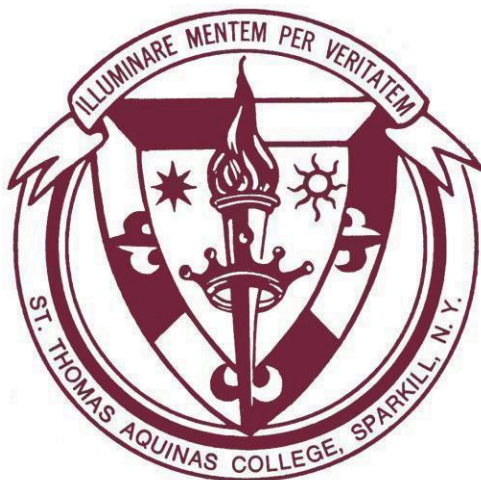




2026-2027

GRADUATE CATALOG



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

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

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

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ST. THOMAS AQUINAS COLLEGE

General Information

History of the College

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

The College opened in 1952 and currently offers an array of academic majors, minors, and specializations at the undergraduate level and graduate programs in business, education, exercise science, and public administration. In addition to its own graduate programs, the College enjoys articulation agreements with many colleges and universities, making it possible for graduates to pursue advanced degrees in academic areas not currently being offered by the College itself.

The College enrolls students each year at all levels of study, without regard to race, sex, color, age, national origin, religious affiliation, or physical limitations. The majority of undergraduate students are full-time, and freshmen typically enroll after high school, with 50% choosing to reside on campus. Graduate students are most often working professionals and thus many are part-time students. The College's 14,000 alumni reside primarily in the Middle Atlantic States, although alumni do live, work, and study across the country and the globe.

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

Mission Statement

St. Thomas Aquinas College seeks to challenge, guide, and energize each student to realize and create their own path to success and commit themselves to making a profound difference in the world.

Vision Statement

St. Thomas Aquinas College endeavors to be a vibrant, inclusive learning community that is the top choice for students who seek a leading-edge, transformative education that is rooted in the liberal arts, and prepares them for success in a changing world.

Values and Commitments

- a. Commitment to Access and Affordability*

Access to higher education has been a core principle of the College since its founding. We are committed to providing access to all students, especially those from diverse learning backgrounds and those who have been historically underrepresented due to social and economic inequities— for example, first-generation students and students of color. Since access is often about financial limitations, our commitment to education as a practice of social justice is to provide a quality education that is affordable by offering financial support to those students in need.

However, our commitment to access does not end once students are here. Our low student-to-faculty ratio allows students to work directly with highly credentialed faculty who are actively engaged in research and scholarship but are committed first and foremost to teaching and mentoring. Through them, students have access to a rigorous, transformative curriculum.

To help realize that path, students can access a range of outstanding internships, community service opportunities, research projects, clubs, and championship athletics.

b. Commitment to a Diverse Learning Community

We are committed to academic excellence. This means we are a responsive community, one that listens to our diverse and ever-changing student body. It means that diversity is reflected in the range of courses we offer; in the backgrounds and scholarly interests of our faculty, in the services we provide to support students, and in the identities and personal and academic pursuits of our students. It means we strive to provide opportunities for rich inquiry and encourage intellectual risk-taking. It means we understand and value the importance of educating not only informed but also compassionate citizens who, because they have been exposed to diverse experiences and voices, are prepared to participate in local and global conversations.

c. Commitment to Lifelong Learning

We are committed to learning as a lifelong practice. As soon as students enroll, they are supported in their academic, personal, and professional pursuits. And our relationships with students and the opportunities for learning and connecting don't end at graduation; we maintain connections with our alumni, supporting them as they venture into the world to pursue their dreams. Many students return to STAC for graduate school, and to participate in forums and panels, travel with other alumni, collaborate with professors on research, and even mentor and teach the next generation of Spartans. After all: Once a Spartan, always a Spartan.

d. Commitment to Nurturing the Whole Self

We are committed to providing opportunities to develop the whole self because we understand that a meaningful college experience provides more than just intellectual growth. Learning is not limited to the classroom. Opportunities are everywhere to cultivate curiosity and engage in critical and creative self-exploration: from First Year Seminar to the Career Center; from Loughheed Library and Bloomberg Professional Lab to the Spartan Athletic Complex; from the Center for Academic Excellence to the Center for Social Justice; from on-campus jobs to off-campus internships and other experiential learning opportunities; from Sullivan Theatre to the residence halls. Every corner and office of the campus actively leads to self-improvement.

And while we are proud that STAC feels like home to our residential and commuter students alike, we

want them to deepen their learning by exploring the vibrant areas close to campus. Thirty minutes north of campus is Harriman State Park; thirty minutes south is New York City. Students can access everything from jobs, internships, and volunteer opportunities to museums, galleries, concert venues, restaurants, and parks and recreation sites. We strive to be Spartans on the field, in the classroom, and across our communities.

Non-Discrimination Policy

The College does not discriminate against students, faculty, staff, and other beneficiaries on the basis of race, color, national origin, gender, age, sexual orientation, disability, marital status, genetic predisposition, carrier status, veteran status, or religious affiliation in admission to, or in the provision of its programs and services. The Section 504 Coordinator and Age Act Coordinator is the Director of Human Resources and Strategic Services, Borelli Hall 206E, x4044. The Title IX Coordinator is the Associate Dean of Student Development, RSAC 25 x4068, and the Title VI Coordinator is the Director of Student Engagement and Chief Diversity Officer, RSAC G10, x4104.

St. Thomas Aquinas College provides reasonable accommodations that ensure equal access to the College's programs, services, and activities 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:

- Reasonable accommodations as required by Section 504 and ADA
- Accessible on-campus housing
- Consultation for assistance in developing self-advocacy skills.

The Office of Disability & Access Services recognizes people with disabilities as unique individuals and provides opportunities for self-advocacy, academic and personal growth. Reasonable accommodations are granted on a case-by-case basis to students and employees who disclose a disability and register with the Office of Disability & Access Services. Reasonable accommodations allow individuals with disabilities to enjoy equal access to fully participate in academic, employment and campus life. To find out more about reasonable accommodations, you are invited to contact the Office of Disability & Access Services, Spellman Hall 106, (845) 398-4087.

Accreditation

The College is accredited by:

Middle States Commission on Higher Education (MSCHE)
1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801

St. Thomas Aquinas College is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) www.msche.org.

St. Thomas Aquinas College's accreditation status is *Accreditation Reaffirmed*. The Commission's most recent action on the institution's accreditation status was on June 25, 2026, when it reaffirmed our accreditation.

MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Student Location Policy

1. Purpose

This policy defines how St. Thomas Aquinas College determines a student's physical location to ensure compliance with federal and state regulations. This determination is critical for:

- State Authorization: Complying with the laws of the state where the student is physically located while receiving instruction.
- Professional Licensure: Providing required disclosures for programs leading to licensure.
- Financial Aid: Ensuring eligibility for Title IV federal funds and state grants (such as NYS TAP).

2. Definition of Location

For the purposes of this policy, "Location" is defined as the state or country where the student is physically present while participating in a STAC educational program.

- Location vs. Residency: "Location" is distinct from "Legal Residency" (for tax or voting purposes) or "Domicile." It is based strictly on physical presence at the time of instruction.
- Relocation: Any change in the physical place where a student resides while enrolled.

3. Determination of Location

STAC determines a student's location using a hierarchical data approach:

<u>Student Category</u>	<u>Primary Source for Location</u>
On-Campus Residents	The assigned STAC Residence Hall.
Commuter/Off-Campus	The Local Address provided in STAC's SIS
Prospective Students	The address provided on the student's admission application.
International Students	The physical address reported for I-20/SEVIS compliance.

4. Student Responsibilities

- To maintain institutional compliance and individual eligibility for aid: Students must provide an accurate physical address at the time of application.
- Students must update their local address by completing an Address Change Form and submitting it to the Registrar's Office within 14 days of any relocation.
- For professional licensure programs, students located outside of New York may be required to sign an attestation confirming their intent to seek licensure in a specific state.

5. Professional Licensure Disclosures

In accordance with 34 CFR 668.43, STAC will provide direct disclosures to students if a student is located in a state where the STAC program does not meet the educational requirements for

licensure, or if STAC has not yet made a determination for that state. These disclosures will be sent to the student's STAC email address within 14 days of the school being notified of a change in the student's location.

6. Impact on Financial Aid

A change in location may impact a student's Cost of Attendance (COA). For example, moving from "Dependent at Home" to "Independent Off-Campus" changes the estimated budget used to calculate financial aid eligibility.

NC-SARA Information

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a private nonprofit organization [501(c)(3)] that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs. STAC's agreement with NC-SARA benefits students in the following ways:

- Improves distance education program quality nationwide.
- Makes it easier for students to access distance education programs across state lines.
- Reduces costs and bureaucracy for states and institutions.
- Improves coordination between states on higher education opportunities.
- Provides valuable oversight of distance education programs.
- Shares out-of-state learning experience data like clinical hours and practice teaching

Out-of-State Complaints Procedures for Online Students

State Authorization Reciprocity Agreement (SARA) St. Thomas Aquinas College is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA), it follows the complaint resolution policies and procedures outlined in the SARA Policy Manual and summarized here.

SARA consumer protection provisions require the institution's home state, through its SARA State Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity by the state's SARA-participating institutions, including the provision of false or misleading information.

Students residing outside of New York who enroll in St. Thomas Aquinas College distance education programs must use New York State (the College's home state) rather than their own state of residence to address consumer protection complaints under SARA.

SARA policies do not cover complaints related to grades or student conduct violations. A student may appeal the institution's decision to the SARA State Portal Entity in New York State within two years of the incident about which the complaint is made.

Procedure for Filing Complaints (for Students Residing Outside NY)

St. Thomas Aquinas College is committed to investigating consumer protection concerns raised by students in distance learning courses and/or programs taken outside of New York State including but not limited to issues with advertising accuracy, data related to course offerings, job placements, tuition, fees, and financial aid.

Consumer protection complaints resulting from distance education courses, activities, or operations may be submitted to St. Thomas Aquinas College via the following complaint form for investigation and resolution: <https://stac.edu/consumer-info/student-complaint-process/>.

Complaints will be submitted to the Office of the Provost and examined objectively and thoroughly. The Office of the Provost may be contacted at provost@stac.edu. The Provost will convene an ad hoc committee to evaluate the merit of the complaint, recommend any appropriate resolution and/or redress, and make a final determination. The College will communicate the outcome to the student.

NC-SARA Complaint Process

If a complaint is not resolved at the College level, students may appeal to the New York State SARA Portal Entity.

New York State Portal Entity Contact
Andrea Richards, Supervisor of Higher Education Programs
New York State Education Department
89 Washington Avenue, Albany, NY 12234
518-474-1551
IHEauthorize@nysed.gov

New York State Education Department's Complaint Procedures.

NC-SARA Licensure Notifications

St. Thomas Aquinas College will clearly inform prospective and current students whether completing such programs will satisfy licensure requirements where they reside.

Public Disclosures

Below are links to each program's licensure outcome or disclosure so that students can determine whether enrolling in that St. Thomas Aquinas College program will allow them to meet licensing requirements in their home state or U.S. territory:

School of Education (AAQEP-Accredited State Authorization Reciprocity Agreement)

FERPA & Student Records

St. Thomas Aquinas College complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. This act protects the privacy of student information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records. Additional information on FERPA and student record access can be found at:

<http://www.stac.edu/academics/registrar/ferpa>

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.

Tuition and Financial Information

Graduate Tuition and Fees 2026-27

Tuition per credit: \$1325.00

Application fee: \$30.00

Technology Fee: MEd/MST \$90.00; MBA and MPA \$45.00

Graduation fee: \$225.00

Placement credentials (each credential file after first): \$2.00

Transcript: \$5.00 or \$10.00 for electronic transcripts

Student Teaching fee: \$75.00

Audit fee (per course): \$1165.00

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 Nelnet formerly TMS at 1-800-722-4867 (www.mycollegepaymentplan.com/stac). Information and forms on this plan are available at the Office of Student Financial Services in Spellman Hall.

Refund of Tuition and Fees

No refund is made except in the case of withdrawal because of prolonged illness or other legitimate reasons beyond the student’s control. The date on which the Registrar is informed in writing will be considered as the date of withdrawal.

Tuition for the **Graduate School of Education, MS Exercise Science, and MPA** 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 **Graduate Business** programs will be refunded according to the following rates: No deductions are made for delay in returning at the beginning of each semester or for absences during the year. All fees are non-refundable.

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

Financial Aid & Free Application for Federal Student Aid (FAFSA)

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 Office of Student Financial Services 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, all students will need to complete this form as soon as possible. No offer of financial aid will be made to a student until he/she has been accepted for admission to STAC.

Students must 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 Office of Student Financial Services any financial aid made available to him/her from sources other than the College.

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

Federal Stafford Student Loan (SSL) Program

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

Financial Aid/Satisfactory Academic Progress

Purpose

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

Policy

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

SAP is divided into three major components:

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

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

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

Qualitative Measure (GPA)

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

Pace

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

Maximum Number of Attempted Credits

The pace is calculated by dividing the number of successfully completed credits by the number of attempted credits. Students must successfully complete 67% of all credits attempted during the academic year **and** 67% of all credits attempted cumulatively during their undergraduate career, including accepted transfer credits. **Students must pass at least 67% of all attempted credit hours with a grade of D- or better or Pass (P). For the purposes of**

financial aid, non-passing grades are: F (failing), I (Incomplete), or W (withdraw).

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

Calculating Your Pace of Progression

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

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

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

Maximum Time Frames

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

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

Specific Graduate Program Credit Requirements

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

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

Program	Credits for Degree Completion
MS Ed	30-36
MST	34-45 dual certification requires additional credits
MBA	30-33
MPA	34

MS Exercise Science	33
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Cumulative Grade Point Average (GPA) - Qualitative Component

Students in all graduate programs must maintain a minimum cumulative GPA of 3.0.

Pace Rate for Attempted Credit - Quantitative Component

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

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

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

Financial Aid Warning

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

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

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

Financial Aid Suspension

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

Those who do not will be placed on Financial Aid Suspension and will be ineligible to receive

federal financial aid.

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

Reinstatement

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

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

Appeal Procedures

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

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

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

To Complete the Appeal Process:

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

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

your personal statement.

Deadlines to Appeal

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

Appeal Decision

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

Financial Aid Appealed Probation

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

Students will be required to meet the individual academic plan while in appealed probation status. You will continue to receive aid for as long as you continue to meet the terms of the academic plan. The academic plan will be reviewed at the end of each semester until you fulfill the requirements of the plan.

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

What happens when the appealed probation period is complete?

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

- Stay in an appealed probation status
In order to remain in appealed probation status, a student must meet minimum satisfactory academic progress requirements for the term (semester) based on his or her academic plan requirements. The student will continue to have an individual academic plan for regaining Satisfactory Academic Progress.
- Move back to a suspension status
If a student does not meet either the required pace of completion or GPA for the semester or the requirements of his/her academic plan, the student's status will return to suspension and federal aid will be canceled for future semesters.
- Move to a satisfactory status
If a student meets the overall GPA and Cumulative Completion Rate (while meeting maximum time frame conditions) for satisfactory academic progress, aid will be reinstated.

Federal Return of Title IV Funds Policy

Purpose

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

- *Official withdrawals* are filed with the Registrar's Office, and students are expected to complete a withdrawal survey.
- *Unofficial withdrawals* occur when students stop attending all classes at any point after the first week of classes.

How a Withdrawal Affects Financial Aid

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

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

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

Calculating Title IV Funding

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

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

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

Unearned Percent = 100% - Earned Percent

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

Determination of Withdrawal Date

The return of TIV funds process begins when the student:

1. *Officially withdraws from the college through the following process.* A student who leaves the College during any semester or special session must complete a withdrawal form, available

from the Office of the Registrar. Students who return after one full year must reapply for admission and for financial aid, and may be subject to current curriculum requirements. If you are unable to come to campus to withdraw, please complete the information in the link below:

If you are unable to come to campus to withdraw, please complete the information in this link: [Withdrawal/Leave of Absence](#)

or

2. *Unofficially withdraws from the College or stops attending courses.*

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

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

Order of Return to Federal Aid Programs

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

- Federal Direct Unsubsidized Loan
- Federal Direct Graduate PLUS Loan

Student Notification of Repayment

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

Post-Withdrawal Disbursements

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

Post-Withdrawal Disbursement of Federal Loan Funds

If a post-withdrawal disbursement includes federal loan funds, St. Thomas Aquinas College must obtain the student’s permission before it can be disbursed. The borrower will be notified within 30 days of the date of determination of withdrawal of the opportunity to accept all or a part of the post-withdrawal disbursement. The student or parent has 14 days from the date of

notification to respond. St. Thomas Aquinas College will disburse the loan funds within 180 days of the date of determination of the student's withdrawal date. Loan funds will be applied towards the outstanding semester charges on the student's account and may pay up to the amount of the allowable charges. Any remainder will be paid directly to the student or parent.

Consequences of Non-Repayment

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

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

Additional Loan Information to Consider When Withdrawing

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

Veterans Administration (VA) Educational Benefits

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

Graduate Assistantships in the School of Education

Graduate Assistantships are available to full-time students accepted into the MEd or MST programs. Graduate Assistants work approximately 15 hours per week from September through May, totaling 450 hours, and are placed in a campus office with a designated supervisor. Compensation includes 12 graduate credits tuition-free (students are responsible for college fees), a \$2,000 stipend, and a 50% discount on on-campus housing. Eligible students receive an application form link in their acceptance letter, with interviews held in late May. Selection is based on academic performance, recommendations, experience or potential, and, when applicable, financial need. Assistantships are awarded annually across several offices, including the Center for Academic Excellence, Registrar's Office, School of Education, Student Engagement and Development, and Student Financial Services. Students who accept a graduate assistantship are not eligible for the alumni discount.

Graduate Assistantships in the MBA Program

To be eligible for an assistantship in the Graduate School of Business, students must be accepted as fully matriculated in the MBA program and apply to the MBA Office. A student receiving an assistantship for the academic year will take 12 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. Applications are available in the MBA Office. See calendar for due date. Once students accept a graduate assistantship, they are ineligible to receive an alumni discount.

The STAC Alumni 25% Discount

STAC alumni are eligible for a 25% discount. The Alumni discount will be used to reduce the tuition cost of your graduate program only. No refunds are available for any unused funds. If STAC alumni are receiving a graduate assistantship, they are ineligible to receive the Alumni discount. If students are receiving a different type of discount or voucher, tuition cannot be double discounted.

Inventory of Registered Programs

Registered by the New York State Education Department

Program Title	Program Code	HEGIS No.	Award	CIPC Code
Accounting	09821	0502	BS	52.0301
Accounting/MBA: 150E, CPA License Qualifying	22890	0502/0506	BS/MBA	52.0301
Adolescence Ed Math: w/ Middle Childhood	22938	1701.01	BS	13.1311
Adolescence Ed: Biology w/Middle Childhood	22935	0401.01	BS	13.1323
Adolescence Ed: Mathematics/Students w/Disabilities	36393	0808.00	MSEd	13.1311
Adolescence Ed: Spanish w/ Middle Childhd	22939	1105.01	BA	13.1330
Adolescence Education & Students with Disabilities All Grades	26057	0803	MST	13.1205
Adolescence Education: Social Studies w/Middle Childhood	22941	2201.01	BS	13.1318
Applied Humanities	43859	4903	BA	24.0103
Art Education	36650	0831	MST	13.1302
Art Education (K-12) and Students with Disabilities All Grades	38131	0831	MST	50.0799
Art Therapy	86095	1099	BA	51.2301
Artificial Intelligence	44227	0506	Adv. Cert.	11.0102
Autism Spectrum Disorder	35936	0808	Adv. Cert.	13.1013
Bilingual Education Extension	45085	0899.00	Adv. Cert.	13.0201
Biochemistry	36385	0414.00	BS	26.0202
Biology	19461	0401	BS	26.0101

Program Title	Program Code	HEGIS No.	Award	CIPC Code
Biology	41851	0401.00	BA	26.0101
Business Administration	09823	0506	BS	52.0201
Business Administration	34548	0506	Adv. Cert.	52.0201
Business Administration	81478	5004	AS	24.0101
Business Administration-General	22890	0506	MBA	52.0301
Business Analytics	44230	0506	Adv. Cert.	30.7102
Chemistry	41852	1905	BA	40.0501
Childhood Education 1-6 and Student with Disabilities All Grades	26058	0808	MST	13.1017
Childhood Education and Spec. Ed (All Grades)	36391	0802	BSEd	13.1001
Childhood Education and Spec. Ed (All Grades)	36391	0808.00	MSEd	13.1001
Childhood Education w/ Middle Childhood	22933	0802	BSEd	13.1202
Childhood Education w/ Middle Childhood	26059	0802	MST	13.1202
Childhood Education/Spec Ed. 1-6	43645	0808.00	MSEd	13.1001
Communication Arts	43863	0601	BA	09.0101
Communication, Media & Design	80367	0601	BS	09.0199
Computer Science	22588	0701	BS	11.0101
Creative Writing	35235	1507	BA	23.1302
Criminal Justice	78227	2105	BS	43.0103
Criminal Justice Administration	43984	2102	MPA	21.0501
Cybersecurity	44229	0506	Adv. Cert.	11.1003
Cybersecurity	45243	0799.00	BS	11.1003
Data Science	43018	0702	BS	30.7001
Early Childhood and Childhood Education Birth - Grade 6	37639	0802	BSEd	13.1202
Educational Studies	37463	0801	BS	13.0101
English	09845	1501	BA	23.0101
Exercise Science	38094	1299.30	BS	31.0505
Exercise Science	44147	1299.30	MS	31.0505
Exercise Science	44148	1299.30	Adv. Cert.	31.0505
Finance	09822	0504	BS	52.0801

Program Title	Program Code	HEGIS No.	Award	CIPC Code
Finance	22626	0504	Adv. Cert.	52.0801
Forensic Science	32116	1999.2	BS	43.0408
Healthcare Management and Informatics	42247	0506	Adv. Cert.	51.0701
History	09853	2205	BA	54.0101
Hospitality Management	38093	0508	BS	52.0904
Human Resource Management	42867	0506	Adv. Cert.	52.1099
Humanities & Social Science (West Point/Stewart)	81477	5649	AA	24.0101
International Business	19600	5004	Cert.	52.1101
Liberal Arts & Sciences	84490	4901	BS	24.0101
Literacy All Grades	43487	0830	MSEd	13.1315
Literacy All Grades	43488	0830	Adv. Cert.	13.1315
Management	19602	5004	Cert.	52.0201
Management	22627	0506.00	Adv. Cert.	52.0201
Management	36260	0506	BS	52.0201
Management Information Systems	19601	5103	Cert.	52.1201
Management Relations/Industrial & Org. Psychology	19603	5009	Cert.	52.101
Marketing	09824	0509	BS	52.1801
Marketing	22625	0509	Adv. Cert.	52.1801
Mathematics	09847	1701	BS	27.0101
Medical Technology	09843	1223	BS	51.1099
Philosophy/Religious Studies	81410	1599.1	BA	38.0001
Physical Education (All Grades)	44890	0835.01	MST	
Physics	41850	1902	BA	40.0801
Psychology	09850	2001	BS	42.0101
Public Administration	38859	2102	MPA	44.0401
Social Policy and Civic Engagement	42883	2101	BA	33.0104
Social Sciences	09852	2201	BS	45.0101
Spanish	09841	1105	BA	16.0905
Special Education (All Grades)	44298	0808	Adv. Cert.	13.1001
Special Education: Childhood Edu w/Middle Childhood	44757	0808.00	MST	13.1017

Program Title	Program Code	HEGIS No.	Award	CIPC Code
Special Education: Childhood w/Middle Childhood	22934	0808	BSEd	13.1017
Sport Management Studies	34249	0599	BS	31.0508
Students with Disabilities All Grades	44305	0808	MSEd	13.1001
Teaching English to Speakers of Other	42737	1508	MSEd	13.1401
Teaching English to Speakers of Other Languages (TESOL)	42738	1508	Adv. Cert.	13.1401
Teaching SWD Adolescence w/ Special Education in Autism	26920	0808	MSEd	13.1001
Teaching SWD in Early Childhood and Childhood	35298	0808	Adv. Cert.	13.1001
TESOL, All Grades	43328	1508	MST	13.1401
Therapeutic Recreation	81457	2199	BS	51.2309
Visual Art	09839	1002	BA	10.0201
Visual Arts Education	22942	0831	BA	13.1302
Visual Communications in Graphic Design	87516	1009	BS	50.0401

Academic Information and Terminology For All Graduate Programs

All graduate students are ultimately responsible for being aware of the information contained in this Catalog.

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.

- In the Schools of Arts and Sciences, Education, and STEM, the academic year consists of two semesters of 14 weeks each. The fall semester begins in early September and ends with the Christmas recess. The spring semester typically begins in late January and ends in May. During the period between semesters, a three-week winter-interim program is offered.
- In the School of Business, the academic year consists of four quarters: Fall, Winter, Spring, and Summer.

Specific details of each year are available on the College website.

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 within 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.

A college community of integrity upholds personal accountability and shared responsibility, and ensures fairness in all academic interactions of students, faculty, and administrators. While we recognize the participatory and collaborative nature of the learning process, faculty and students alike must show respect for the work of others by adhering to the clear standards, practices, and procedures contained in the policy described below.

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

Academic dishonesty is defined as any behavior that violates the principles outlined above. St. Thomas Aquinas College strictly prohibits academic dishonesty. Any violation of academic integrity policies that constitutes academic dishonesty will be subject to harsh penalties, ranging up to and including dismissal from the College.

Examples of Academic Dishonesty

Cheating

- Giving unauthorized help on a test or other academic exercise.
- Accepting unauthorized help on a test or other academic exercise.
- Attempting to obtain unauthorized help from another student on a test or other academic exercise.
- Copying from another student's work.
- Allowing another student to copy from your work.
- Using unauthorized materials during a test or other academic exercise, such as a textbook, notebook, or calculator; use of electronic devices such as computers or phones; use of specifically prepared items, such as notes written on paper, clothing, furniture, or oneself.
- Fraudulently obtaining copies of tests, such as from offices, waste receptacles, or from students who have previously taken the test.
- Giving test questions or test answers to other students who have not yet taken that test.
- Obtaining test questions or test answers from other students who have already taken that test.

Plagiarism

Plagiarism is representing someone else's work or ideas as one's own and occurs when appropriate credit is not given to the original source. Note that plagiarism can be intentional as well as unintentional, and information sources refer to both print and electronic media.

Examples of plagiarism include the following:

- Failing to indicate direct quotations.
- Failing to indicate the source of direct quotations.
- Failing to indicate the source of paraphrased material.
- Copying another's lab reports, data files, or computer programs and presenting them as one's own.
- Submitting work that was written or prepared, in whole or in part, by another person either on campus or off-campus, including Internet sites and including applications of Artificial Intelligence (for example, ChatGPT).
- Purchasing or attempting to purchase work written or prepared by another. (Section 213-b of the NYS Education Law prohibits the sale of term papers, essays, and research reports to college students.)
- Borrowing or attempting to borrow work written or prepared by another and presenting it as one's own without permission.

Deception

- Signing a name other than one's own on any document, such as a registration form or letter of recommendation.
- Intentionally presenting false information on any document, such as a registration form or letter of recommendation.
- Taking or attempting to take a test for another person.
- Allowing another person or generative AI to take a test in one's place.
- Falsifying data for labs, experiments, and research projects.
- Listing reference sources that have not been used.
- Inventing reference sources or submitting sources from generative AI.
- Unauthorized multiple submissions of papers and other academic exercises (submitting the same paper in two different classes without the permission of all instructors involved).
- Lying to an instructor or other College official (e.g., intentionally misrepresenting the reason why one has missed an examination).
- Aiding another student in academic misconduct.

Faculty Procedures for Academic Dishonesty

Because all faculty members have authority and jurisdiction within their classes, when they discover an instance of academic dishonesty, they make the decision about how to handle it. For example, the faculty member can fail the student on the essay, test or quiz, or even for the course as a whole, as seems appropriate to the offense in the judgment of the faculty member. Other academic penalties may be imposed, such as repeating a test or revising an essay, as the faculty member sees fit. Therefore, in most cases, the faculty member makes this decision on his or her own, and that decision turns out to be the final one.

However, for all Academic Dishonesty offenses, faculty must file a Student Conduct Academic Dishonesty Report with the appropriate Academic Dean and the Office of the Provost, indicating whether it is a matter for further investigation or not by indicating one of the following on the form:

- Report to Dean and Provost only; complaint requires no further action
- Request for further action and investigation to be taken by the Dean and/or Office of the Provost

Therefore, the Office of the Provost will maintain records of all reported incidents. The Provost will determine whether the student in question has on file any previous cases of academic dishonesty and impose any sanctions that may be warranted. If deemed necessary, a student's record of previous offenses may be shared with faculty at the discretion of the Provost.

The Academic Integrity and Standards committee will regularly review reports submitted by the faculty. For serious offenses and repeat offenses the committee may recommend further action. If a faculty member decides that no additional action is required from the Provost, the form will remain on file while the student is enrolled at the College. On the other hand, if the faculty member requests that further action and investigation be taken, then the Provost may review possible sanctions by:

- Meeting with the faculty member making the request
- Meeting with the student being charged
- Meeting with the Dean of the appropriate School
- Meeting with the Academic Integrity and Standards Committee

Sanctions

Sanctions for specific violations of the College's Academic Integrity Policy will be discussed with the relevant instructor, the Dean, and the Academic Integrity and Standards Committee if necessary. In the case of repeat offenses, students must meet with the relevant Dean. Violations fall into two categories, Level One and Level Two, as defined below.

Level One Violations

Level One violations are less serious examples of academic integrity. These may often be attributable to a student's academic inexperience or lack of understanding of the specific details regarding academic integrity. Such violations are often accidental or are less intentional than Level Two versions.

Level One violations may often occur on a minor assignment or quiz, something that contributes to a small percentage of the total course work. Below are a few common examples of violations that might be considered as Level One:

- Improper citation due to lack of awareness regarding academic citation
- A small occurrence of plagiarism

- Cheating on a quiz or minor test
- Unauthorized collaboration on a homework assignment
- Making up a reference source for a minor assignment
- Falsifying or creating a small number of data points on a lab exercise
- Falsifying the signature of another student for an attendance sheet

Note: an alleged second Level One violation may be treated as an alleged Level Two violation.

Sanctions for Level One violations may include, but are not limited to, one or more of the following at the discretion of the faculty member, Dean, or Provost:

- No penalty
- Required participation in a workshop on academic integrity at the Center for Academic Excellence or Loughheed Library
- An assigned paper or project related to academic integrity
- A make-up assignment at the discretion of the faculty member
- A grade of no credit for the original assignment
- A failing grade on the assignment
- A failing grade for the course

Level Two Violations

Level Two offenses are very serious violations of our academic integrity policy that involve a significant portion of course work relative to Level One violations. Level Two violations are typically deliberate, and the intent to violate the policy is clearer in the way in which the offense is manifested. Below are some examples of violations that can be considered as Level Two:

- Numerous repeated Level One violations
- Substantial evidence of plagiarism on a major assignment
- Clearly evident copying or use of unauthorized materials, devices, or clear evidence of collaboration on a major exam
- Having someone take an examination in a student's place
- Having someone perform coursework for an online or hybrid class.
- Creating false evidence or data or any other source material for a major assignment or project
- Facilitating the dishonesty of another student on a major exam or assignment
- Intentionally destroying or altering another student's work.
- Knowingly violating research ethics

Sanctions for Level Two violations may include, but are not limited to, one or more of the following:

- A failing grade for the course

- Disqualification from Honors Societies
- Dismissal from a departmental or school honors program
- Denial of access to internships or research opportunities
- Removal of fellowship or assistantship support
- Disciplinary probation
- Suspension for one or more semesters

These recommendations for sanctions at each level are intended as guidelines for the College community. For both Level One and Level Two violations, the sanction imposed should ideally be proportional to the nature of the violation committed. Prior to assigning a penalty to the student, the faculty member may wish to meet with his or her Dean and, if necessary, the Provost to determine an appropriate penalty for the student. If a Level Two offense is particularly egregious, the Provost will refer the case to the Academic Integrity and Standards Committee (AISC), which will determine the appropriate penalty.

Pending the resolution of the case, should it be necessary to report a grade, the faculty member will record an Incomplete for the student as a final grade for the relevant course. No final grade in the course will be reported for the student until a final decision has been rendered. After any resolution to the case, the AISC will consult with the faculty member regarding the appropriate grade to be granted.

Appealing a Determination of Academic Dishonesty

Appealing a First Offense

A student accused of his or her first violation of the Academic Integrity Policy, and who receives a penalty from the faculty member, may appeal the decision to the faculty member and then to the Dean of the relevant School. Once the faculty member notifies the student of the violation, the student shall have ten (10) business days to submit an appeal in writing to the Dean with a clear explanation of his or her response to the charge.

Appealing when there are Repeat Offenses

A student accused of multiple infractions of the Academic Integrity Policy, and who receives a penalty from the AISC, may appeal the decision to the President of the College. Upon official notification of a decision by the AISC, the student shall have five (5) business days to submit an appeal in writing to the President. Appeals at this level must be based on one or more of the following grounds:

- New evidence is available which was not reasonably available at or before the time of the student's last presentation to the AISC.
- A procedural error occurred which can be shown to have had a detrimental effect on the decision of the AISC.
- The decision of the AISC is clearly in error when viewed in light of the information presented to the AISC or the decision imposes inappropriate sanction(s) having no reasonable relationship to the offense(s) committed.

In arriving at a decision, the President will meet with the student in question, the Provost and

Vice President for Academic Affairs, and, if appropriate, the Vice President for Student Development. The President shall notify the student of her decision within five (5) business days of the last meeting, unless special circumstances make that impracticable.

Note: The President of the College shall notify the Provost of appeals that originate through the President's office.

Academic Probation/Dismissal

All graduate students must maintain a 3.0 Grade Point Average. A student whose session GPA is less than 3.0, or whose cumulative GPA falls below 3.0, will be placed on Academic Probation. The Director of the relevant graduate program 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.

Career Center

Assistance in preparing resumes and accumulating pertinent materials to create an effective placement file is available through the Career Center in the Romano Student Center. Available positions are communicated regularly to interested students. Evening hours are scheduled periodically. Students are encouraged to register with this office.

Change of Program

MST and MEd candidates desiring to transfer from one specialization or concentration to another within their program must file a notification to this effect in the Graduate Education Office and Registrar's Office.

Course Cancellations

The college reserves the right to cancel any course for which enrollment is insufficient. Students may then register, without penalty within regular registration deadlines, for another course of equal credit or receive a refund of tuition and fees. The College also reserves the right to change faculty assignments, day and times when necessary. All registration adjustments are transacted via Banner Self Service.

Course Load and Full-Time Status

MST candidates are typically full-time students carrying 9 credits each semester. Full-time MS Ed candidates shall carry a minimum of nine credits each semester. Those who are employed are considered part-time students and will carry a maximum of six (6) credits each semester. Part-time students requesting to take more than six (6) credits in a semester must receive permission from the Director of Graduate Education.

- A full-time MBA student shall carry at least 6 credits each quarter. Those who carry 3 credits are considered part-time.
- A full-time MPA student shall carry at least 9 credits each semester. Those who carry fewer credits are considered part-time.
- A full-time MS Exercise Science student shall carry at least 9 credits each semester. Those

who carry fewer credits are considered part-time.

Course Schedules

MST and MSED courses scheduled during the fall and spring semesters that are in person 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. Online courses are offered each semester as well.

MBA courses are scheduled during the Fall, Winter, Spring, and Summer quarters. Courses are offered in either asynchronous or hyflex formats. All courses utilize the College's Learning Management System Canvas where materials are regularly posted and communicated to the students. Hyflex courses typically are offered in the evenings and all in-person meetings will be recorded and posted on the course's Canvas page.

MPA and MS Exercise Science courses are scheduled during the regular academic year. On-campus classes typically meet during the evening on weekdays. Selected courses are also offered on-line and in a hybrid format.

Course Types

Asynchronous Online Courses

Asynchronous online courses are accessible through the College's Learning Management System (LMS) and do not have regularly scheduled class meetings. Students may access course materials at times that fit their schedules, but they must complete readings, lectures, discussions, assignments, and other required activities within the deadlines established by the instructor.

Asynchronous courses are **not** self-paced. Students are expected to participate consistently throughout the nine-week session rather than completing substantial portions of the course shortly before major deadlines or at the end of the session.

Students enrolled in asynchronous online courses are expected to:

- Access the course regularly to review announcements, messages, and newly posted materials;
- Complete all assigned readings, recorded lectures, activities, discussions, and assessments;
- Participate substantively in discussion boards, group work, and other interactive activities;
- Meet all published deadlines;
- Respond promptly to communications from the instructor and classmates when a response is required;
- Contribute appropriately to collaborative assignments; and
- Contact the instructor promptly if a personal or technical issue may affect participation or academic progress.

Faculty may establish reasonable participation requirements, including weekly assignments, discussion contributions, applied activities, collaborative work, or other measures of substantive engagement. All expectations and deadlines must be clearly stated in the syllabus or course LMS.

HyFlex Courses

HyFlex courses have a designated meeting time, typically during a weekday evening. During these sessions, faculty may present course content, facilitate discussions, work through practice problems, or engage students in other learning activities.

Students may participate in the scheduled session in person, when available or remotely via Zoom. Recordings are made available through the LMS for students who cannot attend the live session. Students may change modalities throughout the term unless a course explicitly restricts this flexibility at the outset of the course.

The availability of a recording does not convert a HyFlex course into an asynchronous or self-paced course. Students accessing a session through a recording remain responsible for all session content, activities, assignments, and deadlines.

HyFlex Participation Expectations

HyFlex courses are designed to combine the flexibility needed by working professionals with the meaningful interaction and engagement of a scheduled class experience. Students are therefore strongly encouraged and expected to participate in scheduled class sessions live—either in person or virtually—whenever reasonably possible.

Live participation provides important opportunities to engage in discussion, ask questions, apply course concepts, and interact with the instructor and classmates. These experiences are an important part of the learning environment and cannot be fully replicated by viewing a recording.

Students who are unable to attend a scheduled session because of work, family, illness, or other obligations may access the recording through the LMS. Recordings are provided to ensure continued access to course content and do not reduce expectations for participation, engagement, or timely completion of coursework.

Regardless of how they participate, students are responsible for:

- Engaging with each class session in its entirety;
- Completing all associated readings, activities, discussions, and assignments;
- Meeting all published course deadlines; and
- Demonstrating substantive engagement with the course.

In-person students (when applicable) are expected to:

- Arrive on time and remain for the scheduled class period;
- Bring required materials and devices;
- Participate meaningfully in discussions, activities, demonstrations, and group work;
- Remain attentive and engaged throughout the session.

Live Remote students are expected to:

- Log in on time using a reliable internet connection;
- Have access to a functioning microphone and camera;
- Remain present for the scheduled class period;
- Participate from an environment that permits appropriate attention and engagement;
- Monitor the class session and respond when called upon;
- Participate in discussions, polls, activities, and group work;
- Keep their camera on when requested by the instructor, particularly during discussions and interactive activities;
- Notify the instructor promptly if a technical problem prevents participation.

Students should not participate remotely while driving or while engaged in activities that prevent meaningful participation.

Recorded-Session Participation Students are expected to:

- View the session in its entirety and within the timeframe established by the instructor;
- Review all materials and announcements associated with the session;
- Complete any related or alternative participation activity required by the instructor;
- Meet the same assignment and course deadlines as students participating live;
- Contact the instructor promptly with questions about session content.

Faculty may establish reasonable participation requirements, assignments, or activities that allow students to demonstrate engagement with class-session content, provided those expectations are clearly stated in the syllabus and can be completed by students accessing the course through any approved HyFlex modality. Recorded sessions must be posted within a reasonable timeframe (typically 24–48 hours) and asynchronous alternatives must be provided for activities that cannot be replicated online (e.g., certain labs or simulations).

Degree Completion

All courses are cycled so that students may complete degree requirements within a reasonable time, whether 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 two summers and 1-2 academic years.
- MBA students registered for 2 courses for two quarters and 3 courses for two quarters should be able to complete all degree requirements in one calendar year. Typically, students registered for 2 courses per quarter can complete the program in 5 quarters. Students are expected to complete the degree within five years.
- MPA students registered for 3 courses per semester and having the appropriate undergraduate waivers and/or credits granted should be able to complete all degree requirements (with the exception of a capstone seminar and capstone project) in one calendar year. Typically, students registered for 2 courses per semester can complete the program in 4-6 semesters. Students are expected to complete the degree within five years.
- MS Exercise Science students will complete the program in 2 academic years if they register for 3 courses per semester (with the exception of one semester where only 2 courses will be taken).

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.

- MEd, MST, and MBA programs all require practica and/or capstone course(s).
- The MPA program requires a capstone seminar course, which includes the completion of an independent research proposal project.

- The MS in Exercise Science requires a capstone course that includes a comprehensive exam.
- Comprehensive assessment is required of all candidates in the MEd programs.

Grading

Graduate students in all programs must maintain a B (3.0) average. Failure to do so will result in Academic Probation. Students who fail to attain a grade of B in each of the next two completed courses will be dismissed from the College.

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	
Inc	Incomplete*	
W	Withdrawal	
F	Failure	
FX	Failure due to ceasing to attend class at or before the midpoint of the course.**	

*Indicates that a student has completed the majority of the assigned coursework, but due to some extraordinary circumstances cannot complete work assigned at the end of the semester. Students who require an Incomplete must discuss this option with their instructor in advance of the last week of class if possible and create a specific plan for submitting the work.

- Incompletes are given at the discretion of the faculty member
- All work must be submitted by the date stipulated by the instructor, but not later than the deadline indicated on the Academic Calendar for the following semester, or the Incomplete grade becomes an F.

**In the case of students enrolled in online courses, an FX grade will be awarded to students for whom there is no recorded participation in the course.

- MST and MEd students who receive a grade of F, or when an Incomplete reverts to an F, must repeat the course the first time it is offered. Registration is restricted to 6 credits

during the interim. Students should meet with the Dean to work out a mutually satisfactory plan to eliminate the F and move toward the completion of their degree.

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

Graduation

Candidates in the MST, MEd., Post Master's Certificate, MS Exercise Science, MBA, and MPA programs must file an application and pay the appropriate fee. Applications are available in the respective offices of their School. All degrees and certificates are conferred at the annual Commencement held in May. Candidates for MEd in Reading or Special Education, MS in Exercise Science, and the MBA who have completed all but 6 credits of their graduate programs and who register to take the remaining 6 credits during the immediate summer session may participate in the May commencement ceremonies. MPA candidates who expect to complete their capstone seminar and project (assuming advisors are available) during the immediate summer session, and who have completed all other degree requirements, may participate in the May commencement ceremonies. Participating in commencement ceremonies does not eliminate any requirements of the graduate programs.

All Graduate Students who have completed their programs according to the approved curriculum and who have maintained a GPA of 3.0 are eligible for graduation. 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 in all programs whose cumulative quality point index is 3.85 or better.

Leaves of Absence

Graduate students 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.

Students may apply to the Dean or Program Director for a leave of absence. If a leave is granted, the 5-year degree completion time is automatically extended.

Military Leave of Absence

Students on military leave who receive orders for active duty or deployment will receive "W" (Withdrawal) grades for the term. The student must present a copy of their military orders to the Veterans Certifying Official. Depending on when the student withdraws during the term, tuition, fees, and financial aid including veteran's benefits may be adjusted. If a student receives military orders, Faculty may decide, within their discretion, to submit final grades. In such cases,

the student has the option not to withdraw from those classes in which the student and faculty have come to an agreement. Should faculty assign incomplete grades instead, the student must follow the incomplete clearance plan between the student and faculty. The STAC incomplete grade policy remains in effect. Failure to complete the assigned work, test, papers, etc. within the faculty's deadline or the published last date to submit an incomplete grade will result in an "F"-failure grade. Annual Training (AT) or other normal training orders are not considered mobilization or active duty orders. Students should make a formal request to postpone their orders until the end of the term.

Lougheed Library

The Lougheed Library – named for the College's founding librarian Sister M. Alfred Lougheed – is located on two levels in Spellman Hall. In addition to its collections of books and print periodicals, the library offers a variety of other digital resources and services for the college community. Qualified reference librarians are available to assist students, one-on-one, with their research. Faculty may reserve 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.

The library web page affords all college members 24/7 access to the library catalog, numerous databases containing thousands of full-text journals, and a variety of other resources for all disciplines. User guides for selected databases are found in the library and on the library web page. The library is home to three technology classrooms:

- The Bloomberg Professional Laboratory contains 12 Bloomberg terminals.
- The Innovation Center contains 3-D printers and space for robotics work.
- The Bonaparte Classroom is home to the College's Virtual Reality classes.

The library facility, which is open year-round (7 days-a-week in the fall and spring terms), also offers public computers and Wi-Fi. There are spaces for group study on both library levels. Individual study carrels are located on the lower level for those who wish to work independently in a quiet atmosphere.

Additionally, the College's Spellman Technology Corridor houses other technology-enabled classrooms:

- The Alden HyFlex Classroom offers the ability to teach remote and in-person classes simultaneously.
- The Ridgewood Savings Bank Data Lab is home to our Data Science and Business Analytics classes.
- The Digital Imaging Lab and the Media Lab have iMacs for use by our Communication, Media, and Design classes.

Professional Resource Center

The Professional Resource Center (PRC) is located in the lower level of Borelli Hall. Its holdings include selected classroom texts and manipulative materials, state syllabi, multimedia technology

and software, reading materials, programmed texts, video equipment, and an extensive test collection. Materials may be borrowed for a limited time by those who present a STAC student ID.

READMISSION

All graduate students who have not registered for courses for a period of one year and have not requested a leave of absence, must contact the Office of Admissions.

Registration

Registration information and course offerings are available on the Registrar's webpage. Students must consult with their Academic Advisor prior to selecting courses. Tuition is payable on the day of registration for all graduate students.

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 a college, professional or graduate school, government agency or business concern as designated. An unofficial transcript is one given to the person whose credits are listed thereon and marked "Student Copy." The College accepts no responsibility for the accuracy of the unofficial transcript after it has been issued. Upon graduation, each student is entitled to one unofficial transcript. There is a fee of \$5.00 for each additional transcript requested whether official or unofficial; \$10.00 is the fee for electronic transcripts.

Transfer Credit

All graduate students 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 MST or 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 6 semester hours which meet degree requirements may be transferred into the MBA program and the MS in Exercise Science, and a maximum of 3 semester hours which meet the degree requirements may be transferred into the MPA program. Decisions regarding waivers and transfer credits are based on the following: credit comparability to the College course, the grade received (B or better), semester lengths, and number of credits. Course work must have been completed within the last seven years.

Withdrawal from Courses

Students who wish to withdraw from a class must consult the dean of the relevant school.

Students whose native language is not English

Students whose native language is not English must take one of the following exams and meet the minimum score requirements:

Test	Minimum Score
TOEFL iBT before January, 2026	80
TOEFL iBT January, 2026-present	4.0
IELTS	6.5
Duolingo English Test	105
Pearson PTE/Pearson PTE Express	59
Cambridge Assessment English Level B2	C
Manchester Exam with a Common European Framework of Reference for Languages (CEFR) –	B2 or qualify for an English proficiency testing waiver.
EF English Live Upper Intermediate Level Certificate of Completion	

Students do NOT need to submit English Language Proficiency Exam results if:

- Graduating from a US high school
- Graduating from a high/secondary school where the primary language of instruction is English
- Graduating from secondary/high school within a country where English is an official language or the most prominent language spoken as per the CIA World Factbook. (English-speaking countries)
- Receiving an SAT score of 1000+ and 500+ on the English section
- Earning an ACT combined score of 37+ on the English and reading sections

GRADUATE SCHOOL OF BUSINESS

Master of Business Administration

Mission Statement

The School of Business educates and enables students to make a positive contribution to the world and prepares them for success in the evolving and complex global business environment. We nurture ethical reasoning skills, an innovative analytic mindset, communication skills, and global perspectives through student-focused teaching and transformative experiential learning.

Admission into the MBA Program

Applicants must submit a completed application form and supplemental documents displaying academic and professional history. 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 GPA is less than a 2.8 may, in some circumstances, be admitted under a provisional admission status. (See below.)
2. Two letters of recommendation from employers or college professors.
3. Graduate Management Admission Test (GMAT) scores may be requested for students with undergraduate GPAs lower than 2.8 out of 4.0 (Use STAC Code # 39Z-05-10).

Admissions Decisions

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

Provisional Status

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

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

Certificate Programs

St. Thomas Aquinas College also offers Post-Baccalaureate Certificates in Artificial Intelligence, Business Analytics, Cybersecurity, Finance, Healthcare Management & Informatics, Human Resources, and Marketing. 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 recommendation letters.

The Advanced Certificates require four (4) concentration-specific courses as identified in the catalog. Students without an academic background in business are required to complete a 3-credit Foundations course during their first quarter.

Non-Matriculated/Non-Degree Applicants

An applicant may be admitted to the MBA Program as a non-matriculated student if he or she has received a Bachelor's degree from an accredited undergraduate institution. Non-matriculated students usually wish to complete specific graduate courses rather than to pursue a degree program and are limited to twelve 12 credits.

Non-degree applicants must submit the completed application form, a \$30 application fee and an official transcript showing completion of an undergraduate degree. A request for a change to matriculated status may be made after obtaining departmental approval.

CHANGE OF STATUS

Students who wish to change their status must complete all admission requirements for the desired classification.

MBA Requirements

The Master of Business Administration program requires 30 graduate credit hours consisting of 10 three-credit courses. The curriculum includes:

- Core Courses: 18 credits
- Concentration Courses: 9 credits
- Capstone Course: 3 credits

The MBA Program provides a common curriculum for students from all backgrounds. Students may customize their MBA by selecting courses that support their professional interests or by completing the requirements for a concentration.

Business Common Professional Core Requirement

Students who do not hold an undergraduate degree in business and students who earned an undergraduate business degree with a cumulative GPA below 3.0 must complete GMBA 1001 - Business Common Professional Core during their first quarter in the MBA program.

GMBA 1001 provides foundational preparation in accounting, finance, business communication, information systems, marketing, macroeconomics, microeconomics, quantitative analysis and statistics, and academic research and writing. Students may take GMBA 1001 concurrently with one or two MBA core courses.

Students who hold an undergraduate degree in business with a cumulative GPA of 3.0 or higher are not required to complete GMBA 1001.

MBA Program Schedule

The MBA program offers four nine-week sessions each year, beginning in September, December, March, and June. This schedule provides students with multiple entry points and the flexibility to progress through the program at a pace that accommodates their professional and personal responsibilities.

MBA courses are offered in asynchronous online and HyFlex formats. Asynchronous online courses do not have regularly scheduled meeting times, while HyFlex courses are organized around scheduled live sessions. Although the methods of participation differ, neither format is self-paced. Both require consistent engagement, timely completion of coursework, and substantive interaction with course content, the instructor, and classmates.

THE GRADUATE SCHOOL OF BUSINESS CURRICULUM

I. Core Courses: 18 credits

All MBA students complete the following six core courses:

- GMBA 1011 Accounting for Decision Makers
- GMBA 1012 Business Law, Ethics, and Global Social Responsibility
- GMBA 1013 Data Analysis Using Spreadsheets and AI
- GMBA 1014 Financial Management and Risk Assessment
- GMBA 1015 Marketing Strategy and the Consumer Experience
- GMBA 1016 Managerial Economics

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

Students complete three concentration courses. They may pursue a customizable program of study tailored to their professional interests or concentrate in one of the following areas: Artificial Intelligence, Business Analytics, Cybersecurity, Finance, Healthcare Management & Informatics, Human Resource Management, Marketing, Students pursuing a concentration must complete three courses designated for that concentration. Students pursuing a customizable program of study may select three approved courses from across the MBA curriculum.

A. *Artificial Intelligence**

1. Three courses selected from:
 - GMBA 2801: Generative AI for Managers
 - GMBA 2802: Business Use Cases for AI
 - GMBA 2803: AI Governance and Ethics
 - GMBA 2804: Managing AI Projects

B. *Business Analytics **

- Three courses selected from:
- GMBA 2851: Storytelling with Data
 - GMBA 2853: Python for Business Analytics
 - GMBA 2804: Managing AI Projects

C. *Cybersecurity**

- Three courses selected from:
- GMBA 2601: Information Governance, Risk Management, and Compliance
 - GMBA 2602: Network Architectures for Cyber Managers
 - GMBA 2604: Cyber Risk Management and Strategy
 - GMBA 2603: Executive Cyber Defense

D. *Finance*

Three courses selected from:

GMBA 2202: Investment Analysis

GMBA 2203: Financial Institutions & Capital Markets

GMBA 2204: Global Finance

GMBA 2205: Mergers & Acquisitions

E. Human Resource Management

1. Required course

GMBA 2305: Human Resource Management

2. Two courses selected from:

GMBA 2320: Strategic Staffing

GMBA 2322: Total Rewards Management

GMBA 2324: Human Resource Development

GMBA 2326: Labor Relations and Collective Bargaining

F. Marketing:

Three courses selected from:

GMBA 2404: Product Management & New Product Development

GMBA 2409: Digital Marketing

GMBA 2415: Marketing Analytics

GMBA 24XX Social Media Marketing

G. Healthcare Management & Informatics

Three courses selected from:

GMBA 2702: Healthcare Management

GMBA 2704: Healthcare Information Management

GMBA 2701: Healthcare Finance

GMBA 2705: Healthcare Law and Ethics

GMBA 2703: Healthcare Informatics

** Note that many of the courses in these programs are asynchronous online classes offered through our partnership with Rize Education.*

Specialized Program

Accounting 150E BS/MBA, CPA Preparation

Undergraduate Accounting majors enrolled in this program earn BS Accounting/MBA degrees at St. Thomas Aquinas College. The program meets the CPA educational licensure requirements for New York State. The curriculum for this program requires students to complete MBA Core courses (18 credits); Nine credits of concentration courses; and one Capstone course (3 credits).

ADVANCED CERTIFICATE PROGRAM

Advanced Certificates are designed to provide discipline-specific graduate courses for individuals in the workforce looking to learn specific skills. Post baccalaureate certificates are offered in Artificial Intelligence, Business Analytics, Cybersecurity, Finance, Healthcare Management & Informatics, Human Resource Management, and Marketing. Admission requirements for these programs are the same as the MBA program, and students are required to maintain a 3.0 grade point average. The Advanced Certificates require four (4) specialized courses in the specific concentration. For students without an undergraduate business degree, they are required to complete GMBA 1001 - Business Common Professional Core course to prepare them for the specialized concentration courses. This course may be taken concurrently with another course, and does not count toward the twelve required credits.

Students who complete an advanced certificate may use the credits later toward achieving an MBA degree. Also, students who have already completed their MBA, may choose to pursue an advanced certificate in a different concentration than their MBA to enhance their knowledge in a new area.

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

COURSE DESCRIPTIONS FOR THE MBA & CERTIFICATE PROGRAMS

(All courses are 3 credits unless otherwise indicated)

Core Courses

GMBA 1001: Business Common Professional Core

Business Common Professional Core is a graduate-level academic leveling course designed to ensure that students entering the MBA program possess foundational competencies across core areas of business education. The course utilizes competency-based Academic Leveling Course (ALC) modules developed by Peregrine Global Services, supplemented by faculty-guided reflective and integrative touchpoints.

Students who successfully complete the course will demonstrate readiness for graduate-level business coursework through proficiency in accounting, finance, economics, marketing, information management systems, quantitative research techniques, and professional business communication. This course is required in the first quarter of enrollment for MBA students who do not hold an undergraduate degree in business or whose academic preparation indicates the need for foundational reinforcement.

GMBA 1011: Accounting for Decision Makers

This intensive MBA-level course equips future managers with the accounting knowledge required for informed business decision making. The course integrates financial accounting, managerial

accounting, and forecasting within a decision-oriented framework. Emphasis is placed on interpreting financial statements, understanding cost behavior, preparing forecasts, and applying accounting information to operational and strategic decisions. The course is designed for students from both business and non-business undergraduate backgrounds.

GMBA 1012: Business Law, Ethics and Global Social Responsibility

This course provides an introduction to law with a focused examination of areas of critical importance to business, emphasizing contracts, commerce, corporate governance, investor protection, agency, partnerships, corporations, and e-commerce. Throughout the course, legal principles are analyzed alongside ethical decision-making, and corporate social responsibility, highlighting the role of law in promoting accountable, transparent, and socially responsible business practices. International, regulatory, and contemporary issues are integrated to reflect the global business environment. The course is designed to develop a strong foundation in the legal system, legal processes, and legal reasoning, while equipping students to evaluate legal risks and responsibilities through an ethical and socially responsible leadership lens.

GMBA 1013: Data Analysis Using Spreadsheets & AI

This course is designed as an MBA-level course that bridges the gap between traditional Excel proficiency and modern AI-driven data insights. It focuses on strategic decision-making rather than just "clicking buttons." In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and PivotCharts, and AI tools. Students will analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts. The goal is to equip future leaders with the ability to transform raw data into strategic assets.

GMBA 1014: Financial Management and Risk Assessment

The objective of this course is to develop an understanding of the financial principles and decision-making approaches used in managing a corporate enterprise, with particular attention to financial management and risk assessment. The course focuses on how financial decisions related to investment, financing, and risk management affect firm value and long-term performance. Building on foundational finance concepts, students are expected to master the core analytical tools used in managerial decision-making, including time value of money, discounted cash flow analysis, risk and return, cost of capital, and capital structure. These tools are then extended to more advanced applications, such as real options, financial risk analysis, and corporate policy decisions, in order to evaluate strategic alternatives under uncertainty. The course emphasizes both theoretical understanding and practical application.

GMBA 1015: Marketing Strategy and the Consumer Experience

This course provides an in-depth examination of marketing strategy and executive-level decision-making in dynamic competitive environments. Building on core marketing concepts, the course explores target market selection, consumer behavior, marketing mix optimization, brand strategy, market research, and global marketing decisions. Emphasizing both analytical rigor and real-world application, the course integrates three Harvard Business School case studies and the MarkStrat marketing simulation to help students develop a strategic marketing mindset and acquire the tools necessary to evaluate and lead marketing initiatives.

GMBA 1016: Managerial Economics

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

GMBA 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 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 1111: Statistics

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

GMBA 1116: Operations Management

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

GMBA 1121: Business Analytics

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

GMBA 1130: Business and the Environment

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

Course Archive

These courses are no longer

regularly offered:

GMBA 1101: Financial Accounting
 GMBA 1103: Marketing Concepts & Strategies
 GMBA 1104: Management Information Systems
 GMBA 1105: Managerial Finance
 GMBA 1106: Operations Research
 GMBA 1107: Management Theory & Practice
 GMBA 1108: The Legal Environment of Business
 GMBA 1109: Managerial Accounting
 GMBA 1110: Money & The Economy
 GMBA 1111: Statistics
 GMBA 1116: Operations Management
 GMBA 1121: Business Analytics
 GMBA 1130: Business and the Environment
 GMBA 1151: Professional Communications Strategies

Artificial Intelligence Courses

Note that many of the courses in this program are asynchronous online classes offered through our partnership with Rize Education.

GMBA 2801: Generative AI for Managers

Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends.

GMBA 2804: Managing AI Projects

AI projects can help predict trends and optimize operations, allowing businesses to understand not just what *has* happened but what *will* happen—and what *should be done* about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders.

GMBA 2802: Business Use Cases for AI

Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. By the end of this course, students will address key challenges and solutions in AI implementation.

GMBA 2803: AI Governance and Ethics

Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy,

bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders.

Business Analytics Courses

Note that many of the courses in this program are asynchronous online classes offered through our partnership with Rize Education.

GMBA 2851: Storytelling with Data

Storytelling is one of the oldest and most powerful tools for action, and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation.

GMBA 2853: Python for Business Analytics

Managers who hope to stay competitive in business analytics need to be able to scale their analytics—and Python provides that solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries—NumPy for numerical data, Pandas for data manipulation, and Matplotlib for data visualization—to use data to solve complex business problems.

GMBA 2601: Information Governance, Risk Management and Compliance

Companies storing information are responsible for keeping it safe—and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly, and by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity.

GMBA 2602: Network Architectures for Cyber Managers

In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk.

GMBA 2603: Executive Cyber Defense

To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives.

GMBA 2604: Cyber Risk Management and Strategy

Cyberattacks today are inevitable—but the extent of the damage may rely on how much *you*, as the manager, are prepared. By the end of this course, you'll know how to create risk management

strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.'

Note that GMBA 1815 has been replaced with the Core Course GMBA 1013. For students who entered in Fall 2026 and after, GMBA 1805 cannot be applied to a concentration course.

Finance Courses

GMBA 2202: Investment Analysis

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

GMBA 2203: 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.

GMBA 2204: 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.

GMBA 2205: 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.

GMBA 2210: 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.

Course Archive

These courses are no longer regularly offered:

GMBA 1201: Corporate Finance

GMBA 1206: Capital Budgeting

GMBA 1207: Quantitative Finance & Forecasting

GMBA 1208: Commercial Banking

Healthcare Management & Informatics Courses

GMBA 2702: Healthcare Management

An introduction to healthcare management. The course offers an overview of healthcare system components, services, and management concepts specific to healthcare. The importance of communication and interactions in healthcare management and the management and physical makeup of healthcare organizations.

GMBA 2704: Healthcare Information Management

The course focuses on mastery of current technology, legislation, and other key topics in health information management by mapping CAHIIM (Commission on Accreditation for Health Informatics & Health Information Management) standards and curriculum. The course covers electronic health records, patient records, documentation guidelines within the healthcare setting, as well as HIPPA (Health Protection and Promotion Act) requirements and guidelines.

GMBA 2701: Healthcare Finance

The course focuses on how microeconomic principles apply to healthcare delivery and its policies. The course explores the changing nature of healthcare, the social and political sides of issues, and the future of healthcare delivery and finance as the U.S. transitions from quantity healthcare to quality healthcare. The course will also compare and analyze public health policy from an economic perspective.

GMBA 2703: Healthcare Informatics

The course studies how health information professionals use data and statistics to understand and improve healthcare delivery in the clinical settings. Topics will include basic math and statistics, vital statistics and mortality rates, census and occupancy rates, and other key topics required for CAHIIM competency and certification in health informatics.

GMBA 2705: Healthcare Law and Ethics

The course offers an overview of healthcare business ethics, ethical decision making, and the impact of social responsibility. The course will prepare students to understand and participate in effective ethical decision making within healthcare organizations. Through an applied perspective, focusing on conceptual framework, risks, issues, and dilemmas that will be faced in the real world of business.

Human Resource Management Courses

GMBA 2305: 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.

GMBA 2320: Strategic Staffing

Emphasizes developing a strategic structure for providing corporations with the human resources necessary to achieve organizational goals. Strategies and techniques for workforce planning, job analysis, recruitment and selection, training, performance management, succession planning, and retaining employees are presented. Provides a comprehensive understanding of the staffing process and its role in supporting organizational goals and objectives.

GMBA 2322: Total Rewards Management

The course provides students with knowledge and skills of compensation and reward systems. Topics include a strategic framework for compensation, elements of compensation strategy, the impact of rewards on recruitment, retention and performance management, job evaluation, base pay and salary structures, indirect pay plans, and other non-financial rewards. Provides an overview of the components of total rewards and how they work together to attract, retain, and engage employees.

GMBA 2324: Human Resource Development

This course focuses on the methods and processes used by organizations to improve the performance and skills of their employees. It provides an overview of the theoretical frameworks and practices related to human resource development in organizations. Further, this course involves designing, delivering, and evaluating programs that enhance employee's knowledge, skills, and abilities to meet the current and future needs of the organization. The goal of human resource development is to support the overall success of an organization by helping employees reach their full potential.

GMBA 2326: Labor Relations & Collective Bargaining

Investigates the relationships between employers, employees, and labor unions, focusing on negotiation, conflict resolution, and collective bargaining. Covers the legal framework, history, and current practices of labor relations and provides an understanding of labor unions in the workplace and the impact of collective bargaining on wages, benefits and working conditions. Examines topics such as strikes, grievances, arbitration, and trends in union membership and collective bargaining.

Management Courses**Course Archive**

These courses are no longer regularly offered:

- GMBA 1301: Organizational Behavior
- GMBA 1302: Global Management
- GMBA 1303: Entrepreneurial Management
- GMBA 1304: Corporate Strategy
- GMBA 2305/1305: Human Resource Management
- GMBA 1306: Decision Theory
- GMBA 1307: Managing Organizational Change & Conflict
- GMBA 1308: Organizational Theory
- GMBA 1309: Globalization of Business

Marketing Courses

GMBA 2415: Marketing Analytics

This course is a marketing elective designed to equip students with the analytical mindset and managerial judgment required to make data-informed marketing decisions. Using a combination of the Stukent text and the Marketing Analytics simulation, the course emphasizes hands-on learning to help students interpret marketing metrics and translate data into actionable insights that support strategic marketing and broader organizational goals.

GMBA 2404: Product Management & New Product Development

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

Course Archive

These courses are no longer regularly offered:

- GMBA 1401: Consumer Behavior
- GMBA 1402: Global Marketing
- GMBA 1403: Marketing of Services
- GMBA 1405: Advertising, Promotion, & Media Planning
- GMBA 1406: Sales Force Management
- GMBA 1407: Marketing Research
- GMBA 1408: Direct Marketing

Sport Administration Courses

Course Archive

These courses are no longer regularly offered:

- GMBA 1601: Sport Communications and Public Relations
- GMBA 1602: Risk Management and Legal Aspect of Sport
- GMBA 1603: Governance of Intercollegiate Sports
- GMBA 1604: Sport Administration Seminar
- GMBA 1605: Applied Sport Ethics
- GMBA 1606: Financial Aspects of Sport
- GMBA 1607: Sport Industry Leadership and Management
- GMBA 1608: Sport Management Analytics

MBA/CPA Courses for the 150-Hour CPA Requirement

GMBA 2210: 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.

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 2212: 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.

GMBA 1213: Accounting and Finance Data Analytics

Provides a critical thinking framework and data analysis process model to help develop skills needed to plan data analysis projects, perform analyses, and report results. The course provides a pattern-based approach to analysis which teaches methods to prepare data, calculate the information needed for analytical purposes, and explore data from a variety of perspectives. This approach has a hands-on emphasis that provides opportunities to learn new technology skills.

Prerequisite: GMBA 1101 and GMBA 1105, or the equivalent and GMBA 1121.

Capstone Courses**GMBA 1502: Leadership, Ethics, & Business**

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

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

GMBA 3001: Strategic Management, Communication, and Leadership

Strategic Management, Communication, & Leadership invites you to consider how managing, communicating, and leading are all strategic in that they enable organizations to create value while balancing the needs of all stakeholders. For organizations to bring valuable goods and services to the market while covering their costs, and in the case of for-profit corporations, while covering their costs AND making a profit for their owners - requires leadership that develops people as well as valuable goods and services, communication that keeps all stakeholders aware of the vision and informed about how the organization is delivering on its purpose and contributions, and management that ensures smooth organizational operations and achievement of organizational objectives and goals. Complex sustainability issues, changing employee expectations and technological capabilities, and an increasingly volatile international, natural, and political environment are all swirling around businesses and their stakeholders such that leaders today need a thorough grounding in ethical principles, a personal commitment to ethical

leadership, a strong understanding of their organization's value model and place in the competitive market, and the skills to communicate extraordinarily well both inside and outside the organization.

Course Archive

The following course is no longer being offered regularly:

GMBA 1504: Business Policy, Research, & Decision Making

GRADUATE SCHOOL OF EDUCATION

In collaboration with the broader St. Thomas Aquinas College community and our school and community partners, the School of Education prepares knowledgeable, reflective, and caring educators to meet the evolving needs of today's schools and learners. Our graduate programs are designed to strengthen professional practice, deepen expertise, and prepare educators to support academic growth and overall well-being of all students. Through rigorous coursework, meaningful clinical experiences, and strong connections to the profession, our programs equip educators to lead, adapt, and make a positive impact in the diverse communities they serve.

Mission of the School of Education

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

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

Admission into the Graduate School of Education

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

Admissions Requirements for the Master of Science in Education* and Certificate Program in Autism

- 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.
- A cumulative grade point average of 3.0 or above on a 4.0 scale.
- Evidence of potential to complete a graduate degree in education, to be provided through letters of professional references and a statement of professional goals.

Admissions Requirements for the Master of Science in Teaching

- 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.
- A cumulative grade point average of 3.0 or above on a 4.0 scale.
- Evidence of potential to complete a graduate degree in education, to be provided through

letters of professional references and a statement of professional goals.

Admissions Requirements for the Post-Master's Certificate Programs

- A Master's Degree in Education.
- A valid teaching certificate.

Additional Admission Requirements

Applicants Must Submit the Following:

1. A completed application form and a non-refundable application fee.
2. Official copies of transcripts from all institutions of higher education attended. Applicants for the Post-Master's Certificate program need only submit an official copy of a transcript from the institution that granted the Master's degree.
3. Applicants to the Master of Science in Teaching and Master of Science in Education programs need to provide two letters of recommendation from employers or college professors.

Other Information

- Documents submitted in support of an application become part of the permanent records of the Graduate School of Education and cannot be released for any other use.
- Once all materials have been received and evaluated, decisions regarding acceptance are made; approval to register is generally given to those who meet the requirements, and a faculty advisor is identified.
- Students are encouraged to meet with their advisor regularly to ensure timely completion of all requirements.
- Admission to study does not imply candidacy for a degree. Final matriculated status in the MEd and MST programs is granted upon completion of 9 credits and maintenance of a 3.0 GPA. Candidates maintain matriculated status by completing at least six credits during the fall and spring semesters.
- Students who wish to take a leave from the program must apply for an official leave of absence and specify the expected semester of return.

Admission Requirements for Non-Degree Students

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

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

New York State requires that candidates for all teaching certificates successfully complete New York State Teacher Certification Examinations (NYSTCE). For *Initial Certification* candidates must pass the Educating All Students Test (EAS), and the Content Specialty Test (CST) for each

certification area. Students seeking teacher certification in other states are required to pass examinations specified by the state. For *Additional Certification* candidates must pass the Content Specialty Test (CST) for each certification area.

Teacher Certification

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

Teacher Certification Exams for New York State (NYSTCE)

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

Performance on NY Teacher Certification Exams	Program Year 2024-2025	Program Year 2023-2024	Program Year 2022-2023
STAC Summary Pass Rate	100%	93%	92%

College's Pass Rate for New York State Certification Examinations

Curricular Requirements for the School of Education

Below are the curricular requirements for the following programs:

- Master of Science in Teaching: Childhood, Childhood and Special Education, Adolescence, Adolescence and Students with Disabilities, Art Education, Art Education and Students with Disabilities, TESOL, and Physical Education
- Master of Science in Education-Students With Disabilities(All Grades)
- Master of Science in Education-Students With Disabilities(All Grades) with a specialization in Autism
- Master of Science in Education-Literacy, All Grades
- Master of Science in Education - Teaching English to Speakers of Other Languages (TESOL)
- Post-Master's professional certificates: Literacy, Special Education, TESOL
- **Middle School Extension: Specialist, Content Areas**
- Bilingual Education (Spanish) Extension

- Advanced Certificate in Autism

MST: Childhood Education, Grades 1-6 (39 Credits)

Fall (9 credits)

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

Winter Interim (3 credits)

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

GED 2104	Reading and Writing Across the Curriculum
GED 2106	Mathematics: Teaching Strategies for Inclusive classrooms
GESP 2603	Assessment: Principles and Practices

Pre-summer (6 credits)

GED 2105	Social Studies: Teaching Strategies for Inclusive Classrooms
GESP 2501	Classroom Management and Behavior Supports

Summer (3 credits)

GED 2107	Science & Technology: Teaching Strategies for Inclusive Classrooms
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Fall (9 credits)

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

*Candidates are required to complete 100 hours of field experiences in childhood education (grades 1-6), including 15 hours in childhood education for students with disabilities and New York State teacher certification exams prior to student teaching.

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

MST: Childhood and Students with Disabilities - All Grades (45 Credits)

Fall (9 credits)

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

Winter Interim (3 credits)

- GED 2103 Historical and Contemporary Issues in Education

Spring (9 credits)

- GED 2104 Reading and Writing Across the Curriculum
- GED 2106 Mathematics: Teaching Strategies for Inclusive Classrooms
- GESP 2603 Assessment: Principles and Practices

Full Summer (3 credits)

- GESP 2605 Autism and Extensive Support Needs

Pre-summer (6 credits)

- GED 2105 Social Studies: Teaching Strategies for Inclusive Classrooms
- GESP 2501 Classroom Management and Behavior Supports

Summer (6 credits)

- GESP 2503 Teaching Strategies for Students with Disabilities
- 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 complete 100 hours of field experiences in childhood education (grades 1-6), including a minimum of 15 hours in childhood education for students with disabilities and New York State teacher certification exams prior to student teaching.

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

MST: Adolescence Education Grades 7-12 (36 Credits)*Fall (9 credits)*

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

Winter Interim (3 credits)

- GED 2103 Historical and Contemporary Issues in Education

Spring (9 credits)

- GED 2402 Reading Across the Curriculum: Teaching Strategies for Inclusive Adolescent Classrooms
 GESP 2603 Assessment: Principles and Practices

Teaching Strategies in Inclusive Adolescent Classrooms: Choose one – according to Certification

- GED 2404 English: Teaching Strategies for Inclusive Adolescent Classrooms
 GED 2405 Mathematics: Teaching Strategies for Inclusive Adolescent Classrooms
 GED 2406 Social Studies: Teaching Strategies for Inclusive Adolescent Classrooms
 GED 2407 Science: Teaching Strategies for Inclusive Adolescent Classrooms
 GED 2411 Spanish: Teaching Strategies for Inclusive Adolescent Classrooms

Pre-summer (6 credits)

- GESP 2501 Classroom Management and Behavior Supports
 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 for student teaching.

MST: Adolescence Education and Students with Disabilities - All Grades (39 Credits)

Fall (9 credits)

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

Winter Interim (3 credits)

- GED 2103 Historical and Contemporary Issues in Education

Spring (9 credits)

- GED 2402 Reading Across the Curriculum: Teaching Strategies for Inclusive Adolescent Classrooms
 GESP 2603 Assessment: Principles and Practices

Teaching Strategies in Inclusive Adolescent Classrooms: Choose one – according to Certification

- GED 2404 English: Teaching Strategies for Inclusive Adolescent Classrooms
 GED 2405 Mathematics: Teaching Strategies for Inclusive Adolescent Classrooms
 GED 2406 Social Studies: Teaching Strategies for Inclusive Adolescent Classrooms
 GED 2407 Science: Teaching Strategies for Inclusive Adolescent Classrooms
 GED 2411 Spanish: Teaching Strategies for Inclusive Adolescent Classrooms

Pre-summer (6 credits)

- GESP 2501 Classroom Management and Behavior Supports
 GED 2403 Teaching Adolescents: Issues in Learning

Summer (3 credits)

- GESP 2503 Teaching Strategies for Students with Disabilities

Fall (9 credits)

- GESP 2700* Student Teaching (6 credits)
 GESP 2708 Action Research and Evaluation (3 credits)
 GESP 2709 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 a minimum of 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 for student teaching.

MST: Visual Arts Education, Grades K-12 (34 Credits)

Fall (9 credits)

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

Winter Interim (3 credits)

GED 2103	Historical and Contemporary Issues in Education
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Spring (10 credits)

GED 2334	Special Methods Teaching Art K-12 (4 credits)
GED 2402	Reading Across the Curriculum: Teaching Strategies for Inclusive Adolescent Classrooms
GESP 2603	Assessment: Principles and Practices

Pre-summer (3 credits)

GESP 2501	Classroom Management and Behavior Supports
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Summer

No courses required in this term

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 for student teaching.

MST: Visual Arts Education (K-12) and Students with Disabilities - All Grades (37 Credits)

Fall (9 credits)

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

Winter Interim (3 credits)

GED 2103 Historical and Contemporary Issues in Education

Spring (10 credits)

GED 2334 Special Methods Teaching Art K-12 (4 Credits)
 GED 2104 Reading and Writing Across the Curriculum
 GESP 2603 Assessment: Principles and Practices

Pre-summer (3 credits)

GESP 2501 Classroom Management and Behavior Supports

Summer (3 credits)

GESP 2503 Teaching Strategies for Students with Disabilities

Fall (9 credits)

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

*Candidates are required to complete 100 hours of field experiences in their area of certification (grades K-12) including a minimum of 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 for student teaching.

MST: Teaching English to Speakers of Other Languages–Grades K-12 (36 Credits)

Note: For TESOL certification, candidates are required to have a minimum of 12 credits in a foreign language.

Fall (9 credits)

- GED 2101 Psychology of Learning/Models of Teaching
- GESP 2601 Exceptional Individuals
- GED 4201 TESOL & Bilingual Education Foundations - Theory and Practice

Winter Interim (3 credits)

- GED 2103 Historical and Contemporary Issues in Education

Spring (6 credits)

- GED 4302 Language Acquisition and Literacy Development, gr K-12
- GESP 4301 Linguistics and Structure of English Language

Pre-summer (6 credits)

- GESP 2602 Classroom Organization and Management
- GED 4304 Content Area Instruction for ELLs

Summer (3 credits)

- GED 4303 Language Evaluation and Assessment

Fall (9 credits)

- GED 6100* Student Teaching (6 credits)
- GED 6101 Action Research and Evaluation (3 credits)
- GED 6104 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 in special education and New York State teacher certification exams prior to student teaching; and a college supervised student teaching or practicum experience of at least 70 school days, or its equivalent, with students learning English as a new language,

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

MST: Physical Education All Grades (34 Credits)

Fall (9 credits)

GED 2101 Psychology of Learning/Models of Teaching
 GMEX 1120 Testing and Evaluation for Fitness and Sport
 GESP 2601 Exceptional Individuals

Winter Interim (3 credits)

GED 2103 Historical and Contemporary Issues in Education

Spring (10 credits)

GMEX 1101 Advanced Exercise Physiology
 GESP 2603 Assessment: Principles and Practices
 GED 2806 Special Methods: Teaching Physical Education K-12 (4 credits)

Pre-summer (3 credits)

GESP 2501 Classroom Management and Behavior Supports

Fall (9 credits)

GED 2800* Student Teaching (6 credits)
 GED 2808 Action Research and Evaluation (3 credits)
 GED 2809 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 for student teaching.

MSEd: Students with Disabilities - All Grades (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 w/Mild Disabilities
GESP 5205	Developing Learning Environments
GESP 5315	Literacy: Reading and Writing Instruction
GESP 5316	Instructional Strategies
GESP 5309	Collaboration Skills for the Special Educator

Level III: Electives (6 credits)

Two courses in Literacy, TESOL, Early Childhood, Middle School Extension, Autism, or by advisement.

Level IV: Capstone Experiences (3 credits)

GESP 6104*	Practicum (3 credits)
GESP 7100*	Comprehensive Assessment (0 credits)

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

*Candidates are required to file an application.

MSEd: Students with Disabilities with a Specialization in Autism - All Grades
(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 5205 Developing Learning Environments
- GESP 5315 Literacy: Reading and Writing Instruction
- GESP 5309 Collaboration Skills for the Special Educator
- GESP 5402 Applied Behavior Analysis
- GESP 5403 Autism: Curriculum and Instruction
- GESP 5404 Autism: Language and Social Communication

Level III: Electives

There are no electives in this program.

Level IV: Capstone Experiences (3 credits)

- GESP 6104* Special Education Practicum (3 credits)
- GESP 7100* Comprehensive Assessment (0 credits)

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

*Candidates are required to file an application.

MSEd: Literacy, All Grades (36 Credits)

Level I: Core (9 credits)

GED 3100	Language Development: Birth through Adolescence
GED 3101	Cognition and Instruction
GED 3102	Research Methods in Literacy

Level II: Literacy Specialization (18 credits)

GED 3401	Diagnostic Assessment for Literacy Instruction and Intervention
GED 3402	Language Acquisition and Literacy Development for English Language Learners K-12
GED 3403	Literacy Strategies: From Foundational to Critical
GED 3404	Content Area Literacy
GED 3405	Teaching Writing and Multimodal Text Production
GED 3406	Diversity Themes in Literature

Level III: Electives (3 credits)

One course in Special Education, Middle School Extension, Autism, or TESOL by advisement.

Level IV: Capstone Experiences (6 credits)

GED 6205*	Literacy Practicum: Supervised Clinical Experience
GED 6204*	Organizing and Supervising the Literacy Program
GED 7100	Comprehensive Assessment (0 credits)

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

*Candidates are required to file an application.

MSEd: Teaching English to Speakers of Other Languages–Grades K-12 (30 Credits)

Note: For TESOL certification, candidates are required to have a minimum of 12 credits in a foreign language.

Level I: Core (12 credits)

GED 4101: Cognition and Instruction

GED 4102 Research Methods in Education

GED 4201: TESOL & Bilingual Education Foundations- Theory and Practice

GED 4202: Language Diversity and Education

Level II: Specialization (12 credits)

GED 4301: Linguistics and Structure of English Language

GED 4302: Language Acquisition and Literacy Development, gr K-12

GED 4303: Language Evaluation and Assessment

GED 4304: Content Area Instruction for ELLs

Level III: Electives (3 credits)

By advisement --Select a course from MSEd. program in Special Education/Literacy

*Level IV: Capstone Experiences (3 credits)**

GED 6102: Practicum

GED 6100: Comprehensive Assessment (0cr)

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

*Candidates are required to file an application.

Other Programs

Middle School Extension: Specialist, Content Areas

GED 1501 Psychology of the Middle School Student

GED 1502 Middle School Curriculum and Instruction

Early Childhood Extension (Birth-Grade 2)

GED 1301 Early Childhood Inclusive Curriculum & Instruction (Birth-Gr 2)

GED 1302 Emergent Literacy, Birth-Gr 2

Post-Master's Professional Certificates

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

Advanced Certificate in Autism (12 Credits)

GESp 5401 Introduction to Autism

GESP 5402	Applied Behavior Analysis
GESP 5403	Autism: Curriculum and Instruction
GESP 5404	Autism: Language and Social Communication

Bilingual Education Extension (15 Credits)

GED 4201	TESOL & Bilingual Education Foundations- Theory and Practice
GED 4202	Language Diversity and Education
GED 4301	Linguistics and Structure of English Language
GED 4304	Content Area Instruction for ELLs
GED 4305	Teaching Content Areas in the Spanish Bilingual Classroom

LITERACY, All Grades (15 CREDITS)

GED 3100	Language Development: Birth through Adolescence
GED 3401	Diagnostic Assessment for Literacy Instruction and Intervention
GED 3402	Language Acquisition & Literacy Development for English Language Learners K-12
GED 3404	Content Area Literacy
GED 6204*	Organizing and Supervising the Literacy Program

Special Education (15 Credits)

TEACHING STUDENTS WITH DISABILITIES - All Grades

GESP 5004	Mild/Moderate Disabilities
GESP 5005	Autism and Behavior-Based Teaching
GESP 5201	Assessing Students w/Mild Disabilities
GESP 5205	Developing Learning Environments
GESP 5316	Instructional Strategies

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES - All Grades (15 CREDITS)

GED 4201	TESOL & Bilingual Education Foundations- Theory and Practice
GED 4301	Linguistics and Structure of English Language
GED 4302	Language Acquisition and Literacy Development, gr K-12
GED 4303	Language Evaluation and Assessment
GED 4304	Content Area Instruction for ELLs

COURSE DESCRIPTIONS FOR THE GRADUATE SCHOOL OF EDUCATION

GED 1301: Early Childhood - Inclusive Curriculum and Instruction (Birth-Grade 2)

Candidates will engage in higher-level curriculum development, integrating multiple disciplines while considering equity, social-emotional learning, and family/community partnerships. Furthermore candidates will examine developmentally appropriate practices that address diverse learning needs, including multilingual learners and children with special needs. The course will incorporate critical perspectives on early childhood education by analyzing historical, theoretical, and contemporary research in the field. The course aligns with the New York State Early Learning Standards and NYSED's Early Childhood Framework for Quality (EFQ). Field experience hours are required for this course.

GED 1302: Early Childhood - Emergent Literacy (Birth-Grade 2)

Students will deepen their knowledge of Language acquisition theories, phonological awareness, phonics, vocabulary development, fluency, and comprehension and their implications for literacy instruction and assessment. The course integrates theoretical perspectives, research-based instructional strategies, and culturally responsive pedagogy to prepare educators to create inclusive, literacy-rich environments. Students will engage constructive observations of teaching practices, and critical discussions of past and present research analyses, as well as curriculum evaluation using NYSED Early Learning Standards and NAEYC Professional Standards as a framework. Field experience hours are required for this course.

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.

GED 2100: Student Teaching (6 credits)

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

GED 2101: Psychology of Learning/Models of Teaching

Students in this course will examine theories and research findings that explain how learning happens: how the brain develops, functions, and changes as a result of experience and

maturation. These will be matched with suggested pedagogical practices or models of instruction that respond to what we know about learning. Through readings, discussions, trial performance and observation, students will explore these topics in order to better understand and make better choices about how to teach and how to assess learning.

GED 2102: Reading and Language Development

Fundamentals of language development with emphasis on the development of reading skills and strategies, including the uses of technology. Focus on the development of a comprehensive, balanced literacy program integrating reading, writing, listening, and speaking to enable students to meet Common Core standards adopted by New York State. Adaptation of instructional methods and materials to provide enrichment for students with special learning needs and students from linguistically and culturally diverse backgrounds. Prerequisite: GED 2101 Psychology of Learning/Models of Teaching.

GED 2103: Historical and Contemporary Issues in Education

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

GED 2104: Reading and Writing Across the Curriculum

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

GED 2105: Social Studies: Teaching Strategies for Inclusive Classrooms

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

GED 2106: Mathematics: Teaching Strategies for the Inclusive Classroom

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

GED 2107: Science: Teaching Strategies for Inclusive Classrooms

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

GED 2108: Action Research and Evaluation

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

GED 2109: Comprehensive: Action Research Project (0 credits)

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

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

GED 2200: Student Teaching

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

GED 2208: Seminar on Reflective Teaching

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

GED 2209: Action Research & Evaluation

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

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

GED 2334 Special Methods Teaching Art K-12

Candidates will learn methods of teaching art through active participation in visual arts activities in drawing, painting, sculptures, selective crafts, and digital media. Course experiences will prepare prospective teachers in developing a responsible pedagogical approach as well as developing curriculum. 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: EDEL 240 or EDSC 218; admission to the teacher education program. Fee: \$75.00

GED 2400: Student Teaching (6 credits)

College supervised participation in teaching that addresses the full range of developmental and educational needs in the candidate's area(s) of certification. Students teach for a full semester under the guidance of a mentor cooperating teacher in two placements, eight weeks per placement, five-days-a-week, all-day. Students 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 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.

GED 2800: 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 the Physical Education Master of Science (MST) teaching program.

GED 2806: Inclusive Teaching Methods for Physical Education, K-12 (4 credits)

This course prepares future physical education teachers to apply K-12 standards using effective pedagogy, instructional planning, and assessment. Students will explore research-based teaching methods, classroom management, and strategies for creating inclusive, engaging, and student-centered learning environments. Emphasizing physical literacy and movement skills, the course covers instructional design across cognitive, affective, and psychomotor domains. Students will also examine ethical and professional responsibilities, technology integration, and assessment tools for evaluating and enhancing student learning in physical education. (Field experience required)

GED 2808: 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 2809: 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 physical education.

Literacy Courses

GED 3100: Language Development: Birth through Adolescence

This course focuses on the development of language from birth through adolescence. Theories and strategies that support the development of foundational skills such as phonemic awareness, phonics, vocabulary, fluency, and comprehension will be presented as well as those theories and strategies that support the deepening of literacy knowledge as students mature as thoughtful readers, writers, and critical thinkers within specific content areas. Theories and concepts addressed: psycholinguistics, funds of knowledge, sociocultural learning theory, cultural and linguistic responsive theories, emergent literacy, behaviorism, developmental and cognitive views of language development and literacy learning. Topics relevant to today's classrooms such as the Science of Reading, Word Study, and Assessment will also be addressed. Emphasis is placed on understanding the theories as they relate to successful literacy classroom environments.

GED 3101: Cognition and Instruction

Study of the cognitive processes of perception, attention, memory, metacognition, and affective factors that influence student learning, e.g., self-efficacy and motivation. Application of principles of cognitive psychology to the acquisition of beginning reading skills, reading comprehension, studying, writing, mathematics, science, and problem solving. Current research related to cognitive processes and cognitive characteristics of diverse learners, including English language learners and students with disabilities. Implications for student learning and instruction across academic areas will be discussed.

GED 3102: Research Methods in Literacy/Education

This course offers an overview of quantitative and qualitative research methodologies in education and the behavioral sciences. It introduces teachers to historical, descriptive, experimental, single subject, and ethnographic research methods related to education. The course will present a framework for understanding and evaluating published research and for using educational research to help solve problems in professional practice. Recent contributions to educational issues and practice will be discussed such as the Science of Reading. Candidates will focus their research on topics related to literacy development and effective literacy instruction.

GED 3401: Diagnostic Assessment for Literacy Instruction and Intervention

This course will guide candidates through an examination of the multiple purposes and processes of assessment and evaluation in literacy instruction. Candidates will learn to determine appropriate uses of formal and informal assessment measures and individual literacy strengths and weaknesses. Candidates will learn how to identify and provide appropriate explicit and systematic instruction for students with reading difficulties including dyslexia. This requires an understanding of principles addressed in the Science of Reading. Candidates will have experience planning, implementing, and interpreting multiple assessment processes, including but not

limited to observation, surveys, running records, rubrics, portfolios, performances, standardized tests, and reading conferences. A supervised field-based instructional report is required. Focus is on the most effective intervention methods for increasing skill development, motivation, engagement, and achievement for readers and writers who struggle, including studying and test-taking strategies.

GED 3402: Language Acquisition and Literacy Development for English Language Learners K-12

Study of approaches, methods, and techniques used in teaching English language and literacy development to native English speakers and students who are English language learners at the secondary level. The emphasis of the course includes curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students with the full range of abilities, and means for understanding the needs of students with disabilities.

GED 3403: Literacy Strategies: From Foundational to Critical

This course focuses on research-based strategies for assessing instructional effectiveness and teaching literacy at the early childhood, childhood, and adolescent levels. Focus is on development of individual literacy skills and strategies needed to be a successful reader, writer, and speaker within an engaging literacy learning environment and the teaching that supports such including evidenced-based practices supported by the Science of Reading. Topics include developing skills and strategies needed for high level literacy engagement as well as strategies to provide data identified support and guidance. Emphasis is on monitoring individual learning through teacher created and selected assessments, developing integrated learning environments that include strategies that promote ownership and self-regulated reading and writing, development of critical thinking skills, reading/writing connections, and integration of curriculum.

GED 3404: Content Area Literacy

This course focuses on the skills and strategies needed to read and write nonfiction and informational text at the early childhood, childhood, upper elementary, and adolescent levels. Topics include the following: understanding nonfiction text structure and organization, vocabulary development, comprehension strategies, using reference sources, supporting primary and secondary research skills, inquiry-based learning, document-based reading, genre and author studies, reading/writing connections, and incorporating technology as a tool for learning and presenting. Assessing student comprehension, language development, and vocabulary is an integral component of this class.

GED 3405: Teaching Writing and Multimodal Text Production

This course focuses on writing as a developmental process from early childhood to adolescence, and emphasizes the steps of the writing process—writing as thinking. Best practices for assessing writing are reviewed. Strategies for teaching English writing conventions, including word usage, sentence structure, grammar, and spelling are addressed. Reading/writing connections are addressed such as using authors as mentors, evaluating and analyzing genres, and self-evaluating writing. This course will have strong alignment with NYSED Next Generation ELA Standards.

GED 3406: Diversity Themes in Literature

Course participants will research the various manifestations of diversity and its related themes and explore how these are represented in literary works written for children and adolescents. They will create an instructional plan that incorporates these works and leads themselves and their students to develop cultural competence, cultural sensitivity, and cultural awareness. They will reflect on their own disposition toward diversity. Topics include culture and ethnicity, ethnocentrism, ethnorelativism, multicultural perspective, cultural competence, and culturally responsive teaching.

GED 6204: Organizing and Supervising the Literacy Program

In this capstone course, candidates will focus on the role of the literacy specialist as a school leader and staff developer. Emphasis will be on developing knowledge, understanding, and performance skills to organize and supervise effective schoolwide literacy programs. Topics of current interest such as the Science of Reading, Culturally/Linguistically Responsive Teaching, and Social/Emotional wellness will be addressed as they impact learning and therefore, school curriculum. Candidates will need to evaluate programs; develop literacy curriculum; plan and implement professional development; prepare to supervise teachers and support staff; and develop the skills and orientations necessary to build positive school/home/community relations. Candidates will explore the theoretical and practical aspects of organizing, administering, and leading literacy programs in schools. By using data, student work samples, research, professional resources, and each other, candidates will refine their beliefs on effective and principled literacy teaching and learning so that upon completion, they are prepared to work as a curricular leader in schools.

GED 6205: Literacy Practicum: Supervised Clinical Experience

This course provides a supervised clinical experience in which candidates work with students at the early childhood, childhood, upper elementary, and middle school/high school levels who are experiencing reading and writing difficulties. Candidates are supervised through the designing, implementing, and evaluating of an effective program of literacy instruction for those students. Candidates will authentically assess students, plan a comprehensive intervention program based on researched best practices such as those put forth by the Science of Reading, implement the program under the supervision of a full-time faculty member with a terminal degree in literacy, and participate in a professional seminar to examine critical issues. Candidates will take on the role of literacy coach as they observe, model, and provide feedback to colleagues and as they develop and participate in collegial online discussion groups. Candidates will also prepare reports for parents/guardians and meet with them to provide feedback and strategic support at home. The course requires a minimum of 50 hours but allows for up to 60 hours of college-supervised experience.

GED 7100: Comprehensive Assessment (0 credit)

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

Courses in Special Education

GESP 2600: Student Teaching (6 credits)

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

GESP 2601: Exceptional Individuals

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

GESP 2501: Classroom Management and Behavior Supports

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 Extensive Support Needs

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

GESP 2606: Teaching Methods: Mild/Moderate Disabilities

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

GESP 2608: Action Research and Evaluation

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

GESP 2609: Comprehensive: Action Research Project (0 credit)

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

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

GESP 2700: Student Teaching

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

GESP 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

Historical, social, and legal foundations of special education. Characteristics of culturally and linguistically diverse students with mild/moderate disabilities in the following areas of development: biological, cognitive, language, perceptual, and social-emotional. Study of theories that inform effective instructional practice. Culturally inclusive research-based practices in assessment, identification, placement, curriculum, and instructional models/approaches.

Collaboration for effective instruction in generalized and inclusive learning environments. Fieldwork required.

GESP 5005: Autism and Behavior-Based Teaching

Characteristics of culturally and linguistically diverse students with autism and low-incidence disabilities in the following areas of development: biological, cognitive, language, perceptual, and socio-emotional. Culturally inclusive research-based practices in assessment, identification, placement, curriculum, and instructional models/approaches. Strength-based and support-based models which address lifelong needs. Specialized techniques and assistive devices promote the educational progress and inclusion of students with autism and low-incidence disabilities. Fieldwork required.

GESP 5101: Cognition and Instruction

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

GESP 5102: Research Methods in Special Education

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

GESP 5201: Assessing Students with Mild Disabilities

Examination of culturally responsive formal and informal assessment procedures, including computer-based assessments, to fulfill the evaluation requirements under the IDEA. Collaboration with families and professionals in assessment procedures. Interpretation and use of standardized tests, criterion-based tests, and progress monitoring to plan and guide educational interventions and monitor student progress. Development of skills needed to report assessment results to students, parents, and professionals. Ethical concerns related to assessment. Fieldwork required. Prerequisite: GESP 5004.

GESP 5205: Developing Learning Environments (All Grades)

Design consistent, organized, and inclusive learning environments that facilitate learning for all students. Examine theoretical perspectives on behavior. Application of research-validated strategies to promote social behaviors across multiple settings. Ethical and legal concerns about behavior management, including IDEA regulations related to interim placements, functional behavior assessment, and behavior management. Culturally relevant research-validated practices in the prevention and management of challenging behaviors. Fieldwork required. Prerequisite: GESP 5004.

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 5315: Literacy: Reading and Writing Instruction (All Grades)

Study of literacy development from early childhood to adulthood. Characteristics of native English speakers and English language learners. Variation in word recognition, decoding, fluency, vocabulary learning, reading comprehension, and written expression in students with disabilities. Curriculum development, assessment, and lesson design in reading and writing, including the Science of Reading. Use of instructional technology for access and cooperative learning. Fieldwork required. Prerequisites: GESP 5004, GESP 5101.

GESP 5316: Instructional Strategies (All Grades)

Culturally sustaining research validated instructional approaches for students with disabilities in generalized and inclusive settings. Examination of principles of curriculum design, Universal Design for Learning, differentiated instruction, cognitive learning strategies, and study skills. Effective practices for teaching in the content areas (mathematics, science, social studies, modern languages), including literacy skills and instructional technology. Strategies for assessing a 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: Autism: Curriculum and Instruction

Research validated curricular 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 to instruct students with autism. Fieldwork Required. Prerequisite: GESP 5401.

GESP 5404: Autism: 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 5201: Classroom management and Behavior Supports

The course will focus on implementing high-leverage practices for effective management of classroom behavior for students with disabilities and promoting the development of positive social interaction skills. Course assignments will address functional behavioral assessments and behavior intervention plans. Candidates will learn how to plan for and manage teaching and learning environments for students with disabilities, including how to support and respond to the behavioral needs of students with disabilities in the general education setting. A positive, proactive approach to the early detection and prevention of violent and troubling student behaviors will be highlighted throughout this course, with attention to the developmental and social contexts in which student behaviors occur. Prerequisite: GESP 2601. Fieldwork required.

GESP 6104: Practicum (6 credits)

Supervised experience in the teaching of students with disabilities. Using culturally inclusive pedagogies in special education, candidates will identify instructional needs, write student learning objectives, design and implement instructional activities, and monitor, evaluate, and report progress. Degree candidates lacking teaching experience in special education will complete a ten-week student teaching experience. Prerequisites: All other courses.

GESP 7100: Comprehensive Assessment (0 credit)

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

Courses in Teaching English to Speakers of Other Languages (TESOL) & Bilingual Education

GED 4101: Cognition and Instruction

Study of the cognitive processes of perception, attention, memory, metacognition, and affective factors that influence student learning, e.g., self- efficacy and motivation. Application of principles of cognitive psychology to the acquisition of beginning reading skills, reading comprehension, studying, writing, mathematics, science, and problem solving. Current research related to cognitive processes and cognitive characteristics of diverse learners, specifically English language learners. Implications for student learning and instruction across academic areas will be discussed.

GED 4102: Research Methods in Education

This course offers an overview of quantitative and qualitative research methodologies in education and the behavioral sciences. It introduces teachers to historical, descriptive, experimental, single subject, and ethnographic research methods related to education. The course will present a framework for understanding and evaluating published research and for using educational research to help solve problems in professional practice. Recent contributions to educational practice including evidence-based practices with English Language Learners will be discussed.

GED 4201: TESOL & Bilingual Education Foundations

Foundation methods course for students who are learning to teach English as a second/foreign language. Contents include guiding principles and methodology in various approaches to the teaching of second languages, including teaching reading and writing, developing auditory comprehension and oral production; impact of culture, heritage, socioeconomic level, educational background, and other human development processes and variations on language and literacy development; skills in motivation, communication, and classroom management.

GED 4202: Language Diversity and Education

Study of theory, policy, and practice of language minority education in the U.S. and international contexts. Key concepts include models and programs of additional language education; policy and politics of language minority education; the impact of culture, heritage, socioeconomic level, home, and community on students' learning; means for understanding the needs of students with disabilities, including those with dual identifications; fostering effective relationships and interaction to support student growth and learning. Emphasis on pedagogical implications of the aforementioned, with particular attention to native language development, language acquisition and literacy development for developmentally and linguistically diverse students.

GED 4301: Linguistics and Structure of English Language

Course content introduces student teachers to theories of general and applied linguistics, focused on the nature and complexity of human language through study of language subsystems and principles of language acquisition. The course shifts to focus on approaches to studying language education, engaging participants in the work of community and school-based applied linguistics.

GED 4302: Language Acquisition and Literacy Development K- 12 Grade

Study of approaches, methods, and techniques used in teaching English language and literacy development to native English speakers and students who are English language learners at the secondary level. The emphasis of the course includes curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students with the full range of abilities and means for understanding the needs of students with disabilities.

GED 4303: Language Evaluation and Assessment

Examination of issues related to assessment of language proficiency and cognitive abilities of K-12 English language learners, including the importance of appropriate diagnostic testing to the teaching and learning progress, a review of potential cultural bias in K-12 assessment procedures for assessing the eligibility of K-12 students for special language programs.

GED 4304: Content Area Instruction for English Language Learners

Content Area Instruction for English Language Learners: Develop an understanding and acquire knowledge and skills that support the English language acquisition of ESL/EFL students while teaching different core curriculum areas. Using and developing strategies, methods, materials that support the review of language distribution strategies to scaffold core subject learning. Focus on responsive instruction that makes use of effective communication techniques and instructional strategies that actively involve students in the learning process.

GED 4305: Teaching Content Areas in the Spanish Bilingual Classroom

This course explores strategies and methodologies for teaching content areas, including Language Arts, Mathematics, Science, Social Studies, and Technology, in Spanish bilingual classrooms. Grounded in New York State Learning Standards and the Bilingual Education Framework, the course prepares educators to design interdisciplinary, linguistically responsive instruction for students from Spanish and English linguistic backgrounds, including those with disabilities. Emphasis will be placed on academic Spanish language development, culturally sustaining pedagogy, and the integration of Hispanic arts, history, and identity into content instruction. This class requires candidates to complete at least 20 hours of supervised clinical experience.

GED 6100: TESOL Comprehensive Exam

This capstone project, a take home exam that allows candidates to demonstrate their substantive and integrated knowledge in their field—TESOL. It also demonstrates candidates' ability to apply critical thinking and research skills on given topics. The exam rubric will be aligned with TESOL standards.

GED 6102: TESOL Practicum

This course offers a supervised experience assessing Standards-based practices and strategies related to planning, implementing, and managing the Teaching of English as a Second Language (TESOL) and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources to support students. Candidates will authentically assess students, plan a comprehensive intervention program based on researched best practices, implement the program under the supervision of a full-time faculty member. Candidates will engage in teaching ESOL as they observe, model, and provide feedback to colleagues and as they develop and participate in collegial online discussion groups. Candidates will also prepare reports for parents/guardians and meet with them to provide feedback and strategy support at home. The course requires candidates to complete at least 50 hours of college-supervised field experiences with students learning English as a new language in both elementary and secondary schools

GRADUATE SCHOOL OF ARTS AND SOCIAL SCIENCES

Master of Public Administration

Admission into the Master of Public Administration Program

Applicants must submit a completed application form. The following criteria are used in evaluating applications:

1. A Baccalaureate degree from an accredited undergraduate institution.
2. A cumulative grade point average of 2.8 or above on a 4 point scale. Official transcripts of all undergraduate and graduate schools attended must be submitted. An applicant whose undergraduate GPA is less than a 2.8 may, under some circumstances, be admitted under a provisional acceptance status (see below).
3. Three letters of recommendation from employers and college professors. At least one must be from a college professor. In this case, a third employer letter may be submitted in lieu of a letter from a professor.
4. Scores from the Graduate Record Exam (GRE) may be requested for applicants whose GPA is less than 2.8 out of 4.0. (Use STAC code 2807).
5. A brief essay stating why they are applying for graduate study in the MPA program.

Admissions Decisions

Candidates for admission should submit their completed application and supporting credentials at least one month prior to the quarter in which they plan to enroll. Approval to register is generally given to those who meet the requirements at this time. Notification of acceptance and assignment of a faculty advisor is generally sent within two weeks of receipt of a completed application by the College. Applicants meeting the admissions standards will be offered admission and must earn a 3.0 overall grade point average to maintain matriculated status.

Provisional Status

Applicants for admission to the MPA program who show promise for advanced study but who do not meet the overall grade point average of 2.8 based on a 4.0 scale and/or do not meet the GRE requirements, or who have not yet taken the GRE, may be admitted on a provisional basis.

Provisional MPA 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.

The MPA Curriculum

The MPA curriculum requires the completion of 34 credits. Upon successful completion, all courses earn 3 or 4 credits.

Required Courses (8 courses)

GMPA 1000: Foundations of Public Administration

GMPA 1209: Administrative Law

GMPA 1213: Statistics for Decision Makers

GMPA 1220: Public and Nonprofit Administration

GMPA 1420: Evaluation and Evidence-based Research

GMPA 1430: Policy, Planning and Analysis

GMPA 1510: Writing and Research for Public Administration

GMPA 1520: Capstone Seminar

Elective Courses (Choose 3)

GMPA 1201: Information Technology and Public Administration

GMPA 1302: Leadership for Social Impact Organizations

GMPA 1305: Public Sector Communications

GMPA 1310: Law in the Workplace

GMPA 1401: Community-Based Strategies for Social Change

GMPA 1502: Leadership, Ethics, and Criminal Justice

GMPA 1530: Public Service Internship

Concentrations

Students may choose to concentrate in Criminal Justice Leadership or Nonprofit Leadership tracks but it is not required. The Criminal Justice Leadership concentration is available for students who successfully complete GMPA 1201 Information Technology and Public Administration and GMPA 1502 Leadership, Ethics, and Criminal Justice. The Nonprofit Leadership concentration is available for students who successfully complete GMPA 1302 Leadership for Social Impact Organizations and GMPA 1401 Community-Based Strategies for Social Change.

Course Waivers

A maximum of 3 graduate transfer credits may be accepted. Decisions regarding waivers and transfer credits are based on the following criteria: comparability to the STAC course, the grade received (B or better), semester lengths, and number of credits. Course work must have been completed within the last seven years. The level at which the course was taken (upper division or lower division) is considered. Students must submit detailed course descriptions for each requested waiver. Requests for waivers must be completed by the end of the first session of attendance and are granted solely at the discretion of the College. Advanced undergraduates at the college may, with the permission of the Director and instructor, take up to 9 credits of graduate courses while still an undergraduate student.

Following demonstration of competency in selected courses, students may obtain a waiver. Students must apply to the MPA Director upon admission for such competency-based waivers.

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

GMPA 1213 - STATISTICS FOR DECISION MAKERS can be waived with the competition of PSYC 310 Statistics with a grade of B+ or better and recommendation of undergraduate instructor

COURSE DESCRIPTIONS FOR THE MPA PROGRAM

(All courses are 3 credits unless otherwise indicated)

GMPA 1000: Foundations of Public Administration

An introductory course to the field of public administration. This is designed for students who have no background, who are accelerated students, or undergraduates interested in learning about the field who meet the qualifications for taking a graduate course.

GMPA 1201: Information Technology and Public Administration

The course introduces the current uses of information technologies (IT) in public administration (both in government and the nonprofit sector). This course is designed for the administrator who will manage or oversee some form of technology application directly or indirectly through policy. The expectations and goals for using technology in government and non-profit organizations vary throughout each enterprise. This course will cover various types of technology practices, opportunities, and obstacles encountered with the use of IT. Upon completion, students should better appreciate how the use of technology applications, "electronic government" and other web-based technologies can transform government and be able to help governments develop and manage programs and services that are more responsive and effective.

GMPA 1209: Administrative Law

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

GMPA 1213: Statistics for Decision Makers

This course theme is application: understanding and interpretation, and comprehension with respect to when particular techniques are appropriate. The goal is to assist criminal justice administrators in their decision making process. GMPA1213 will emphasize the practical role of statistics in criminal justice administration and decision making; portraying data; calculating, reading, and interpreting basic statistics from group differences through basic prediction models; and sampling and error.

GMPA 1220: Public and Nonprofit Administration

This course focuses on various aspects of public sector administration and management including: the environment of government and non-profit organizations, organizational structure and culture, performance measurement and management; and internal management processes. It also looks at several areas of budgeting including: rules of public finance, budget cycle expenditures; taxation and revenue; and quantitative budgeting. Pre or co- requisite: GMPA 1101.

GMPA 1302: Leadership of Social Impact Organizations

Culture -- the system of shared assumptions, values, meanings, and beliefs that inform the behavior of individuals -- is the most salient variable that influences organizational performance. Successful leadership of nonprofit organizations largely depends on how closely institutional practices align with professed public values. A strong organizational culture fosters innovation, supports collaboration, and advances impact. Presuming a basic grounding in the structures and roles of nonprofit organizations, this course explores the values behind them in supporting

cross-sector global and mission-driven organizations, advancing DEIB strategies, and managing partnership and funder relationships. Expect a course exploring organizational culture and how it informs and influences the vision, mission, internal systems and structures, budget, employee performance and satisfaction, external brand identity, and, ultimately, the organization's success.

GMPA 1310: Law in the Workplace

An elective covering all areas of law relevant to the public and private sector including (but not limited to) employment and unemployment law, disability law, labor unions.

GMPA 1401: Community-Based Strategies for Social Change

Working with local communities is an important strategy for those who could imagine running national or local advocacy organizations that make change happen or anyone who wants to understand the art of community organizing. It will provide an overview of and training in contemporary community organizing practice in the United States, with some time spent on international organizing. This includes defining community organizing and identifying its value base; exploring the strategies, tactics, and activities of organizing; and thinking about marketing, language, and evaluation. We also will examine the transformations of civic engagement and voluntary associations in the United States and the impact of these transformations on the ways Americans organize and advocate for change. In today's volatile world, not only in the United States but across the globe, organizing can be an effective vehicle for change – and for expressing commitment and passion to issues you most care about.

GMPA 1420: Research for Social Change: Evaluation and Evidence

Evaluation and Evidence-based Research introduces criminal justice administrators to the scientific methodology involved in assessing a program's effectiveness. Topics to be covered include planning for evaluation, needs assessments, process analysis, outcome evaluations, cost-benefit analysis, the relationship between administrator, evaluator, and stakeholders, and using evaluation results in decision-making. No prerequisites but having an undergraduate course in research methods would be helpful.

GMPA 1430: Policy, Planning, and Analysis

Policy, Planning and Analysis is a required course that considers how sound policies and programs can be identified, planned for, evaluated, and implemented in the public realm where there are diverse stakeholders. Public administration occurs within an ever-changing political and social context, and is increasingly becoming evidence-based: overall, this course should enable administrators and policy makers to use the evidence to plan for, implement, and monitor policies and programs that are responsive to contemporary issues. Prerequisite: GMPA 1213; 1420 recommended.

GMPA 1502: Leadership, Ethics, and Criminal Justice

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

GMPA 1505: Public Sector Communications

This course is designed to equip professionals in the public sector with the essential skills and

knowledge required for effective communication within government organizations. Through a comprehensive exploration of various communication strategies, tools, and practices, students will enhance their ability to convey complex information, engage stakeholders, and navigate communication challenges in the ever-evolving public sector landscape.

GMPA 1510: Writing and Research for Public Administration

Writing and Research for Public Administration is a prerequisite for GMPA 1550: Capstone Seminar. Students will prepare for their capstone project by developing a policy proposal agreed upon by the instructor that will include research, analysis and a literature review. The process will include instructor and peer review.

GMPA 1520: Capstone Seminar

Students will expand upon the policy proposal developed in GMPA 1510 as a basis for a thesis project. At the conclusion of GMPA 1520 students will orally present and defend their completed projects to a group of graduate students and faculty. Prerequisite: GMPA 1510. (4 credits)

GMPA 1530: Public Service Internship

The MPA internship aims to provide pre-career students with administrative experience in public or non-profit organizations. These experiences are significant for students who need a public service employment track record. The internship requires 168 hours (minimum) of work in a government or nonprofit organization.

GRADUATE SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Master of Science in Exercise Science

MISSION STATEMENT

The mission of this program is to offer students a comprehensive exploration of exercise science, encompassing theoretical knowledge, hands-on experiential learning, and the ability to critically engage with research. Graduates of this program will acquire the expertise needed to accurately assess, evaluate, and advocate for physical activity across diverse populations, positioning them as impactful contributors in the field of exercise science.

Program Objectives

1. Instill a robust understanding of exercise physiology, encompassing bioenergetics, cardiovascular and muscular function, and adaptive responses to exercise, while also integrating an awareness of environmental factors impacting performance.
2. Equip students with practical expertise through hands-on training with diverse equipment and methodologies for conducting physical assessments. This proficiency will enable the interpretation of physiological and performance metrics, facilitating the design of tailored training programs for diverse populations and contexts, thereby preparing them for diverse career paths in exercise science.
3. Foster advanced skills in exercise science research methodology, empowering students to critically analyze and apply findings from peer-reviewed literature to real-world scenarios effectively.

ADMISSION INTO THE MASTER OF SCIENCE IN EXERCISE SCIENCE PROGRAM

In order to be admitted into the MS in Exercise Science Program, candidates must hold a Bachelor's Degree, have an undergraduate GPA of 3.0 or higher, and must have taken undergraduate courses in the following subjects: Anatomy & Physiology with Lab; Exercise Physiology; Statistics; Any 1 Course in Kinesiology/Exercise Science; General Psychology. It is also recommended that the candidate has taken the GRE.

The MS in Exercise Science Curriculum

The MS in Exercise Science program is designed to be completed in two years. The program is a combination of in-person, evening courses, and online instruction. The curriculum requires the completion of 33 credits. Upon successful completion, all courses earn 3 credits each.

Core Courses (12 credits)

GMEX 1101: Advanced Exercise Physiology
 GMEX 1110: Clinical Exercise Physiology
 GMEX 1115: Exercise Stress Testing
 GMEX 1120: Testing and Evaluation for Fitness and Sport

Research Readiness Courses (9 credits)

GMEX 1201: Research Methods in Exercise Science
 GMEX 1211: Statistics in Kinesiology
 GMEX 1501: Research Seminar/Comprehensive Exam

Electives (12 credits, select 4 courses)

GMEX 1301: Sport Nutrition
 GMEX 1310: Sport Psychology
 GMEX 1315: Strength & Conditioning for Tactical Populations
 GMEX 1320: Performance Analytics

GMEX: 1325: Sport Medicine
 GMEX 1330: Health Promotion

Course Waivers

A maximum of 3 graduate transfer credits may be accepted. Decisions regarding waivers and transfer credits are based on the following criteria: comparability to the STAC course, the grade received (B or better), semester lengths, and number of credits. Course work must have been completed within the last seven years. The level at which the course was taken (upper division or lower division) is considered. Students must submit detailed course descriptions for each requested waiver. Requests for waivers must be completed by the end of the first session of attendance and are granted solely at the discretion of the College. Advanced undergraduates at the college may, with the permission of the Director and instructor, take up to 9 credits of graduate courses while still an undergraduate student. Following demonstration of competency in selected courses, students may obtain a waiver. Students must apply to the Dean of the School of STEM for such competency-based waivers.

Advanced Certificate in Exercise Science

Advanced Certificates are designed to provide discipline-specific graduate courses for individuals in the workforce looking to learn specific skills. Admission requirements for these programs are the same as the MS program. Students who complete an advanced certificate may use the credits later toward achieving an MS degree. The curriculum requires the completion of 12 credits. Upon successful completion, all courses earn 3 credits each.

Core Courses (6 credits, select 2 courses)

GMEX 1101: Advanced Exercise Physiology
 GMEX 1110: Clinical Exercise Physiology
 GMEX 1115: Exercise Stress Testing
 GMEX 1120: Testing and Evaluation for Fitness and Sport

Electives (6 credits, select 2 courses)

GMEX 1301: Sport Nutrition
 GMEX 1310: Sport Psychology
 GMEX 1315: Strength & Conditioning for Tactical Populations
 GMEX 1320: Performance Analytics
 GMEX: 1325: Sport Medicine
 GMEX 1330: Health Promotion

COURSE DESCRIPTIONS FOR THE MASTER'S OF SCIENCE AND ADVANCED CERTIFICATE PROGRAMS IN EXERCISE SCIENCE

(All courses are 3 credits)

GMEX 1101: Advanced Exercise Physiology

This course will broaden student's understanding of exercise physiology through study of the advanced principles of exercise physiology and exploring the intricate mechanisms that govern human performance, adaptation, and health. Through a blend of theoretical discussions, lectures, and critical analysis of research, students will deepen their understanding of the physiological responses and adaptations to exercise across various populations and conditions. Topics include but are not limited to energy metabolism, muscle physiology, cardiovascular system adaptations, and environmental considerations for exercise.

GMEX 1110: Clinical Exercise Physiology

Those involved will develop knowledge within a broad scope of chronic illnesses and learn how the physiological aspect of a disease is inseparable from the development of a targeted clinical exercise program. Students will understand how to adopt a healthy lifestyle in order to effectively manage disease processes, and also how to efficiently improve aerobic endurance and those aspects of programmed exercise necessary for success. After learning the process of careful evaluation, students will become knowledgeable about the benefits of whole-body strength and its place in the overall exercise programming. The ultimate importance of coordination, flexibility, agility and balance will be taught in conjunction as well. These topics, along with others, will be incorporated to enable those with, or at risk for, a chronic disease to become functioning members of our society.

GMEX 1115: Exercise Stress Testing

This course will provide students the advanced knowledge and practical skills necessary for conducting comprehensive exercise testing protocols and designing individualized exercise programs. Through a combination of lectures, laboratory sessions, case studies, and practical experiences, students will gain expertise in assessing body composition, cardiovascular and muscular fitness, identifying cardiovascular risk factors, and developing safe and effective exercise programs for diverse populations. Protocols and procedures utilized in this course will reflect recommendations of the American College of Sports Medicine.

GMEX 1120: Testing and Evaluation for Fitness and Sport

This course is designed to equip students with advanced knowledge and practical skills in designing and implementing exercise programs for diverse populations, including individuals seeking to improve health and fitness as well as athletes aiming to enhance sports performance. Through a blend of lectures, hands-on practical sessions, case studies, and laboratory experiences, students will develop expertise in tailoring exercise programs to meet the specific needs and goals of clients across various age groups, fitness levels, and athletic disciplines.

GMEX 1201: Research Methods in Exercise Science

This course is designed to equip students with the knowledge, skills, and practical experience necessary to conduct high-quality research in the field of exercise science. Through a combination of theoretical instruction, critical analysis of research literature, and project-based learning, students will develop a deep understanding of research design, methodology, data analysis techniques, and ethical considerations specific to exercise science research.

GMEX 1211: Statistics in Kinesiology

This is one of two required research readiness courses, designed to prepare students for the application of statistical methods to problems in exercise science. The goal of the course is to teach students to understand, confidently interpret, and apply a variety of statistical methods and research

designs that are essential in exercise science research. The focus is on statistical methods to measure the impact of some potential cause (e.g., an intervention, a change in training program, external conditions, or nutrition) on some outcome (e.g., athletic performance, sleep, weight, etc.).

GMEX 1501: Research Seminar/Comprehensive Exam

This seminar-style course provides an in-depth exploration of current trends, methodologies, and challenges in exercise science, while also fostering critical thinking, scholarly discussion, and the development of research skills. Additionally, this course will provide a structured review of main concepts, theories, and knowledge skill sets in the field of Exercise Science in preparation of the comprehensive exam.

GMEX 1301: Sport Nutrition

This course provides an in-depth exploration of the role of nutrition in optimizing athletic performance, enhancing recovery, and supporting the health and well-being of athletes. Through a blend of scientific principles, practical applications, case studies, and hands-on experiences, students will delve into advanced concepts in macronutrients, micronutrients, hydration, supplementation, and nutrition periodization for athletes across various sports and performance levels.

GMEX 1310: Sport Psychology

This course will explore the psychological principles, theories, and techniques that influence athletic performance, motivation, and well-being. Through a combination of theoretical lectures, practical applications, case studies, and experiential learning, students will delve into the intricacies of sport psychology, examining the psychological factors that impact athletes, teams, coaches, and sport organizations.

GMEX 1315: Strength & Conditioning for Tactical Populations

This course will explore traditional exercise principles, methodologies, and specialized training techniques and how they are tailored to meet the physical demands of military personnel, law enforcement officers, firefighters, emergency responders, and other tactical professionals. Through a combination of theoretical instruction, practical applications, case studies, and hands-on training, students will develop the knowledge and skills necessary to design safe, effective, and specific strength and conditioning programs for tactical populations.

GMEX 1320: Performance Analytics

This course explores the intersection of data analytics, sports science, and performance optimization in athletic contexts. Designed for students with a foundational understanding of statistics, data analysis, and sports science, this course provides a comprehensive overview of the methodologies, tools, and applications used to analyze and enhance athletic performance. Students will learn how to integrate the concepts of training-stress balance, allostatic load, and periodization when working with athletic populations.

GMEX: 1325: Sport Medicine

This course is designed to integrate the principles of sports medicine with the application of corrective exercise strategies for optimizing athletic performance and preventing injuries. Students will explore the biomechanical, physiological, and neuromuscular factors contributing to sports-related injuries, and learn how to develop evidence-based corrective exercise programs tailored to individual athletes. Through a combination of theoretical knowledge, practical skills

development, and case studies, students will gain the expertise needed to assess, treat, and enhance athletic function in diverse sports settings.

GMEX 1330: Health Promotion

This course offers a comprehensive examination of evidence-based strategies and interventions to promote health and prevent chronic disease across diverse populations. The course integrates the principles and initiatives of the American College of Sports Medicine's Exercise is Medicine (EIM) program, emphasizing the vital role of physical activity in preventive healthcare. Through a blend of theoretical lectures, practical applications, case studies, and community engagement, students will explore innovative approaches to fostering healthy lifestyles, reducing health disparities, and advocating for policy changes to support population health.