade received (B or better), semester lengths, and number of credits. Course work must have been completed within the last seven years. The level at which the course was taken (upper division or lower division) is considered. Students must submit detailed course descriptions for each requested waiver. Requests for waivers must be completed by the end of the first session of attendance, and are granted solely at the discretion of the College.

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

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

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

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

GMBA 1101 - FINANCIAL ACCOUNTING:

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

GMBA 1102 - MANAGERIAL ECONOMICS:

ECON 102 - Principles of Microeconomics
ECON 304 - Managerial Economics

GMBA 1103 - MARKETING CONCEPTS & STRATEGIES

MKT 102 - Principles of Marketing

GMBA 1104 - MANAGEMENT INFORMATION SYSTEMS:

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

GMBA 1105 - MANAGERIAL FINANCE:

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

GMBA 1106 - OPERATIONS RESEARCH:

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

GMBA 1107 - MANAGEMENT THEORY & PRACTICE:

BUSA 121 - Management Process

GMBA 1108 - THE LEGAL ENVIRONMENT OF BUSINESS:

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

GMBA 1109 - MANAGERIAL ACCOUNTING

ACCT 205 - Cost and Budget Control

GMBA 1110 - MONEY & THE ECONOMY

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

GMBA 1111 - STATISTICS

BUSA 302 - Business Statistics
MKT 406 - Marketing Research

or

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

or

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

Applications for admission to the St. Thomas Aquinas College MBA program are available in the Admissions Office. For further information, please contact the Admissions staff at 845-398-4100, or the MBA Office at 845-398-4130.

SCHOOL OF BUSINESS

MBA COURSE DESCRIPTIONS

(All courses are 3 credits unless otherwise indicated.)

CORE + 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 areas of resource allocation and price formulation.

GMBA 1103: Marketing Concepts & Strategies

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

GMBA 1104: Management Information Systems

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

GMBA 1105: Managerial Finance

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

GMBA 1106: Operations Research

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

GMBA 1107: Management Theory & Practice

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

GMBA 1108: The Legal Environment Of Business

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

GMBA 1109: Managerial Accounting

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

GMBA 1110: Money & The Economy

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

GMBA 1111: Statistics

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

GMBA 1501: Business Communications

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

FINANCE

GMBA 1201: Corporate Finance

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

GMBA 1202: Investment Analysis

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

GMBA 1203: Financial Institutions & Capital Markets

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

GMBA 1204: Global Finance

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

GMBA 1205: Mergers & Acquisitions

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

GMBA 1206: Capital Budgeting

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

GMBA 1207: Quantitative Finance & Forecasting

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

GMBA 1208: Commercial Banking

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

GMBA 1210: Financial Statement Analysis

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

GMBA 1211: Information Systems: Auditing & Assurance

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

GMBA 1212: Contemporary Accounting Theory

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

MANAGEMENT

GMBA 1301: Organizational Behavior

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

GMBA 1302: Global Management

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

GMBA 1303: Entrepreneurial Management

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

GMBA 1304: Corporate Strategy

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

GMBA 1305: Human Resource Management

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

GMBA 1306: Decision Theory

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

GMBA 1307: Managing Organizational Change & Conflict

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

GMBA 1308: Organizational Theory

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

MARKETING

GMBA 1401: Consumer Behavior

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

GMBA 1402: Global Marketing

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

GMBA 1403: Marketing Of Services

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

GMBA 1404: Product Management & New Product Development

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

GMBA 1405: Advertising, Promotion, & Media Planning

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

GMBA 1406: Sales Force Management

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

GMBA 1407: Marketing Research

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

GMBA 1408: Direct Marketing

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

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.