

SAINT LEO UNIVERSITY

Academic Catalog

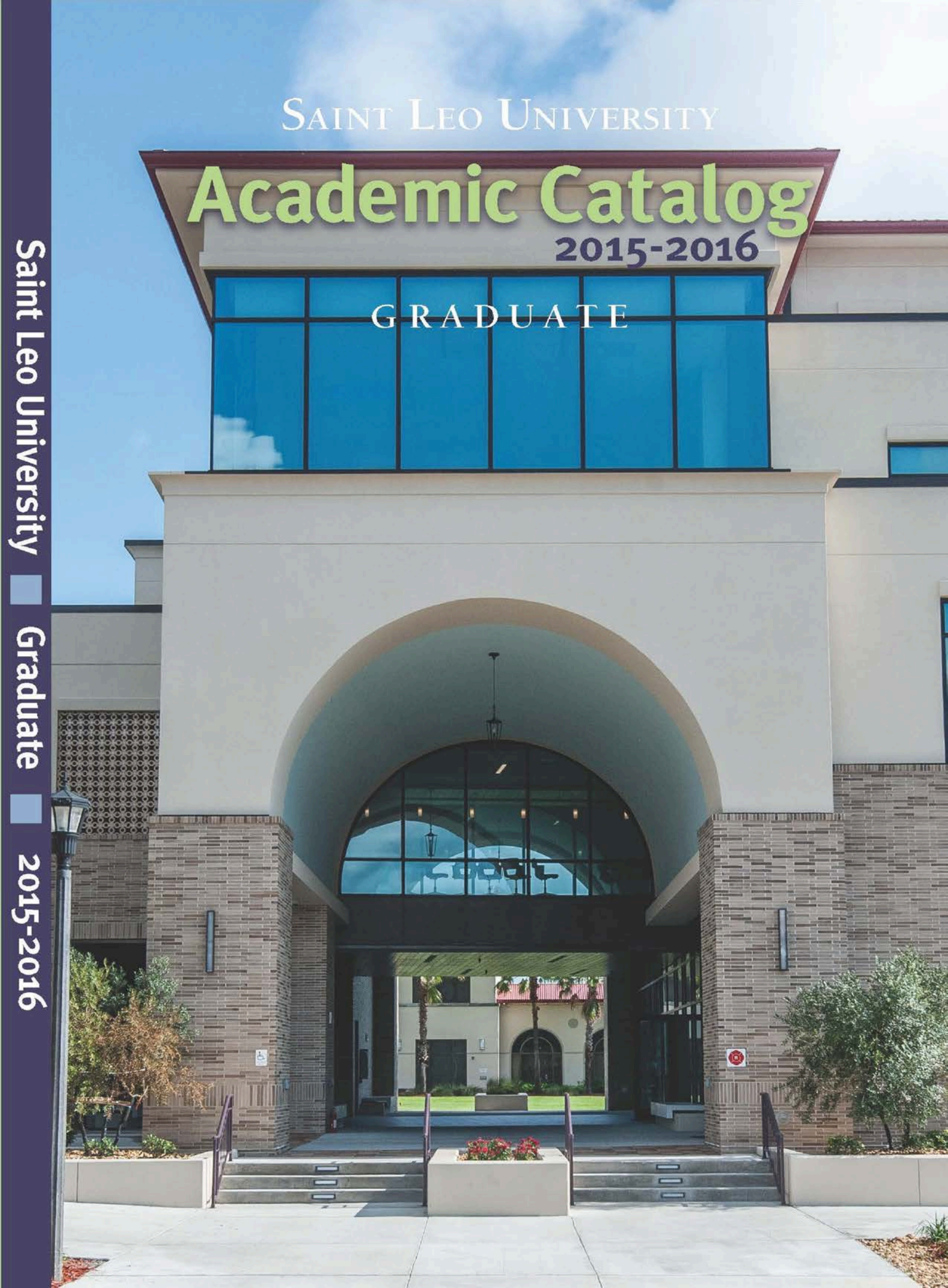
2015-2016

GRADUATE

Saint Leo University

Graduate

2015-2016



**Saint Leo University
Graduate Catalog**

Announcements contained in this publication are subject to change without notice and may not be regarded in the nature of binding obligations to the University. The University reserves the right to change any provisions or requirements.

When students matriculate with Saint Leo University, they come under the academic requirements of the edition of the University catalog at that time. Students may graduate under these academic requirements within a period of seven years even though subsequent catalogs may change. Academic requirements include curriculum matters. Grading practices, tuition, fees, and other matters are subject to change at the discretion of the University and are not considered to be "academic requirements."

Should new changes be to their advantage, students may graduate under the conditions of the newer catalog. However, because academic programs are subject to requirements imposed by outside accrediting or certifying agencies, such outside requirements shall supersede prior conditions. Saint Leo University is committed to policies that ensure that there is no discrimination on the basis of age, gender, race, color, creed, religion, national origin, or disability.

Saint Leo University complies with the Family Educational Rights and Privacy Act of 1974 (as amended).

Saint Leo University has a strong commitment to principles of equal employment opportunity and equal access to education. Saint Leo University does not discriminate on the basis of age, color, disability, ethnic origin, genetic information, gender, nationality, race, religion, or veteran status, or any other category protected by federal, state, or local law in its educational programs, admissions policies, financial aid, employment, or other school administered programs.

The policy is enforced by Saint Leo University and by applicable laws such as Title IX of the Education Amendments of 1972, Title VI and Title IX of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Florida Civil Rights Act of 1992.

The Title IX Coordinator is:

Vicki Wiggins
Regulatory & Equity Administrator
Title IX Coordinator
Saint Francis Hall
Second Floor, Room 206
33701 S.R. 52
Saint Leo, FL 33574
(352) 588-7114
vicki.wiggins@saintleo.edu
titleixcoordinator@saintleo.edu

President's Message



We are delighted you are pursuing a Saint Leo University degree. Your decision to improve your life, your base of knowledge, your values, and your skills is one of the most significant decisions you can make. Our catalog details the curriculum and academic policies and procedures developed over many years to ensure that our degree programs meet the standards of quality, integrity, fairness, and completeness that assure you a university degree that meets the highest standards of academic excellence.

However, Saint Leo University is not just about policies and procedures. While these are necessary, our university is, most of all, about people. We have a mission to educate and prepare people to make a good living and a better life for themselves and their communities. Benedictine monks and nuns founded Saint Leo University. We emphasize today the core Benedictine values of community, respect for all, and responsible stewardship, along with the values of excellence, personal development, and integrity. We work hard in all of our many locations to fulfill our mission and establish environments that manifest these values.

Saint Leo University is a larger and more complicated university than people generally realize. Our enrollment ranks us as the third largest Catholic university in the United States. We rank near the top in the nation for the number of African Americans graduating with bachelor's degrees in business, management, or marketing. We serve more than 16,300 students at University Campus in Central Florida, online throughout the nation and the world, and at more than 40 locations including California, Florida, Georgia, South Carolina, Mississippi, Texas, and Virginia. We do so with the same commitment to our Catholicism, to the liberal arts and sciences as the basis of all learning, to student learning and development, and to our values. Saint Leo University puts students first in all of its considerations, and the university promises a commitment to quality in all of its programs. Our aim is to make you a more compassionate, concerned, committed, competent, and confident human being.

Our catalog also details many of the opportunities available to students within and outside the classroom. Please review them carefully with your faculty or academic advisors, who are critical components of our student-first practices.

Welcome to Saint Leo University. We are glad you are here.

A handwritten signature in black ink, which appears to read "William J. Lennox, Jr.". The signature is fluid and cursive, written in a professional style.

William J. Lennox, Jr.
President, Saint Leo University

Chapter 1

The University

Mission Statement

Saint Leo University is a Catholic, liberal arts-based university serving people of all faiths. Rooted in the 1,500-year-old Benedictine tradition, the university seeks balanced growth in mind, body, and spirit for all members of its community. At University Campus, at education centers, and through the Center for Online Learning, Saint Leo University offers a practical, effective model for life and leadership in a challenging world; a model based on a steadfast moral consciousness that recognizes the dignity, value, and gifts of all people.

To accomplish its mission, the university community creates a student-centered environment in which the love of learning is of prime importance. Members of the community are expected to examine and express their own values, listen respectfully to and respond to the opinions of others, serve the community in which they live, welcome others into their lives, and care for all of God's creations.

Values Statements

Excellence—Saint Leo University is an educational enterprise. All of us, individually and collectively, work hard to ensure that our students develop the character, learn the skills, and assimilate the knowledge essential to become morally responsible leaders. The success of our University depends upon a conscientious commitment to our mission, vision, and goals.

Community—Saint Leo University develops hospitable Christian learning communities everywhere we serve. We foster a spirit of belonging, unity, and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change, and to serve.

Respect—Animated in the spirit of Jesus Christ, we value all individuals' unique talents, respect their dignity, and strive to foster their commitment to excellence in our work. Our community's strength depends on the unity and diversity of our people, on the free exchange of ideas, and on learning, living, and working harmoniously.

Personal Development—Saint Leo University stresses the development of every person's mind, spirit, and body for a balanced life. All members of the Saint Leo University community must demonstrate their commitment to personal development to help strengthen the character of our community.

Responsible Stewardship—Our Creator blesses us with an abundance of resources. We foster a spirit of service to employ our resources for University and community development. We must be resourceful. We must optimize and apply all of the resources of our community to fulfill Saint Leo University's mission and goals.

Integrity—The commitment of Saint Leo University to excellence demands that its members live its mission and deliver on its promise. The faculty, staff, and students pledge to be honest, just, and consistent in word and deed.

Commitment to Academic Excellence

Academic excellence is an achievement of balance and growth in mind, body, and spirit that develops a more effective and creative culture for students, faculty, and staff. It promotes integrity, honesty, personal responsibility, fairness, and collaboration at all levels of the university. At the level of the university, excellence means offering courses of study in varied intellectual and practical disciplines which successfully encourage students to grow in understanding, skills, and virtue through a supportive learning environment that fosters student success. At the level of faculty, staff, and administration, excellence means establishing a community which is highly proficient in all the tasks associated with teaching, working, and living well together. At the level of students, excellence means achieving mastery of the specific intellectual content, critical thinking, and practical skills that develop reflective, globally conscious, and informed citizens ready to meet the challenges of a complex world. Academic excellence is clearly reflected in the university's assessment of its curriculum, development of its faculty, and execution of its policies, procedures, and practices.

History of the University

Saint Leo University is a Catholic, coeducational liberal arts university offering the associate, bachelor's, and master's degrees.

The University was chartered on June 4, 1889, when the Florida legislature authorized the Order of Saint Benedict of Florida to "have and possess the right and power of conferring the usual academic and other degrees granted by any college in this state." Saint Leo University was the first Catholic college in Florida and opened with the dedication of its main building on September 14, 1890.

Established initially by monks from Saint Vincent Archabbey in Latrobe, Pennsylvania, the Benedictine mission in what was formerly called the "Catholic Colony of San Antonio, FL." was transferred to the jurisdiction of Mary Help of Christians Abbey (now called Belmont) in North Carolina in 1888. Saint Leo University and Abbey are named for their first abbot, Leo Haid, the principal founder and first president of the University.

There were 32 students in the pioneer year of 1890-1891. The basic curriculum was a mix of liberal arts and commercial courses leading to the degree of Master of Accounts. Periodically, the University went through a military phase, with uniforms and required drilling, to instill discipline and order. The first Master of Accounts degrees were conferred on the pioneer graduating class of five students on June 20, 1893.

In 1920 the college was phased out as the faculty decided to focus on becoming what one longtime Benedictine called "a serious English-style prep school." It was accredited by the Southern Educational Association in 1921. After a variety of name changes (including Saint Leo Academy and Benedictine High School), the institution settled on Saint Leo College Preparatory School in 1929 and continued as such until 1964.

Reaching for a larger mission, Saint Leo opened as a college again in 1959. Its efforts were assisted by the neighboring community of Benedictine sisters at Holy Name Priory. Operating first on the associate level, the college moved quickly to a four-year program and began to again confer bachelor's degrees on April 23, 1967. It was accredited by the Southern Association of Colleges and Schools on November 29, 1967, retroactive to include the charter bachelor of arts class. In 1969 the University was reorganized when the Order of Saint Benedict of Florida transferred title and control to an independent board of trustees.

In a noteworthy broadening of its purpose, which echoed its military roots, Saint Leo responded in 1974 to requests from the armed services to offer degree programs on military bases. In 1994 the University further expanded its service to working adults as it responded to the needs of Florida residents by taking its degree programs to the campuses of community colleges. More recently, in 1998, Saint Leo began offering degree programs via the Internet.

In December 1994, the University was accredited by the Southern Association of Colleges and Universities to offer the master's degree, retroactive to January 1, 1994. In August 1999, Saint Leo College changed its name to Saint Leo University. The eleventh change in the institution's name recognizes the broad reach of Saint Leo today.

Accreditation and Affiliation Statement

Saint Leo University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate's, bachelor's, master's, and specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404/679-4500 for questions about the accreditation of Saint Leo University. Saint Leo University has received specialized accreditation for its business programs through ACBSP. ACBSP—located in Overland Park, Kansas— promotes continuous improvement and recognizes excellence in the accreditation of business education programs around the world. Its philosophy of accreditation is centered on institutional leadership, strategic planning processes, relationships with the community, quality of academic programs, faculty credentials and services, and educational support. The following programs at Saint Leo University's Donald R. Tapia School of Business are accredited by ACBSP: Associate of Arts: Business Administration, (AA.BA), Business Administration: Accounting (BA.BUSAD.ACC), Business Administration: Logistics (BA.BUSAD.LOG), Business Administration: Management (BA.BUSAD.MGT), Business Administration: Marketing (BA.BUSAD.MKT), Business Administration: Project Management (BA.BUSAD.PM), Business Administration: Technology Management (BA.BUSAD.TEC), Accounting (BA.ACC), Communication (BA.CMM), Human Resource Management (BA.HRA), International Hospitality and Tourism Management (BA.IHT), Management (BA.MGT), Marketing (BA.MKT), Sport Business (BA.SPB), Computer Information System (BS.CIS), Health Care Management (BS.HCA), Bachelors of Applied Science: Business (BAS.BUS), Master of Business Administration (MBA), MBA: Accounting Concentration, MBA: Health Care Management Concentration, MBA: Human Resource Management Concentration, MBA: Information Security Management Concentration, MBA: Marketing Concentration, MBA: Market Research and Social Media Analytics, MBA: Project Management Concentration, and MBA: Sport Business Concentration. Saint Leo University has received specialized accreditation for its business programs through IACBE. IACBE—located in Olathe, Kansas—promotes, develops and recognizes excellence in business education at student-centered colleges and universities throughout the world. Its philosophy of accreditation is centered on student learning and operational outcomes. The following programs at Saint Leo's Donald R. Tapia School of Business are IACBE-accredited: Master of Business Administration, Bachelor of Applied Science in Business Administration, Bachelor of Arts in Accounting, Bachelor of Arts in Business Administration, with specializations in accounting, logistics, management, marketing, project management, and technology management, Bachelor of Arts in Communication Management, Bachelor of Arts in Human Resource Management, Bachelor of Arts in International Tourism and Hospitality Management, Bachelor of Arts in Management, Bachelor of Arts in Marketing, Bachelor of Arts in Sport Business, Bachelor of Science in Computer Information Systems, Bachelor of Science in Health Care Management, and Associate of Arts in Business Administration. Saint Leo University's degree program in social work is accredited by the Commission on Accreditation of the Council on Social Work Education (BSW level). The Master of Social Work degree program is accredited by the Commission on Accreditation of the Council on Social Work Education. Saint Leo's undergraduate Sport Business program and MBA Sport Business Concentration are accredited by the Commission on Sport Management Accreditation (COSMA). Saint Leo University has Teacher Education Programs approval by the State of Florida Department of Education. Saint Leo University holds membership in the American Council on Education (ACE), the Association of Governing Boards of Universities and Colleges, Independent Colleges and Universities of Florida (ICUF), the American Association of Adult and Continuing Education, the National Collegiate Honor Society, the National Association of Independent Colleges and Universities, the University Continuing Education Association (UCEA), the National Association of Institutions for Military Education Services (NAIMES), the National Catholic Education Association, and the Association of Catholic Colleges and Universities.

Saint Leo University is licensed by the Nonpublic Postsecondary Education Commission organized under the Georgia Department of Education. Address: 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305; telephone 770/414-3300.

Saint Leo University Sumter Office, South Carolina, is licensed by the South Carolina Commission on Higher Education. Address: 1122 Lady Street, Suite 300, Columbia, SC 29201; telephone 803/737-2260. (Licensure indicates only that minimum standards have been met; it is not equal to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.) If a complaint cannot be resolved at the school level through its complaint procedure, students may file a complaint with the South Carolina Commission on Higher Education. The complaint form is available at the following link. http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf

The State Council of Higher Education in Virginia (SCHEV) has certified Saint Leo University (33701 State Road 52, P.O. Box 6665, Saint Leo, FL 33574-6665) to operate in Virginia (Fort Eustis Center, U.S. Army Education Center, 1500 Madison Avenue, P.O. Box 4326, Fort Eustis, VA 23604; Fort Lee Center, 700 Quarters Road, Bldg. 12400, P.O. Box 5220, Fort Lee, VA 23801-0220; Langley Center, P.O. Box 65519, Langley AFB, VA 23665; and South Hampton Roads Center, 1481 D. Street, Bldg. 3016, JEB Little Creek-Ft Story, Virginia Beach, VA 23459).

Alaska

All Saint Leo University programs are exempt from authorization under AS 14.48 because the program is online or distance delivered and does not have a physical presence in the state.

Indiana

This institution is authorized by The Indiana Board for Proprietary Education located at 101 W. Ohio St., Suite 670, Indianapolis, IN 46204-1984.

Minnesota

Saint Leo University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Academic Organization and Locations

The Saint Leo University academic degree programs are organized under the Vice President for Academic Affairs. Three Deans for the School of Arts and Sciences, Donald R. Tapia School of Business, and School of Education and Social Services, along with the Directors of Graduate Programs and the Library, report to the Vice President for Academic Affairs. The Vice President of Continuing Education and Student Services supervises the Assistant Vice President of Distance Learning; Registrar; Director for Academic Student Support Services; Assistant Vice President for Student Services; Associate Vice President of Continuing Education; and the Assistant Vice Presidents of the Central, Florida, and Virginia regions. The Vice President of Enrollment and Online Programs supervises the Director of the Center for Online Learning.

Saint Leo University's central campus is University College, located in Saint Leo, Florida, and serving traditional-age students.

The Center for Online Learning provides adults an opportunity to earn associate's and bachelor's degrees completely online.

Degree programs are offered to adult students through the Division of Continuing Education and Student Services at the following regional Education Centers:

California

San Diego Education Center

Naval Base Coronado Education Office
Naval Base San Diego Education Office

Florida

Adult Education Center

University Campus Education Office
Brooksville PHSC Education Office

New Port Richey PHSC Education Office
Spring Hill PHSC Education Office

Gainesville Education Center

Magnolia Parke Education Office
Santa Fe College Education Office

Key West Education Center

Lake City Education Center

Florida Gateway College Education Office
Trenton Education Office

Lakeland Education Center

Madison Education Center

Northeast Florida Education Center

Mayport Naval Station Education Office
Orange Park Education Office
Palatka Education Office
Saint Augustine Education Office

Ocala Education Center

College of Central Florida Education Office
Lake-Sumter Education Office
Citrus Education Office

Tallahassee Education Center

Eglin Education Office
Tallahassee Education Office

Tampa Education Center

Channelside Education Office
Macdill AFB Education Office
Saint Petersburg Education Office

Georgia

Gwinnett Education Center

Marietta Education Center

Morrow Education Center

Savannah Education Center

Mississippi

Columbus Education Center

South Carolina

North Charleston Education Center

Shaw Education Center

Shaw AFB Education Office

Sumter Education Office

Texas

Naval Air Station Corpus Christi Education Center

Virginia

Fort Lee Education Center

South Hampton Roads Education Center

Chesapeake Education Office

Joint Expeditionary Base Little Creek-Fort Story Education Office

Naval Station Norfolk Education Office

Naval Air Station Oceana Education Office

Virginia Peninsula Education Center

Fort Eustis Education Office

Langley Education Office

Newport News Education Office

These Continuing Education Centers offer the associate's and bachelor's degree through both live instruction and Internet-based learning opportunities at times and locations convenient to adults. In addition to classes at each site, these Continuing Education Centers also offer instruction in some workplace locations. See Directory for Correspondence for a directory of address, telephone, and e-mail information.

Graduate Degree Programs

Graduate Studies Human Services

Master of Science in Human Services Administration

- Master of Science in Human Services Administration

Graduate Studies in Business

Go to information for Graduate Studies in Business.

Master of Accounting

- Master of Accounting (MAcc)

Master of Business Administration

- • Accounting Concentration (Online Only)
- • Health Care Management Concentration (Online Only)
- • Human Resource Management Concentration (Online Only)
- • Information Security Management Concentration (Online Only)
- • Marketing Concentration (Online Only)
- • Marketing Research and Social Media Analytics Concentration (Online only)
- • Master of Business (MBA) On Ground and Online
- • Master of Business Administration One-Year International & Experiential (Online Only)
- • Master of Business Administration: Project Management (Online Only)
- • Sport Business Concentration (Online Only)

Master of Science in Cybersecurity

- • Master of Science in Cybersecurity

Graduate Certificate

- • Accounting Graduate Certificate (Online Only)
- • Health Care Management Graduate Certificate (Online Only)
- • Human Resource Management Graduate Certificate (Online Only)
- • Information Security Management Graduate Certificate (Online Only)
- • Marketing Graduate Certificate (Online Only)
- • Marketing Research and Social Media Analytics Graduate Certificate (Online Only)
- • Project Management Certificate

Doctor of Business Administration (DBA) in Management

- • Doctor of Business Administration in Management (DBA)

Graduate Studies in Education

Go to information for Graduate Studies in Education.

Master of Education

- • Educational Leadership Catholic School Administrators
- • Educational Leadership Concentration
- • Exceptional Student Education Concentration
- • Exceptional Student Education Five-Year Bachelor to Master Degree Program
- • Instructional Leadership Concentration
- • Reading Concentration

Master of Science in Instructional Design

- • Master of Science in Instructional Design

Education Specialist

- • Education Specialist: Higher Education Leadership Concentration
- • Education Specialist: School Leadership Concentration

Graduate Certificate

- • Instructional Design Graduate Certificate
- • Reading Graduate Certificate

Graduate Studies in Public Safety Administration

Go to information for Graduate Studies in Public Safety Administration.

Master of Science in Criminal Justice

- • Corrections Specialization (Online Only)
- • Critical Incident Management Specialization (Online Only)
- • Forensic Psychology Specialization (Online Only)
- • Forensic Science Specialization (Online Only)
- • Legal Studies Specialization (Online Only)
- • Master of Science in Criminal Justice Program (Blended/Web-Enhanced/Online Curriculum)

Master of Science in Critical Incident Management

- • Master of Science in Critical Incident Management (Blended Curriculum/Web-Enhanced/Online)

Graduate Certificate

- • Criminal Justice Management Graduate Certificate

Graduate Studies in Social Work

Go to information for Graduate Studies in Social Work.

Master of Social Work

- • Advanced Clinical Practice Concentration, MSW
- • Master of Social Work Three-Year Program
- • Master of Social Work Two-Year Program

Graduate Studies in Theology

Go to information for Graduate Studies in Theology.

Master of Arts in Theology

- • Master of Arts in Theology

Graduate Certificate

- • Theology Graduate Certificate (On ground and Online)

Undergraduate Degree Programs

For more information on Undergraduate degree programs, please see the Undergraduate Academic Catalog.

School of Arts and Sciences

Associate of Arts

- Liberal Arts, A.A.

Bachelor of Arts

- English, B.A. with specializations in Advanced Literary Study, Dramaturgy, Professional Writing)
- English with Education Minor, B.A.
- Global Studies, B.A.
- History with Education Minor, B.A.
- History, B.A.
- Liberal Studies, B.A.
- Mathematics with Education Minor, B.A.
- Mathematics, B.A.
- Political Science, B.A.
- Psychology, B.A.
- Religion, B.A.
- Sociology, B.A.

Bachelor of Science

- Biology with Minor in Education, B.S.
- Biology, B.S.
- Medical Technology, B.S.
- Psychology, B.S.

Certificate

- Prison Ministry Certificate

Minor

- Anthropology Minor
- Art Minor
- Biology Minor
- Chemistry Minor
- Creative Writing Minor
- Dramaturgy Minor
- Engineering Minor
- English Minor
- Environmental Studies Minor
- Ethics and Social Responsibility Minor
- Global Studies Minor
- History Minor
- Interdisciplinary Inquiry in the Arts Minor
- International Studies Minor
- Journalism Minor
- Legal Studies Minor
- Literature Minor

- Mathematics Minor
- Music Ministry Minor
- Music Minor
- Philosophy Minor
- Political Science Minor
- Psychology Minor
- Religion Minor
- Sociology Minor
- Spanish Minor
- World Politics Minor

Special Areas of Study:

- Honors
- Pre-professional Studies in: Dentistry, Law, Medicine, or Veterinary)

Donald R. Tapia School of Business

Associate of Arts

- Business Administration, A.A.
- Information Technology, A.A.

Bachelor of Arts

- Accounting Major, B.A.
- Business Administration, B.A. with specializations in Accounting, Logistics, Management, Marketing, Project Management, Technology Management
- Communication Management, B.A.
- Economics, B.A.
- Human Resource Management, B.A.
- International Tourism and Hospitality Management, B.A. (offered only at University Campus)
- Management, B.A. (offered only at University Campus)
- Marketing, B.A. (offered only at University Campus)
- Multimedia Management Major, B.A. (offered only at University Campus and Tallahassee Education Center)
- Sport Business, B.A.

Bachelor of Science

- Computer Information Systems, B.S.
- Computer Science, B.S.
- Health Care Management, B.S.

Bachelor of Applied Science

- Business Administration, B.A.S.

Certificate

- Information Security Certificate

Minor

- Accounting Minor
- Communication Management Minor
- Computer Programming Minor
- Economics Minor
- Hospitality Management Minor
- Human Resource Management Minor
- Information Security Minor
- International Business Minor
- International Tourism Minor
- Management Information Systems Minor
- Management Minor
- Marketing and Sales in Sport Minor
- Marketing Minor
- Multimedia Management Minor
- Risk Management in Sport Minor
- Sport Hospitality Minor

School of Education and Social Services

Associate of Arts

- Criminal Justice, A.A.

Bachelor of Arts

- Criminal Justice, B.A. with specializations in: Criminalistics, Homeland Security
- Educational Studies, B.A.
- Elementary Education, B.A. (grades K-6)
- Human Services, B.A.
- Middle Grades Education, B.A. (grades 5-9) with specializations in English, Mathematics, Science, Social Science
- Secondary Education, B.A. (grades 6-12) with specializations in English, Mathematics, Social Science

Bachelor of Applied Science

- Criminal Justice, B.A.S.

Bachelor of Social Work

- Social Work, B.S.W.

Certificate

- Homeland Security Certificate
- Leadership Certificate Program

Endorsement

- Florida Coaching Endorsement

Minor

- Criminal Justice Minor
- Education Minor

- Leadership Minor

Command Office Management School

- Command Office Management School (COMS)

Educational and Learning Goals

1. We expect students to demonstrate **intellectual growth**:
 - Think critically and independently
 - Make informed decisions
 - Commit to lifelong learning
 - Engage in problem solving
 - Exercise reasoned judgment
 - Develop quantitative skills
 - Learn experientially
 - Understand how living things and physical systems operate
 - Prepare for graduate study
2. We expect students to demonstrate **effective communication skills**:
 - Speak thoughtfully and respectfully
 - Listen carefully
 - Read critically
 - Write clearly
 - Present information well
3. We expect students to demonstrate **deepened spiritual values**:
 - Understand Catholic and Benedictine values and traditions
 - Commit to act in concert with one's values
 - Respect differences in belief systems and values
 - Show compassion and empathy
 - Understand the relationships among humans, living things, the universe, and God
 - Balance one's life
4. We expect students to **respond aesthetically**:
 - Appreciate the beauty and balance in nature
 - Develop creativity
 - Demonstrate sensitivity
 - Visualize creative potential
5. We expect students to prepare for an occupation:
 - Strive for excellence
 - Develop an international perspective
 - Become competent in managing people/tasks, responding to change, planning innovation, collaborating, applying technology, and acting fiscally responsible
6. We expect students to demonstrate **social responsibility**:
 - Act with integrity
 - Exercise personal responsibility
 - Respect all living things
 - Work for diversity both locally and globally
 - Build community
 - Commit to resource stewardship
7. We expect students to demonstrate **personal growth and development**:
 - Develop self-understanding

- Learn to manage self
 - Deal with ambiguity
 - Exercise flexibility
 - Strengthen confidence and self-esteem
 - Learn persistence
 - Care for self and physical and spiritual well-being
 - Develop leadership
 - Foster a work ethic
8. We expect students to demonstrate **effective interpersonal skills**:
- Value successful relationships
 - Participate effectively in group work
 - Cooperate
 - Engage in philanthropy
 - Volunteer

Academic Freedom Policy for Students

Academic freedom is the right of reasonable exercise of civil liberties and responsibilities in an academic setting.

It is the policy of Saint Leo University to give its students the freedom, within the bounds of collegial behavior, to pursue what seems to them productive avenues of inquiry, to learn unhindered by external or nonacademic constraints, and to engage in full and unrestricted consideration of any opinion. All members of the University must recognize this fundamental principle and must share responsibility for supporting, safeguarding, and preserving this freedom.

In order to preserve the rights and freedoms of the students, the University has a formal process for adjudication of student grievances and cases of violations of the Academic Honor Code.

Academic Honor Code

Saint Leo University holds all students to the highest standards of honesty and personal integrity in every phase of their academic life. All students have a responsibility to uphold the Academic Honor Code by refraining from any form of academic misconduct, presenting only work that is genuinely their own, and reporting any observed instance of academic dishonesty to a faculty member.

ACADEMIC MISCONDUCT

Academic misconduct includes but is not limited to the following categories:

A. Cheating:

- Providing or receiving academic work to or from another student without the permission of the instructor/professor.
- Buying or selling academic work.
- Violating test conditions.
- Forging academic documents.
- Copying computer programs.

B. Plagiarism:

- Stealing and passing off the ideas and words of another as one's own or using the work of another without crediting the source whether that source is authored by a professional or a peer.

- Submitting an article or quoted material from a periodical or the internet as one's own.
- Retyping or re-titling another student's paper and handing it in as one's own.
- Intentionally or unintentionally failing to cite a source.

C. Complicity:

- Helping another student commit an act of academic dishonesty.

D. Misrepresentation:

- Resubmitting previous work, in whole or in part, for a current assignment without the written consent of the current instructor(s).
- Having another student complete one's own assignments, quizzes, or exams.
- Lying to a professor.
- Fabricating a source.

ADJUDICATION

It is the responsibility of every member of the faculty and student body to cooperate in supporting the honor system. Any member of the University community suspecting an Academic Honor Code violation should immediately refer the matter directly to the faculty member teaching the course in which the possible violation took place. For any suspected violation that occurs within a course, the faculty member must discuss the evidence in private with the student and tell the student to continue in the class. If, during the course of an Academic Honor Code violation investigation, the committee determines that other violations of the Academic Honor Code have potentially occurred, the committee may pursue investigating the new violations.

All faculty teaching courses at University Campus, any education center, and online including Center for Online Learning, Distance Learning, and Graduate Programs must follow the procedure below to report either an in-class sanction or to request a hearing.

REPORTING PROCESS

Faculty must report any in-class sanction issued to a student using the Academic Honor Code Reporting System in eLion. Sanctions should be levied according to the seriousness of the offense. An instructor may issue an in-class sanction of either 1) assigning a zero for the assignment or 2) allowing a resubmission of the assignment with a reduced grade. An instructor may not issue an F for the course. If the instructor believes the violation warrants a sanction of failure for the course, the appropriate Academic Standards Committee will hold a hearing.

The student will have the opportunity to appeal the allegation and/or the in-class sanction within 5 days of receipt of the notification. If the student appeals the allegation and/or sanction, a hearing will be scheduled with the appropriate Academic Standards Committee.

Once a faculty member submits the report to the Academic Honor Code Reporting System, the system will automatically send a notice to the student, the faculty member and the Registrar. If a submission to the Online Academic Honor Code Reporting System results in a second offense for a student, the appropriate Academic Standards Committee will be notified and a hearing will be scheduled.

If the instructor of record would prefer to have the committee hear the case instead of imposing an in-class sanction, a request for a hearing must be submitted using the Online Academic Honor Code Reporting System in eLion. (See Required Documentation for a Hearing)

REQUIRED DOCUMENTATION FOR A HEARING

If a faculty member wants to request a hearing, the faculty member must provide the following information to either the current Chair of the Undergraduate Academic Standards Committee, the Chair of the Graduate Academic Standards Committee (emailed to gasc@saintleo.edu), or the appropriate Center or COL Director/Assistant Director:

1. The faculty member's charge against the student.
2. A copy of the course syllabus.
3. The dates of the events as they occurred.
4. Any supporting evidence such as a copy of the assignment or exam in question as well as a copy of the Turnitin.com originality report associated with the assignment or exam.
5. A summary of the discussion or copies of emails between the student and the faculty member, including any admission or denial of guilt by the student.
6. Statement from another student to corroborate suspected violation and other evidence if necessary.
7. A statement addressing the extent to which the Academic Honor Code policy is covered in class.

Upon receipt of the faculty member's report, the Academic Standards Committee or an ad hoc committee appointed by the Center Director will schedule a hearing and inform the student, in writing, of the date and time of the hearing and include a copy of the faculty member's report. A student cannot avoid a sanction by withdrawing from the course and is not permitted to withdraw from a course while the allegation is under investigation. The Committee will hold the hearing whether or not the student chooses to attend. After reviewing the evidence, the Committee will render a decision on the charge and determine any sanctions that are appropriate.

The student may appeal the Committee's decision to the Vice President of Academic Affairs within 5 days of receipt of the notification of the official report, who may issue an appellate decision on behalf of the University. The final authority rests with the Vice President of Academic Affairs.

SANCTIONS

The sanction for a first violation of the Academic Honor Code could range from zero for the assignment to dismissal from the university, depending on the nature of the violation, but the usual sanction is failure of the course. The minimum sanction for a subsequent offense is failure of the course, but the usual sanction is suspension or dismissal from the university.

For additional information, faculty members should contact either the Committee Chair or the appropriate Center or COL Director/Assistant Director.

Appellate Process

One of the five key elements of Saint Leo University's mission statement is a commitment to practice a student-centered philosophy of service. The University's objective is to courteously and consistently respond to students' questions and appeals in a timely manner.

Generally, the most effective resolution of a student's question will come from the University administrator or staff member most directly involved in the area of the student's concern. Thus, the first step in answering the student's question is to contact the appropriate office and individual. A departmental listing of individuals to contact regarding specific concerns may be obtained in the School offices, Continuing Education Center offices, the Office of Student Affairs, or the Office of Finance and Accounting. Students attending Continuing Education Centers make their initial contact with their Academic Advisor or the Center Director, who will provide any needed coordination with the Assistant Vice President and/or University Campus offices.

The University's first objective is to accommodate a student's request if so doing does not violate University policy or undermine academic or disciplinary standards. If this is not possible, the next objective is to provide the student enough information so that the student understands the reason for the decision. If the student wishes to appeal the decision, the student must do so **in writing** to the next level of appeal as shown on the departmental listing.

Appeals that are not resolved or explained to the student's satisfaction after the initial appeal(s) must be appealed in writing to the Vice President identified in each area within 15 days of the last contact with a University employee. The Vice President will review the student's appeal and render a final decision **in writing** within 10 days.

For students who are enrolled in a Continuing Education Center in Virginia, after all appeals are completed with the University, a student not satisfied with the University's decision may forward an appeal to the State Council of Higher Education for Virginia (SCHEV). The appeal must be in writing and sent to The Director, Private and Out-of-State Postsecondary Education, James Monroe Building, 101 North Fourteenth, Richmond, Virginia 23219. The appeal must be submitted no later than 30 days following the decision by the appropriate University Vice President.

Grade Point Average

The grade point average (GPA) is determined by first multiplying the credit hours attempted by the quality points earned and then dividing the total quality points earned by the total hours attempted. For example:

Course	Hours Attempted	Grade	Quality Points	Total Quality Points
FAS 101 3		A	(4.00) 12.00	(3 × 4)
SPA 111 3		B-	(2.67) 8.01	(3 × 2.67)
CHE 121 3		D	(1.00) 3.00	(3 × 1)
HTY 121 3		F	(0.00) 0.00	(3 × 0)
ENG 121 3		C+	(2.33) 6.99	(3 × 2.33)
	15		30.00	

Grade Point Average: $30.00/15 = 2.0$ GPA.

Note: Quality points are awarded only for courses taken in residence

Grade Changes

A grade may be changed only by the faculty member administering the course. Changes in grades are permitted only when a computational or input error has been made. A grade change will not be made when a student turns in missing or late work after the last day of the semester/term unless an Incomplete was arranged. When a student elects to appeal a course grade that he or she believes to be improper, the student shall notify the course instructor within thirty (30) calendar days from the date that the grade is recorded. All grades are final three months after they are posted unless a grade appeal, as determined by the appropriate school Dean or the Vice President for Academic Affairs, is still in process.

Grade Appeal Procedures

The following procedures shall be adhered to reference grade appeals:

1. When a student elects to appeal a course grade that he or she believes to be improper, the student shall notify the course instructor within thirty (30) days from the date that the grade is recorded. If the issue is not resolved between the student and the instructor, the student may proceed to the next step.

2. The appeal must be submitted in writing to the instructor's Dean if for a University Campus student or to the Center or Graduate Director if for an off-campus, online student, or graduate student. The written appeal shall include all originals or copies of the work upon which the grade was based, a syllabus for the course, and a listing of all materials that were to have been graded for the course. The written appeal must also include the course grade the student believes he or she earned and the basis for such belief.
3. Upon receipt of the written appeal and corresponding materials upon which the grade was based, the following action will be taken:
 1. for appeals filed by University Campus students, the instructor's Dean will assign a full-time faculty member in the appropriate discipline to conduct an assessment of the appeal.
 2. for appeals filed by off-campus and online students, the student's Center Director will forward the appeal packet to the University Campus Dean who is responsible for the course discipline. The Dean will handle the appeal as noted in sub-section a above.
4. The assigned full-time faculty member will conduct a thorough assessment of the appeal, including communication with the student if deemed necessary. The list of all materials that were to have been graded for the course must be submitted to the original faculty member for review. If the reviewing faculty member determines there is clear and convincing evidence to support a grade change, the recommendation will be forwarded to the Vice President for Academic Affairs. Although the student filed the appeal for the purpose of being awarded a higher grade, the reviewing faculty member could determine that the instructor's original grade was in fact liberal; therefore, the recommendation would be to lower the grade. Should the reviewing faculty member find no clear and convincing evidence to support a grade change, he or she will forward the finding to the Dean, who will in turn notify the student in writing with copies to the Vice President for Academic Affairs and the Dean or Center Director who initiated the faculty review.
5. Upon receipt of a recommendation for a grade change from a reviewing faculty member, the Vice President for Academic Affairs will evaluate the recommendation and make a final determination concerning the student's grade. The student and the instructor will be notified in writing. Once a final decision has been made at this level, the student shall not have any further appeals. Any change of grade will be initiated by the Vice President for Academic Affairs through the Registrar's office.

All written grade appeals will be completed within sixty days from the date of receipt unless the Vice President for Academic Affairs grants an extension.
6. In those cases where the reviewing faculty finds no evidence to justify a change in grade, the student may appeal to the Vice President for Academic Affairs. Upon reviewing the appeal and faculty review, the Vice President for Academic Affairs will make a final, non-appealable decision. The student and instructor will be notified of the decision in writing.
7. All grades are final three months after they are posted unless a grade appeal, as determined by the appropriate school Dean or the Vice President for Academic Affairs, is still in process.

Grade Reports and Permanent Records

All official grade reports are available on the University's online student information system, known as eLion.

Permanent academic records of all students are maintained by the Registrar. Disciplinary records of University College students are maintained by Student Affairs. Disciplinary records of Division of Continuing Education and Student Services students are maintained by the Division of Continuing Education and Student Services. Disciplinary records of Graduate Program students are maintained by Graduate Programs.

The Family Educational Rights and Privacy Act of 1974, as amended (FERPA), is a federal law which requires that the University maintain the confidentiality of students' educational records and establish a policy for annually notifying students of their rights under the law and how they may exercise those rights.

In accordance with FERPA, Saint Leo University allows access to a student's educational records to all University officials who have a legitimate educational interest in the student's records. The University does not disclose or allow access to any information from students' educational records to anyone outside the University except (a) to officials of another institution in which the student intends to enroll; (b) to authorized representatives of the comptroller general of the United States, the secretary of the United States, or state educational authorities; (c) to determine eligibility or for enforcement of financial aid programs; (d) to state agencies which require disclosure under state laws existing before November 19, 1974; (e) to organizations conducting certain studies for or on behalf of the University; (f) to accrediting organizations to carry out their functions; (g) to parents of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1954; (h) to comply with a judicial order or lawful subpoena; (i) to appropriate parties in a health or safety emergency; (j) directory information as designated by the University; (k) as otherwise allowed by law; or (l) when the student has provided written consent.

For all outside disclosures of information that are made without the written consent of the student, the University maintains a record in the student's file of the name of the party who obtained the information and the legitimate interest which the person had in obtaining the information.

The University has designated the following as directory information: student name, address, telephone number, e-mail address, date and place of birth, major, minor, dates of attendance, degrees, awards and honors received, the most recent educational institution attended, participation in recognized activities, and height and weight of members of athletic teams. As stated above, directory information may be released without the student's prior written consent unless the student has requested that directory information be withheld by completing a Request to Withhold Directory Information Form, which may be obtained in the Office of the Registrar or in the Regional Continuing Education Center office. The request will remain on file until withdrawn by the student.

Students are notified of their rights under the act by accessing the FERPA information on the eLion online system. Students have the right to inspect and review information contained in their educational records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is not satisfactory, and to submit explanatory statements for inclusion in their files if the decision of the hearing is unsatisfactory. Students wishing to review their educational records must make written requests to the Registrar listing the items of interest. The records will be provided within 30 days of the request. Students may request that copies be made of their records, with charges being assessed at the prevailing rate set by the Registrar.

Educational records do not include records of instructional, administrative, and staff personnel, which are the sole possession of the maker and are not accessible or revealed to any individual; records of the security department as they pertain to law enforcement; student health or psychological records; and employment records or alumni records that do not relate to the person as a student. A licensed physician selected by the student may review health records. In addition, students do not have the right to inspect or review the financial information submitted by their parents, confidential letters and recommendations to which the right of inspection has been waived, and educational records containing information about more than one student, in which case students will be permitted access only to the parts of the record that pertain to them.

Students who believe that their educational records as maintained by the University contain information that is inaccurate, misleading, or otherwise in violation of their privacy or other rights may request that the Registrar amend the records. The Registrar will review the request and render a written decision within 30 days of the request. If the student's request is denied, the student may request a formal hearing in writing. The hearing panel will be designated by the Vice President for Academic Affairs and will schedule a hearing within 30 days of the student's request. The student will be provided with a reasonable notice of the date, place, and time of the hearing. At the hearing, the student may present evidence relevant to the issues and may be assisted by persons of his or her choice, including attorneys, but at his or her own expense. The decision of the hearing panel is final and will be based solely on the evidence presented at the hearing. The decision will include a summary of the evidence and the reasons for the decision and will be forwarded to the student and all interested parties. If the decision requires that the student's record be amended, the appropriate University official responsible for maintaining the record will correct the record. If the student is dissatisfied with the decision of the panel, he or she may place a statement in his or her educational record commenting on the information in the record. Such statement will be released whenever the record is disclosed.

Transcript Requests

Official transcripts of the permanent record may be released to a student or to others with the student's written permission. Requests for transcripts must bear the student's signature (required by the Family Rights and Privacy Act of 1974). Each request must contain the student's Social Security number, number of transcripts required, and the complete mailing address to which each transcript is to be sent. The University will provide a transcript upon request and upon completion of at least one course with Saint Leo University.

Transcripts should not be requested until the grade report for the preceding term has been received. All incomplete work (I) must be completed by the conferral date. Transcript requests may be delayed until degree conferral has been completed. There is a \$7.00 fee for each transcript requested.

Students requesting transcripts must be financially cleared at the time the request is received by the Registrar for processing. If a student is clearing a financial obligation at the time of the request, clearance to release the transcript could take up to ten working days. If a student is financially cleared at the time the request is received, processing will be completed within two working days. All transcript requests should be ordered directly from the Registrar, MC 2278, P.O. Box 6665, Saint Leo, FL 33574.

Rush requests may be faxed to 352/588-8656 and must be paid by credit card only. To order using a credit card, the following information must be provided: type of credit card, account number, and expiration date. Rush and overnight delivery is available for an additional charge of \$32.00. Students may also submit transcript requests using eLion.

Saint Leo University students who transfer the University's credits or degree programs to other colleges or universities are advised to contact the receiving school concerning recognition. The receiving school will make the decision on transferability.

Academic Residence Requirements

To satisfy academic residence requirements, students must complete a minimum of 30 credits for a master's degree, 33 credits for the post-graduate degree, and 51 credits for the doctoral degree at Saint Leo University.

Student Honor Societies

The *Alpha Alpha Alpha* chapter of Sigma Tau Delta, the international English Honor Society, was chartered in 1990 to brevet distinction upon undergraduates, graduates, and scholars in academia, as well as upon professional writers who have recognized accomplishments in linguistic or literary realms of the English language. To be eligible for membership, a student must have earned at least 45 hours of University credit, completed a minimum of two University courses in English language or literature beyond the usual requirements in first-year composition, and earned a GPA of 3.50 or better overall and in English.

Alpha Mu Alpha is the national marketing honor society for qualified marketing students and marketing faculty. Since its inception in 1937, the American Marketing Association (AMA) has remained committed to the advancement of excellence in the field. It was this commitment that fostered the establishment of Alpha Mu Alpha in the spring of 1981. All marketing students who are members of the AMA and hold a minimum overall GPA of 3.25 are eligible.

Alpha Phi Sigma is the only national criminal justice honor society for criminal justice majors. The society recognizes academic excellence of undergraduate, graduate students of criminal justice, as well as juris doctorate. The Association of College Honor Societies was organized on October 2, 1925, by a group of college and university teachers, administrators, and representatives of a few well-established honor societies. Its object was then and is now to consider problems of mutual interest such as those arising from the confusion prevailing on college campuses concerning the character, function, standards of membership, multiplicity, and undesirable duplication of honor societies; to recommend action leading to appropriate classification or

elimination; and to promote the highest interest of honor societies. Alpha Phi Sigma was granted membership by the Association of College Honor Societies in 1980.

Beta Beta Beta is the national honor society for the biological sciences. The Saint Leo University chapter, Sigma Omega, was chartered in 2003. The society is dedicated to improving the understanding and appreciation of biological study and extending the boundaries of human knowledge through scientific research. Members pledge themselves to promote scholarship in the biological sciences, to promote the dissemination of biological knowledge, and to encourage research. Since its founding in 1922, more than 175,000 individuals have been accepted into lifetime membership in the society, and more than 430 chapters have been established throughout the United States and Puerto Rico. Individuals seeking undergraduate membership in the society must be majors in the biological sciences; are normally at least in the second semester of their sophomore year; have completed at least three courses in the biological sciences, at least one of which is beyond the introductory level; and have maintained a GPA of "B" or better in their major.

The Saint Leo University student honor society *Delta Nu* is a member of the Delta Epsilon Sigma National Scholastic Honor Society, which was founded in 1940 for students, faculty, and alumni of colleges and universities with a Catholic tradition. The purposes of the society are to recognize academic accomplishments, to foster scholarly activities, and to encourage a sense of intellectual community among its members. To be eligible for membership, a student must have acquired 60 credit hours, be able to demonstrate leadership and service to others, and maintain a GPA of 3.50.

The *Iota Gamma* is a chapter of the Phi Alpha Honor Society, which is a national honor society for social work students. The society was chartered in 1962 for the purposes of providing a closer bond among students of social work and promoting humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers. The requirements for membership are social work as a major, sophomore status, completion of eight semester hours or 12 quarter hours of required social work courses, an overall GPA of 3.0, and a 3.25 GPA in required social work courses. A Graduate student is eligible for membership if they have completed one semester of course work and achieved a minimum GPA of 3.5

Kappa Delta Pi is the international honor society in education. Founded in 1911, the purpose of the society is to recognize excellence and foster mutual cooperation, support, and professional growth for educational professionals. Membership has included such exceptional educators as John Dewey, Jean Piaget, Howard Gardner, Eleanor Roosevelt, Alfie Kohn, and Albert Einstein. More than 50,000 of the brightest scholars and practitioners are members today. The Saint Leo chapter, Alpha Delta Alpha, was chartered in 2007. To be eligible for membership, students must have a minimum GPA of 3.4 and be recognized for excellence not only in academics but also in service and in educational practice. The motto of KDP is "*So to teach* that our words inspire a will to learn; *So to serve* that each day may enhance the growth of exploring minds; *So to live*, that we may guide young and old to know the truth and love the right."

Lambda Pi Eta is the official communication studies honor society of the National Communication Association. Founded in 1985, the society now has more than 400 active chapters at four-year colleges and universities worldwide. The Saint Leo University chapter, Omega Chi, was chartered in 2011. The name Lambda Pi Eta is represented by the Greek letters L (Lambda), P (Pi), and H (Eta), symbolizing what Aristotle described in his book *Rhetoric* as the three ingredients of persuasion: Logos (Lambda) meaning logic, Pathos (Pi) relating to emotion, and Ethos (Eta) defined as character credibility and ethics. The society's goals are to recognize, foster, and reward outstanding scholastic achievement in communication studies; stimulate interest in the field of communication; promote and encourage professional development among communication majors; provide an opportunity to discuss and exchange ideas in the field of communication; establish and maintain closer relationships between faculty and students; and explore options for graduate education in communication studies.

Phi Alpha is the national honor society for undergraduate and graduate social work students. Established in 1960, there are currently 106 chapters in the United States. The purposes of Phi Alpha are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarships and achievement in social work. To be eligible for membership, one must declare social work as a major, have achieved sophomore status, complete nine semester hours of required social work courses, achieve an overall GPA of 3.0 (on a 4.0 scale), and achieve a 3.25 GPA in required social work courses.

For community college transfer students, Saint Leo has an alumni chapter of *Phi Theta Kappa* (PTK), the international honor society of two-year colleges.

Pi Gamma Mu is the International Honor Society in the Social Sciences. Pi Gamma Mu was founded in 1924, and the Florida Lambda Chapter was established at Saint Leo University in 2011. This honor society is open to students at all locations who meet the eligibility requirements. Membership is open to juniors, seniors, or graduate students in the upper 35 percent of the class, with at least 20 semester hours in social sciences and an average grade therein of "B" or better. Pi Gamma Mu's constitution defines the social sciences to include the disciplines of history, political science, sociology, anthropology, economics, international relations, criminal justice, social work, psychology, social philosophy, history of education, and human geography.

Pi Sigma Alpha is the national honor society for undergraduate and graduate political science students. There are currently more than 500 established chapters at American colleges and universities. The Saint Leo University chapter is Omega Epsilon. The society contributes to University life through sponsored campus visits by political leaders, community forums on political issues, and student site visits. In 2002, Omega Epsilon received a national award as one of three outstanding chapters of Pi Sigma Alpha. To be eligible for undergraduate membership, an individual must have completed at least ten semester hours of work in political science, including at least one course at the upper-division level; maintained a GPA of "B" or higher in all political science courses; maintained general scholarship sufficient to be placed within the upper third of one's class; and fulfilled any additional requirements prescribed by the local chapter. Associate memberships are also available to students wishing to participate in chapter activities who do not as yet meet the national requirements.

Psi Chi is the national honor society in psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association and American Psychological Society. Psi Chi functions as a federation of chapters located at more than 875 senior colleges and universities in the United States. The Saint Leo Psi Chi chapter was founded in 1997. The national organization's requirements for membership are completion of at least three semesters of college, completion of nine semester hours of psychology courses, registration for a major or minor in psychology, and undergraduate overall cumulative GPA of 3.00 and rank in upper 35 percent of their class (sophomore, junior, or senior) in general scholarship. Students also must have a 3.00 GPA in psychology courses.

The National Society of Leadership and Success—*Sigma Alpha Pi*—began with a vision of its founder, Gary Tuerack, who wanted to build a community to truly impact lives in a positive and lasting way. He teamed together a nationwide effort of professional speakers and staff members at universities who believed in the mission of making a long-term positive impact in people's lives and began creating a program designed to offer continual motivation and support, with accountability steps to help people take the necessary actions to achieve their goals. The vision was to create a community where like-minded success-oriented individuals could come together to learn from and support one another. The vision included a supportive group dynamic with presentations from the nation's top presenters along with proven useful tools and strategies for achieving goals. The society began with 131 members at 16 chapters in the first year. As word of mouth spread and the offering improved, the society rapidly continued to grow, and still continues today. The society was chartered at Saint Leo University on April 23, 2008.

Sigma Beta Delta, the international honor society in business, management, and administration, was founded in 1994. The Saint Leo chapter was established in 1994 as one of the founding chapters. Sigma Beta Delta was established to encourage and recognize scholarship and accomplishment among students of business, management, and administration and to encourage and promote aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. Sigma Beta Delta espouses three principles: wisdom, honor, and meaningful aspirations. Sigma Beta Delta members are challenged to pursue wisdom throughout their lives, to accept honor as a constant companion throughout their lives, and to aspire to goals that will chart them on the path of wisdom and honor throughout their lives. Sigma Beta Delta inducts eligible students and qualified faculty based on their sustained scholastic and personal achievement in business, management, and administration and a dedication to the principles of wisdom, honor, and meaningful aspirations.

Theta Alpha Kappa (TAK), national honor society for religion studies and theology, exists to encourage, recognize, and help maintain excellence within the academic study of religion and theology. It does this primarily by recruiting and chartering local

chapters in appropriate, qualified institutions of higher learning—which chapters, in turn, exist to pursue these same purposes in a local context through their various activities and induction of qualified students. Secondly, through its *Journal* and other programs, TAK seeks to pursue these purposes within a national and (hopefully in future) an international context. TAK is held to high standards in supporting and recognizing these scholarly pursuits by its status as a member society in the Association of College Honor Societies, as a related scholarly organization of the American Academy of Religion, as an affiliated society of the Council of Societies for the Study of Religion, and as a nonprofit, educational corporation in the State of New York. In each case TAK has committed itself—through its incorporation papers and constitution—to these purposes and high standards.

Disability Services

Saint Leo University is committed to a policy that provides an equal opportunity for full participation of all qualified individuals with disabilities in accordance with the ADA-AA. The University prohibits discrimination on the basis of disability in admission or access to its educational programs and associated activities. Appropriate academic accommodations and services are coordinated through the Office of Disability Services, which is located in the Student Activities Building. In accordance with federal regulations, the Office of Disability Services is the only authority in the University that may determine and approve accommodations under ADA-AA. Students with disabilities who require accommodation should contact the office as soon as possible. Students seeking accommodations are responsible for providing the University with recent documentation of their disabilities at the time they are requesting services. Students may access the Policy and Procedure Manual through the Saint Leo website or visit the Office of Disability Services for a copy of the manual. The Office of Disability Services can be reached by phone: 352-588-8464 or email: adaoffice@saintleo.edu

University Library Services

University Library Services provides instruction, information resources, and services needed by students pursuing their education and seeking an understanding of themselves, their world, and their Creator. The Daniel A. Cannon Memorial Library faculty and support staff offer direct personal assistance to all students, whether on the University Campus, at Continuing Education Centers, or at the Center for Online Learning. Library acquisitions are carefully selected to support the curriculum and to provide information resources in a variety of formats.

Located on the University Campus and overlooking Lake Jovita, the Daniel A. Cannon Memorial Library provides a welcoming environment for individual and group study and research. The three-level library building houses book, electronic, audiovisual, and instructional materials collections as well as an extensive periodicals collection. Electronic resources complement and enhance traditional print and non-print information resources. Workstations for accessing the library's online catalog and multiple research databases are located throughout the building. Additionally, the fully automated library maintains an education resources center, a media services center, a student computer lab, the Hugh Culverhouse Computer Instruction Center, and a video teleconferencing classroom. The University Archives are also housed in the library building.

Library faculty regularly conduct classes in information retrieval and library research skills. Because many students will use the library's resources from a distance, an online orientation to the library and its resources is available to all students wherever they are located. The online orientation includes tutorials on the use of OCLC discovery search, research databases, Internet search engines, and other selected reference sources, as well as general information literacy issues.

The library web page <http://saintleolibrary.cloudaccess.net/homepage.html> offers remote access to the library's resources and services for off-campus students enrolled at Continuing Education Centers or the Center for Online Learning. This web page provides easy access to the library's information retrieval system, ebook collections, and multiple research databases that include many full-text articles.

In addition to serving as the gateway to academic research for both distance learners and University Campus students, the library website includes an Ask-A-Librarian feature as well as links to selected reference sources available on the Internet.

Online request forms further aid document delivery and interlibrary loan services, while a toll-free number to the reference desk affords direct person-to-person communication with a librarian concerning reference, database research, bibliographic search, circulation, interlibrary loan, document delivery, and course reserve services.

Besides the resources of the Daniel A. Cannon Memorial Library, University Library Services also provides regional librarians for the Continuing Education Centers, as well as librarians dedicated to serving the University's online and distance learning programs. Additionally, the Daniel A. Cannon Memorial Library establishes cooperative agreements with local libraries and host institutions for use of library resources by students enrolled in Saint Leo University Continuing Education Centers.

University Library Services is further strengthened by participation in networks and cooperatives for interlibrary loan exchanges throughout the United States and globally. The Cannon Memorial Library is a charter member of the Tampa Bay Library Consortium and a participant in Ask-A-Librarian, Florida's newest and largest collaborative online reference service. The library is also an active member of the Florida Library Information Network, ICUF Libraries, OCLC, and SOLINET.

Computer Usage Guidelines

University-owned or -operated computing resources are provided for use to faculty, students, staff, and authorized associates of Saint Leo University. All faculty, students, staff, and associates are responsible for use of Saint Leo University computing resources in an effective, efficient, ethical, and lawful manner. The following guidelines relate to the use of these computing resources:

1. Computing resources and accounts are owned by the University and are to be used for University-related activities. All access to computer systems managed by University Technology Services, including the issuing of passwords, must have prior approval.
2. Computing resources and accounts are to be used only for the purpose for which they were assigned and are not to be used for commercial purposes or non-University related activities. The continued use of an account after the student enrollment or faculty/staff/associate employment ends is considered a non-University related activity, except for e-mail accounts used by alumni.
3. Individuals must not use an account assigned to another individual, including student accounts, without written permission from either University Technology Services or the division that granted the account. Faculty, students, staff, and associates are individually responsible for the proper use of their accounts, including proper password protection and appropriate use of Internet resources. Allowing friends or non-authorized individuals to use accounts, either locally or through the Internet, is a violation of these guidelines. It is recommended that account holder change the account password at least once per semester.
4. Data files are confidential. Computing Services or departmental staff may access others' files when necessary for the maintenance of University records, the maintenance of computing systems, validation of online coursework, or during investigation of serious incidents. The latter would require the approval by the appropriate institutional official, or as required by local, state, or federal law.
5. University computing resources may not be used to intimidate or create an atmosphere of harassment based upon gender, race, religion, ethnic origin, creed, or sexual orientation. Fraudulent, threatening, or obscene e-mail or graphical displays used to harass or intimidate others are prohibited. Chain letters, mass mailings, and repeated sending of e-mail after being requested to stop are also examples of inappropriate uses of University electronic communications resources. Users will abide by applicable federal and state laws.
6. No one should deliberately attempt to degrade the performance of a computer system, including network resources, or to deprive authorized users of resources or access to any University computer system in any way including the intentional distribution of spam or malware.
7. It is a violation of these guidelines to use unauthorized knowledge of a password to damage any computing systems, obtain extra computing resources, take resources from another user, gain access to computing systems, or use computing systems for which proper authorization has not been given—either on-campus or off-campus.
8. Software use must conform to copyright laws and licensing agreements.

9. For the protection of all Saint Leo University computer users, an individual's computer use privileges may be suspended or restricted immediately upon the discovery of a possible violation of these guidelines or other campus policies. Whenever possible, users whose computer access has been restricted or suspended will be notified of the restrictions and the means for resolving the matter. Individuals who violate these guidelines will be subject to sanctions as outlined in the University's Employee Handbook, Student Handbook, or Academic Honor Code. All such cases will be forwarded to the appropriate officer of the University for action.

Application for Graduation

Students must make formal application for graduation in their School office, the Graduate Studies office, or the Regional Continuing Education Center office. A fee is required for graduation, even if the student chooses not to participate in the graduation exercises.

In order to provide time for a thorough research of the applicant's record, the application must be submitted two semesters/terms prior to the anticipated graduation date in order to allow a degree audit.

The conferral date is determined upon completion of all requirements listed under Degree Requirements, including the completion of all incomplete work and receipt and posting of all transfer credit. The conferral date will be the day after the last day that all requirements are completed.

Commencement Exercises

Each year at the completion of the spring semester, the University holds formal graduation ceremonies with academic regalia at the University Campus and at the Continuing Education Centers. University College, Graduate Program, Center for Online Learning, and Weekend and Evening Program Center students who have met all the requirements of Saint Leo University for receipt of the master's or bachelor's degree and have met all financial obligations may participate in commencement ceremonies on University Campus. Students who have a maximum of two courses left for degree completion at the end of the spring semester may request permission from their School Dean or Center Director to participate in the commencement ceremonies if they can provide evidence that all remaining coursework will be completed by September 1 following graduation exercises.

The Continuing Education Centers have separate graduation and commencement ceremonies, although students receiving a bachelor's degree from a Continuing Education Center can request permission to attend the ceremony on University Campus. Requests are directed to the appropriate Assistant Vice President of the Division of Continuing Education and Student Services through the Center Director.

Admissions Policies and Procedures

Saint Leo University is committed to policies that ensure there is no discrimination on the basis of age, gender, race, color, creed, religion, national origin, or disability. The University prohibits discrimination on the basis of disability in admission or access to its educational programs and associated activities.

Students with disabilities requiring special services should identify themselves and their needs to the Office of Disability Services, Admission Office, Continuing Education Center, or Graduate Studies Office as soon as possible after receiving notification of their admission to the University.

Appeal of Admission Decision

Applicants denied admission to Saint Leo University may appeal the decision by filing a written request for review to the Vice President for Enrollment within 30 days of the decision. The applicant may submit additional documentation, which will be reviewed along with all previously submitted credentials. The applicant will be informed of the decision within 30 days of the receipt of the request for review.

Student Financial Assistance

For information about financial assistance, see Financial Information.

Student Services

The Division of Student Services assists, nurtures, and supports students and their peer communities through programs and services that encourage intellectual, interpersonal, and spiritual development. The staff is strongly committed to the total development—mind, body, and spirit—of each student within our University community. This is accomplished through the development of a healthy and positive community that enables each student to develop social and interpersonal skills, foster leadership skills, explore career opportunities, cultivate sound ethical and moral principles, deepen spiritual commitments, and formulate a philosophy of life that embraces our Benedictine-inspired values of community, respect, excellence, personal development, responsible stewardship, and integrity.

Departments within the Division of Student Services are designed to assist a student's growth and development as a whole person by assisting all students in becoming more involved with campus activities and organizations. Saint Leo University recognizes that working with others through out-of-classroom projects, activities, and events develops leadership, promotes community on the University campus and at the Division of Continuing Education and Student Services Centers, creates a vibrant student life experience, and generates strong school spirit for all.

Campus Life

As active members of the University community, students are encouraged, individually and collectively, to express their views on institutional policy and matters of general interest to the student body. University College students can participate in the formulation and application of institutional policy, affecting both academic affairs and student services, through standing committees, the Student Government Union, and numerous ad hoc committees and organizations. Any students concerned with an academic issue should contact the department director, School Dean, or Center Director. All issues concerning student life should be directed to the Associate Vice President for Student Services.

Code of Conduct

Students' Rights and Responsibilities

As members of the Saint Leo University community, students can expect to be afforded certain basic rights and can also expect to be held accountable for certain basic responsibilities. Therefore, to maintain standards that contribute to the intellectual, spiritual, and moral development of students and ensure the welfare of the University community, Saint Leo University has established its Code of Conduct, part of which appears below.

Saint Leo University is an educational environment dedicated to fostering intellectual achievement, personal development, and social responsibility. The disciplinary system is an integral part of our educational process. While a university education is

primarily academic and intellectual in nature, it also includes the development of Core Values that translate into responsible behavior. Students are expected to display respect for individuals and their rights within the Saint Leo University community setting. Persons at Saint Leo University locations are expected to express themselves through conduct which does not deny other individuals the freedom to express their own individuality socially, emotionally, intellectually, and spiritually, and does not deny other individuals their rights. Saint Leo University maintains the right to dismiss or suspend or otherwise take action related to any student for reasons that the administration deems to be in the best interest of the University

For the full text of the Code of Conduct, please go to www.saintleo.edu/resources/code-of-conduct.aspx.

Admission to Class

Faculty are required to admit to class only those students with appropriate documentation as directed by the Registrar.

Classroom Misconduct

Saint Leo University students are expected to conduct themselves at all times in accord with good taste and observe the regulations of the University and the laws of the city, state, and national government.

All University community members—faculty, staff, employees, students—have the right and obligation to report violations of civil or University regulations to the Vice President of Academic Affairs.

Should a University community member encounter a disruptive student, the student shall be asked politely, but firmly, to leave the classroom (or wherever the locus of disruption). A University community member has the authority to do this if the student is acting in a disruptive manner. If the student refuses, the appropriate office shall be notified.

Personal Abuse

All members of the University community and guests are entitled to be free from harassment, coercion, sexual harassment, threat, disrespect, and intimidation. Any statement or action that damages or threatens the personal and/or psychological well-being of a person will not be tolerated.

Personal abuse not only occurs when directed to the individual but can also occur in the presence of the individual.

Students who feel that they have been subject to personal abuse by a faculty member, staff member, or another student should report the incident to the Associate Vice President for Student Services, School Dean, or Center Director.

Office of University Ministry

Mission and Purpose

University Ministry serves the religious and spiritual development, as well as the personal and social justice concerns, of all the students, faculty, and staff of Saint Leo University. From the wisdom tradition of our Benedictine-inspired heritage, we emphasize the spiritual and religious importance of learning and learning well. From the world-engaging spirit of the Second Vatican Council, we encourage a spirituality where people claim and develop their natural and human gifts for the service of others, especially for the poor and forgotten. Because we are a Catholic university, we give special attention to nurturing the Catholic identity and self-understanding of Catholics in our community, as well as offering joyful and meaningful worship.

All members of the Saint Leo Community are always welcome to join any specifically "Catholic" activity that University Ministry offers. In actual fact, the majority of our activities, such as retreats, and mission/ service trips, are open to all—that is, open and welcoming to all Christians as well as to our brothers and sisters of the Jewish, Muslim, and other faith traditions.

As part of the larger mission of Saint Leo University, University Ministry supports and educates for our core Benedictine-inspired values of excellence, community, respect, personal development, responsible stewardship, and integrity. University Ministry especially promotes the Benedictine-inspired values of community building and hospitality on campus and in our residence halls. We emphasize in a positive way wherever we can that we truly are "our brothers' and sisters' keepers" (Genesis 5). We are called to hold one another in sacred trust and never to violate that sacred bond. Thus, we affirm and call forth the best of one another as well as challenge any behavior or attitudes that destroy human dignity and community and our sense of joy of being part of the Saint Leo family.

This spirit of community building and cooperation leads University Ministry, Student Services, and Residence Life to share programs and to support one another's endeavors. University Ministry works with the President's Office and Academic Affairs in introducing new faculty and staff to our Catholic and Benedictine heritage. In terms of outreach to the larger community, University Ministry works very closely with our own Center for Catholic-Jewish Studies and with University Advancement and Alumni Relations to involve our friends and neighbors in the mission and activities of Saint Leo University.

Our social justice outreach comes from the Samaritans' volunteer and service opportunities throughout the year as well as from our Spring Break mission/service trips to Haiti, the Dominican Republic, and Mexico.

University Ministry Services

- Ensures the worship and ritual life for the University Community—Catholic Mass, memorials, and special events of a religious and patriotic nature.
- Trains and mentors young adults for lay leadership in the Catholic Church or in other Christian Churches through the Student Chaplain Program.
- Offers retreats and other experientially based opportunities for spiritual and personal growth—deeper awareness of God, self, and others and integrating the mind-body-spirit connection.
- Provides and encourages Bible study, lectio divina, prayer groups, and faith communities.
- Trains and educates liturgical ministers (readers, Eucharistic ministers, ministers of hospitality) to take an active role in Sunday Liturgy and at other schools' Masses.
- Trains and educates student singers and musicians through Saint Leo Praise teamour student choir and band, to make Campus Liturgies and "Praise and Worship Nights" a joyful expression of faith.
- Invites nationally known speakers to talk about contemporary issues in religion and/or in social justice.
- Offers sacramental confession, spiritual direction, and pastoral counseling.
- Provides sacramental preparation for marriage and for the other sacraments through the Rite of Christian Initiation for Adults (RCIA), including Baptism, Confirmation, and First Holy Communion.
- Offers pastoral care in cases such as times of illness (including hospital visits), during personal crises and other traumatic events, on the occasion of a divorce or death in the family, and in the case of serious illness or death of a friend.
- Offers the Invocation at all "home" athletic events and provides special retreats and prayers for the various athletic teams.
- Offers weekly Eucharistic Adoration on Thursdays.
- Supports efforts to affirm and protect life from conception to natural death through our pro-life "Imago Dei" group.
- Through "Project Rachel," provides support and guidance for those who are suffering remorse after having had an abortion.
- In cooperation with Counseling Services, offers help to women who are pregnant or who are victims of date rape.

For further information and updates, consult our website: www.saintleo.edu/umin.

Center for Catholic-Jewish Studies

It is the mission of the Center for Catholic-Jewish Studies to build mutual respect, understanding, and appreciation among Jews, Catholics, and all people of good will by providing opportunities for interfaith education and dialogue.

Established at Saint Leo University in 1998, the Center concentrates its efforts to promote interfaith dialogue on contemporary problems and to address historical conflicts, as well as to educate the wider communities on the philosophical and theological understandings for the two faiths and their impact on modern society. The Center is open to all members of the community.

Intercollegiate Athletics

The Intercollegiate Athletic Program is conducted under the auspices of Saint Leo University, the Sunshine State Conference, and the National Collegiate Athletic Association (NCAA), Division II. The University offers competition for men in cross-country, soccer, basketball, baseball, tennis, lacrosse, swimming, and golf. The University offers competition for women in cross-country, soccer, volleyball, basketball, softball, tennis, swimming, golf, and lacrosse.

In order to participate in intercollegiate athletics, students must be free from academic or disciplinary probation. Athletes must earn a minimum of 24 credits per year. After the first year of competition, student-athletes must have at least a 1.8 grade point average. From year two and beyond, they must maintain a 2.0 grade point average. Students must ensure that professors are informed in advance of their scheduled absences. Freshman students must qualify for athletic participation under the NCAA by-law 14.3 as follows: successfully complete a high school core curriculum of at least 14 academic courses including at least three years in English, two years in mathematics, two years in social science, and two years in natural or physical science (including at least one laboratory class if offered by the high school), three years of additional core classes, as well as an 820 combined score on the SAT verbal and math sections or a sum score of 68 on the ACT. Transfer students must meet NCAA regulations, which vary depending on attendance at four-year or two-year institutions. The compliance coordinator at the University will handle transfers on a case-by-case basis.

To provide each University Campus student the opportunity for physical activity, the Marion Bowman Activities Center features a gymnasium with two basketball and volleyball courts, and a fitness center.

In addition to the Marion Bowman Activities Center, there are outdoor, lighted racquetball and tennis courts, lighted baseball and softball fields, a soccer/lacrosse field, and an outdoor basketball court. There is a practice soccer field/lacrosse/intramural field. Two commercial 18-hole golf courses are adjacent to the University Campus.

Alumni Association

The mission of the Saint Leo University Alumni Association is to foster a mutually beneficial relationship between Saint Leo University and its alumni by promoting active alumni participation and involvement through on-campus and regional programs; serving as an advocate for the University's mission, plans, and purpose; identifying and encouraging the enrollment of quality and diverse students; assisting in gathering philanthropic support; and recognizing University alumni and friends who are distinguished by their loyalty, professional achievement, and community service. In fulfilling this mission, the Saint Leo University Alumni Association will ensure that all of its efforts and activities are consistent with the University's values, strategic objectives, policies, and procedures.

Chapter 2

Programs of Study

As part of its mission as a University committed to serving community and student needs, Saint Leo University offers graduate degree and post-baccalaureate certificate programs in business, criminal justice, critical incident management, education, social work, and theology. Each of the programs is designed to assist professionals in meeting challenging career goals and to prepare them for the rapidly changing professional world in which they live and work.

Graduate Studies in Business

❖ **Master of Accounting**

❖ **Master of Business Administration**

- Accounting Concentration (Online Only)
- Accounting Graduate Certificate (Online Only)
- Health Care Management Concentration (Online Only)
- Health Care Management Graduate Certificate (Online Only)
- Human Resource Management Concentration (Online Only)
- Human Resource Management Graduate Certificate (Online Only)
- Information Security Management Concentration (Online Only)
- Information Security Management Graduate Certificate (Online Only)
- Marketing Concentration (Online Only)
- Marketing Graduate Certificate (Online Only)
- Marketing Research and Social Media Analytics Concentration (Online only)
- Marketing Research and Social Media Analytics Graduate Certificate (Online Only)
- Master of Business (MBA) On Ground and Online
- Master of Business Administration One-Year International & Experiential (Online Only)
- Master of Business Administration: Project Management (Online Only)
- Project Management Certificate
- Sport Business Concentration (Online Only)

❖ **Master of Science in Cybersecurity**

❖ **Doctor of Business Administration (DBA) in Management**

Graduate Studies in Education

❖ **Master of Education**

- Educational Leadership Catholic School Administrators
- Educational Leadership Concentration
- Exceptional Student Education Concentration
- Exceptional Student Education Five-Year Bachelor to Master Degree Program
- Instructional Leadership Concentration
- Reading Concentration
- Reading Graduate Certificate

❖ **Master of Science in Instructional Design**

- Instructional Design Graduate Certificate

❖ **Education Specialist**

- Higher Education Leadership Concentration

- School Leadership Concentration

Graduate Studies in Human Services

- ❖ **Master of Science in Human Services Administration**

Graduate Studies in Public Safety Administration

- ❖ **Master of Science in Criminal Justice**
 - Corrections Specialization (Online Only)
 - Criminal Justice Management Graduate Certificate
 - Forensic Psychology Specialization (Online Only)
 - Forensic Science Specialization (Online Only)
 - Legal Studies Specialization (Online Only)
 - Master of Science in Criminal Justice Program (Blended/Web-Enhanced/Online Curriculum)
- ❖ **Master of Science in Critical Incident Management** (Blended Curriculum/Web-Enhanced/Online)

Graduate Studies in Social Work

- ❖ **Master of Social Work**
 - Advanced Clinical Practice Concentration, MSW
 - Master of Social Work Three-Year Program
 - Master of Social Work Two-Year Program

Graduate Studies in Theology

- ❖ **Master of Arts in Theology**
 - Theology Graduate Certificate

Admission Requirements

Applicants wishing to pursue graduate studies at Saint Leo University must have a bachelor's degree from a regionally accredited institution. Admission decisions are competitive and based on consideration of all criteria. Candidates who, in the judgment of the University, clearly show the potential for success in graduate work will be accepted for admission. Each graduate program has special admission requirements. Applicants are evaluated individually. The candidate's motivation, maturity, work experience, and leadership qualities are carefully considered along with academic records and test scores. Applications should be submitted 60 days prior to the beginning of the term in which the applicant wishes to enroll.

Master of Accounting

1. Applicants must submit the following documents:
 1. Application form.
 2. Application fee of U.S. \$80, which is neither refundable nor applicable against other school fees for application fee.
 3. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Director of Graduate Admission. A U.S. \$235 credential evaluation fee or U.S. equivalency evaluation must accompany transcripts from foreign institutions certified by an approved evaluation service. Graduates or former students of Saint Leo University do not need to submit transcripts if they have been previously submitted and are on file at the University.
 4. Current résumé.
 5. A personal statement of professional goals that includes a minimum of 500 words.
2. Applicants must meet the following requirements:
 1. A bachelor's degree from a regionally accredited college or university.
 2. A minimum 3.0/4.0 GPA from a regionally accredited college or university.
 3. A minimum GMAT score of 500. Official GMAT test results should be mailed directly to the Director of Graduate Admission. Test scores more than five years old are not accepted at the graduate level, but are for undergraduate accounting majors.
 4. Students with a minimum combined GPA and GMAT score of 1,050 [(GPA X 200) + GMAT] will be considered.
 5. Students with non-accounting undergraduate degrees will be required to take the appropriate undergraduate courses.

** Current undergraduate Accounting majors at Saint Leo University with a minimum GPA of 3.3 will have the GMAT requirement waived.

3. All international students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based test) or 213 (computer-based test). Applicants holding an undergraduate degree from an academic institution within the United States, an English-speaking country, or from an institution where the language of instruction is English are not required to take the TOEFL examination.

Master of Business Administration—On Ground and Online Programs

1. Applicants must submit the following documents:
 1. Application form.

2. Application fee of U.S. \$80, which is neither refundable nor applicable against other school fees.
 3. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Director of Graduate Admission, unless otherwise notified by a University official. A U.S. \$235 credential evaluation fee or U.S. equivalency evaluation must accompany transcripts from foreign institutions certified by an approved evaluation service. Graduates or former students of Saint Leo University do not need to submit transcripts if they have been previously submitted and are on file at the University.
 4. Current résumé that shows two years of professional work experience/
 5. A personal statement of professional goals that includes a minimum of 500 words.
2. Applicants must meet the following requirements:
1. A bachelor's degree from a regionally accredited college or university.
 2. A minimum of two years of professional work experience.
 3. A minimum 3.0/4.0 GPA in last 60 hours of coursework from a regionally accredited college or university.
 4. If the applicant has less than 3.0/4.0 GPA, a minimum GMAT score of 500 can be used to meet this criteria. Official GMAT test results should be mailed directly to the Director of Graduate Admission. Test scores more than five years old are not accepted.
 5. Applicants who do not meet the admissions requirements may be evaluated by the MBA Director, who may recommend admission to the Office of Graduate Admission. If accepted, the student will be given a conditional admission that allows the student to take only one course during his or her first enrolled term, and the student must earn a grade of B or higher to continue in the program.
3. All international students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based test) or 213 (computer-based test). Applicants holding an undergraduate degree from an academic institution within the United States, an English-speaking country, or from an institution where the language of instruction is English are not required to take the TOEFL examination.
4. Contingent admission as non-degree-seeking students may be granted only for up to six credit hours of graduate work.
5. After the application has been processed, the Director of Graduate Admission may contact the applicant for a personal interview.

Master of Business Administration—International & Experiential Program

1. Applicants must submit the following documents:
 1. Application form.
 2. Application fee of U.S. \$80, which is neither refundable nor applicable against other school fees.
 3. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Director of Graduate Admission, unless otherwise notified by a University official. A U.S. \$235 credential evaluation fee or U.S. equivalency evaluation must accompany transcripts from foreign institutions certified by an approved evaluation service. Graduates or former students of Saint Leo University do not need to submit transcripts if they have been previously submitted and are on file at the University.
 4. Current résumé.
 5. A personal statement of professional goals that includes a minimum of 500 words.
2. Applicants must meet the following requirements:
 1. A bachelor's degree from a regionally accredited college or university unless student is currently enrolled in a Saint Leo University 3+1 Accelerated Degree Program simultaneously taking both undergraduate and graduate courses.
 2. A minimum 3.0/4.0 GPA in last 60 hours of coursework from a regionally accredited college or university.

3. If the applicant has less than 3.0/4.0 GPA, a minimum GMAT score of 500 can be used to meet this criteria. Official GMAT test results should be mailed directly to the Director of Graduate Admission. Test scores more than five years old are not accepted.
4. Applicants who do not meet the admissions requirements may be evaluated by the MBA Director, who may recommend admission to the Office of Graduate Admission. If accepted, the student will be given a conditional admission that allows the student to take only one course during his or her first enrolled term, and the student must earn a grade of B or higher to continue in the program.
3. All international students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based test) or 213 (computer-based test). Applicants holding an undergraduate degree from an academic institution within the United States, an English-speaking country, or from an institution where the language of instruction is English are not required to take the TOEFL examination.
4. After the application has been processed, the Director of Graduate Admission may contact the applicant for a personal interview.

Master of Science in Cybersecurity

1. Applicants must submit the following documents:
 1. Application form.
 2. Application fee which is neither refundable nor applicable against other school fees.
 3. Official transcripts from all post-secondary institutions previously attended, foreign and/or U.S. institutions, directly to the Director of Graduate Admission, unless otherwise notified by a University official. A U.S. \$235 credential evaluation fee or United States equivalency evaluation must accompany transcripts from foreign institutions certified by an approved evaluation service. Graduates or former students of Saint Leo University do not need to submit transcripts if they have been previously submitted and are on file at the University.
 4. Current résumé.
 5. A personal statement of professional goals that includes a minimum of 500 words.
2. Applicants must meet the following requirements:
 1. A bachelor's degree in Computer Science (CS), Computer Information Systems (CIS), Management Information Systems (MIS), or related area from a regionally accredited college or university unless student is currently enrolled in a Saint Leo University 3+1 Accelerated Degree Program simultaneously taking both undergraduate and graduate courses.
 2. A minimum 3.0/4.0 GPA from a regionally accredited college or university in USA, or an equivalent degree from overseas.
 3. Students with undergraduate degrees not related to Computer Science (CS), Computer Information Systems (CIS), Management Information Systems (MIS), will be required to take the appropriate undergraduate courses.
3. All international students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based test) or 213 (computer-based test). Applicants holding an undergraduate degree from an academic institution within the United States, an English-speaking country, or from an institution where the language of instruction is English are not required to take the TOEFL examination.

Doctorate of Business Administration in Management

Doctor of Business Administration in Management (DBA) applicants must submit the following materials by the published deadlines:

1. Application form.

2. Application fee of U.S. \$80, which is neither refundable nor applicable against other school fees.
3. Official transcript indicating successful completion of a master's degree (or higher) from a regionally accredited university with a minimum graduate GPA of 3.25. A U.S. \$235 credential evaluation fee or United States equivalency must accompany transcripts from foreign institutions certified by an approved evaluation service. Graduates or former students of Saint Leo University do not need to submit transcripts if they have been previously submitted and are on file at the University.
4. If the applicant has less than 3.25/4.0 GPA, a minimum GMAT score of 550 can be used to meet this criteria. Official GMAT test results should be mailed directly to the Director of Graduate Admission. Test scores more than five years old are not accepted.
5. Completion of the SLU application.
6. Three years of work experience.
7. A current and up-to-date resume.
8. A personal statement (see below).
9. Two letters of reference, one professional and one academic.

All international students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based test) or 213 (computer-based test). Applicants holding a degree from an academic institution with the United States, an English speaking country, or from an institution where the language of instruction is English are not required to take the TOEFL examination.

Personal Statement

Complete a personal statement that includes the following:

1. Explain how your professional experience and academic background make you an ideal candidate for doctoral study (1 page).
2. Describe your specific area of interest. Explain how conducting research in this area will help you fulfill your career objectives (1 page).
3. Describe your future career goals upon completion of this program (1 page).

Interview

All Doctor of Business Administration in Management (DBA) applicants will be interviewed as part of the admissions process.

Criminal Justice Management Graduate Certificate

1. Complete and submit application form and \$80 application fee.
2. Bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0 on a 4-point scale, unless otherwise approved by the Director.
3. Official transcripts from all postsecondary institutions previously attended sent directly to the Director of Graduate Admission from the former institution, unless otherwise notified by a University official. Graduates or former Saint Leo University students do not need to submit transcripts if they have been previously submitted and are on file at the University.
4. Applicants who do not meet the admissions requirements may be evaluated by the Public Safety Administration Director, who may recommend this student for admission to the Office of Graduate Admissions. Students must submit a written Goal Statement outlining their future goals and why they feel they will be academically successful in the program. If accepted, the student will be given a conditional admission that allows the student to take only one course during his or her first enrolled term, and the student must earn a grade of B or higher to continue in the program. If the conditional admitted student receives less than a grade B (lower than a 3.0 gpa) in the first class, they will be dismissed from the program.
5. Conditional admission as a non-degree-seeking student may be granted only for up to six semester hours of graduate work.

6. Completed applications will remain active for two years.

Master of Science in Criminal Justice

1. Complete and submit application form and \$80 application fee.
2. Bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0 on a 4-point scale, unless otherwise approved by the Director.

Statement of Professional Goals - If your Bachelor's degree is under a 3.0 cumulative GPA please complete an essay of 500 words at minimum outlining your professional goals. The essay should address the following questions:

1. What are your professional goals and how will an MBA from Saint Leo University assist you in reaching those goals?
2. Based on your previous collegiate, professional, and life experience, why do you think now is the right time for you to enroll into the MBA program?
3. How do you think you will be able to handle the academic rigor of a graduate program that requires students to maintain a minimum of a 3.0 GPA?
3. Official transcripts from all postsecondary institutions previously attended sent directly to the Director of Graduate Admission from the former institution, unless otherwise notified by a University official. Graduates or former Saint Leo University students do not need to submit transcripts if they have been previously submitted and are on file at the University.
4. Applicants who do not meet the admissions requirements may be evaluated by the Public Safety Administration Director, who may recommend this student for admission to the Office of Graduate Admissions. Students must submit a written Goal Statement outlining their future goals and why they feel they will be academically successful in the program. If accepted, the student will be given a conditional admission that allows the student to take only one course during his or her first enrolled term, and the student must earn a grade of B or higher to continue in the program. If the conditional admitted student receives less than a grade B (lower than a 3.0 gpa) in the first class, they will be dismissed from the program.
5. Conditional admission as a non-degree-seeking student may be granted only for up to six semester hours of graduate work.
6. Completed applications will remain active for two years.

Master of Science in Critical Incident Management

1. Complete and submit application form and \$80 application fee.
2. Bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0 on a 4-point scale, unless otherwise approved by the Director.

Statement of Professional Goals - If your Bachelor's degree is under a 3.0 cumulative GPA please complete an essay of 500 words at minimum outlining your professional goals. The essay should address the following questions:

1. What are your professional goals and how will an MBA from Saint Leo University assist you in reaching those goals?
2. Based on your previous collegiate, professional, and life experience, why do you think now is the right time for you to enroll into the MBA program?
3. How do you think you will be able to handle the academic rigor of a graduate program that requires students to maintain a minimum of a 3.0 GPA?
3. Official transcripts from all postsecondary institutions previously attended sent directly to the Director of Graduate Admission, unless otherwise notified by a University official. Graduates or former Saint Leo University students do not need to submit transcripts if they have been previously submitted and are on file at the University.
4. Applicants who do not meet the admissions requirements may be evaluated by the Public Safety Administration Director, who may recommend this student for admission to the Office of Graduate Admissions. Students must

submit a written Goal Statement outlining their future goals and why they feel they will be academically successful in the program. If accepted, the student will be given a conditional admission that allows the student to take only one course during his or her first enrolled term, and the student must earn a grade of B or higher to continue in the program. If the conditional admitted student receives less than a grade B (lower than a 3.0 gpa) in the first class, they will be dismissed from the program.

5. Conditional admission as a non-degree-seeking student may be granted only for up to six semester hours of graduate work.
6. Completed applications will remain active for two years.

Master of Education

Educational Leadership

Exceptional Student Education

Reading

1. Complete and submit application form.
2. Submit U.S. \$80 application fee, which is neither refundable nor applicable against other school fees.
3. A 3.0 or higher GPA in the last 60 hours of upper division coursework that led to a conferred bachelor's degree from a regionally accredited institution or a minimum score of 1000 on the Graduate Record Examination (GRE) or a minimum score of 410 (68th percentile) on the Miller Analogies Test (MAT) will be required. Official test results should be mailed directly to the Director of Graduate Admission. Test scores more than five years old are not usually accepted.
4. Two professional recommendations. At the time of admission to the Florida state-approved educational leadership master's program, the student must secure a high-performing school principal, veteran assistant principal, or district-level administrator to serve as mentor during the program of study. This agreement must be in the form of a letter on school or district stationery signed by the prospective mentor. Florida state-approved educational leadership master's candidates must meet applicable state of Florida ESOL requirements prior to completing their degree program.
5. Current résumé.
6. Statement of professional goals. This statement must clearly outline the applicant's educational and professional goals.
7. Submit official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Director of Graduate Admission, unless otherwise notified by a University official. A U.S. \$235 credential evaluation fee or U.S. equivalency evaluation must accompany transcripts from foreign institutions certified by an approved evaluation service. Graduates or former students of Saint Leo University do not need to submit transcripts if they have previously submitted them and they are on file at the University.
8. Copy of the applicant's valid professional teaching certificate, unless waived. A professional teaching certificate is required for the Educational Leadership Concentration and M.Ed. with Reading Concentration. Master of Science in Instructional Design candidates are exempt from only this requirement. Candidates for the Exceptional Student Education concentration are expected to have the ESOL endorsement.
9. All international students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based test) or 78 (computer-based test) or 80 (Internet-based test). Applicants holding an undergraduate degree from an academic institution within the United States, an English-

speaking country, or from an institution where the language of instruction is English are not required to take the TOEFL examination.

10. Contingent admission as a non-degree-seeking student may be granted only for up to six semester hours of graduate work.
11. After the application has been processed, the Director of Graduate Admission may contact the applicant for a personal interview.
12. Completed applications will remain active for two years.

Instructional Leadership

1. Complete and submit application form.
2. Submit U.S. \$80 application fee, which is neither refundable nor applicable against other school fees.
3. A 3.0 or higher GPA in the last 60 hours of upper division coursework that led to a conferred bachelor's degree from a regionally accredited institution or a minimum score of 1000 on the Graduate Record Examination (GRE) or a minimum score of 410 (68th percentile) on the Miller Analogies Test (MAT) will be required. Official test results should be mailed directly to the Director of Graduate Admission. Test scores more than five years old are not usually accepted.
4. Two professional recommendations. At the time of admission to the Florida state-approved educational leadership master's program, the student must secure a high-performing school principal, veteran assistant principal, or district-level administrator to serve as mentor during the program of study. This agreement must be in the form of a letter on school or district stationery signed by the prospective mentor. Florida state-approved educational leadership master's candidates must meet applicable state of Florida ESOL requirements prior to completing their degree program.
5. Current résumé.
6. Statement of professional goals. This statement must clearly outline the applicant's educational and professional goals.
7. Submit official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Director of Graduate Admission, unless otherwise notified by a University official. A U.S. \$235 credential evaluation fee or U.S. equivalency evaluation must accompany transcripts from foreign institutions certified by an approved evaluation service. Graduates or former students of Saint Leo University do not need to submit transcripts if they have previously submitted them and they are on file at the University.
8. All international students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based test) or 78 (computer-based test) or 80 (Internet-based test). Applicants holding an undergraduate degree from an academic institution within the United States, an English-speaking country, or from an institution where the language of instruction is English are not required to take the TOEFL examination.
9. Contingent admission as a non-degree-seeking student may be granted only for up to six semester hours of graduate work.
10. After the application has been processed, the Director of Graduate Admission may contact the applicant for a personal interview.
11. Completed applications will remain active for two years.

Master of Science in Instructional Design

1. Complete and submit application form.
2. Submit U.S. \$80 application fee, which is neither refundable nor applicable against other school fees.
3. A 2.75 or higher GPA in the last 60 hours of upper division coursework that led to a conferred bachelor's degree from a regionally accredited institution or a minimum score of 1000 on the Graduate Record Examination (GRE) or a minimum score of 410 (68th percentile) on the Miller Analogies Test (MAT) will be required. Official test results

should be mailed directly to the Director of Graduate Admission. Test scores more than five years old are not usually accepted.

4. Two professional recommendations.
5. Current résumé.
6. Professional goal statement: Students should address the following questions in no less than 500 words.
 1. What are your professional goals and how will an MSID from Saint Leo University assist you in reaching those goals?
 2. Based on your previous collegiate, professional, and life experience, why do you think now is the right time for you to enroll into the MSID program?
 3. *If applicable: If you had below a 3.0 GPA at the undergraduate level, how do you think you will be able to handle the academic rigors of a graduate program that requires students to maintain a minimum of a 3.0 GPA?
7. Submit official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Director of Graduate Admission, unless otherwise notified by a University official. A U.S. \$235 credential evaluation fee or U.S. equivalency evaluation must accompany transcripts from foreign institutions certified by an approved evaluation service. Graduates or former students of Saint Leo University do not need to submit transcripts if they have previously submitted them and they are on file at the University.
8. All international students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based test) or 78 (computer-based test) or 80 (Internet-based test). Applicants holding an undergraduate degree from an academic institution within the United States, an English-speaking country, or from an institution where the language of instruction is English are not required to take the TOEFL examination.
9. Contingent admission as a non-degree-seeking student may be granted only for up to six semester hours of graduate work.
10. After the application has been processed, the Director of Graduate Admission may contact the applicant for a personal interview.
11. Completed applications will remain active for two years.

Education Specialist

1. Complete and submit application form.
2. Submit U.S. \$80 application fee, which is neither refundable nor applicable against other school fees.
3. A 3.0 or higher GPA in a conferred Master's degree from a regionally accredited institution or a minimum score of 1000 on the Graduate Record Examination (GRE) or a minimum score of 410 (68th percentile) on the Miller Analogies Test (MAT) will be required. Official test results should be mailed directly to the Director of Graduate Admission. Test scores more than five years old are not usually accepted.
4. Two professional recommendations. At the time of admission to the Florida state-approved educational leadership master's program, the student must secure a high-performing school principal, veteran assistant principal, or district-level administrator to serve as mentor during the program of study. This agreement must be in the form of a letter on school or district stationery signed by the prospective mentor. Florida state-approved educational leadership master's candidates must meet applicable state of Florida ESOL requirements prior to completing their degree program.
5. Current résumé.
6. Statement of professional goals. This statement must clearly outline the applicant's educational and professional goals.
7. Submit official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Director of Graduate Admission, unless otherwise notified by a University official. A U.S. \$235 credential evaluation fee or U.S. equivalency evaluation must accompany transcripts from foreign institutions certified by an approved evaluation service. Graduates or former students of Saint Leo University do not need to submit transcripts if they have previously submitted them and they are on file at the University.

8. Copy of the applicant's valid professional teaching certificate, unless waived. A professional teaching certificate is required for the Educational Leadership Concentration and M.Ed. with Reading Concentration. Master of Science in Instructional Design candidates are exempt from only this requirement.
9. All international students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based test) or 78 (computer-based test) or 80 (Internet-based test). Applicants holding an undergraduate degree from an academic institution within the United States, an English-speaking country, or from an institution where the language of instruction is English are not required to take the TOEFL examination.
10. Contingent admission as a non-degree-seeking student may be granted only for up to six semester hours of graduate work.
11. After the application has been processed, the Director of Graduate Admission may contact the applicant for a personal interview.
12. Completed applications will remain active for two years.

Master of Science in Human Services Administration

1. Complete and submit application form for the Graduate School at Saint Leo University.
2. Submit U.S. \$80 application fee, which is neither refundable nor applicable against other school fees.
3. A 3.0 of higher GPA in the last 60 hours of upper division work that led to the bachelor's degree from a regionally accredited institution or a minimum score of 1000 on the Graduate Record Examination (GRE) or a minimum score of 410 (68th percentile) on the Miller Analogies Test (MAT) will be required. Official test results should be mailed directly to the Director of Graduate Admissions. Test scores more than five years old are usually not accepted.
4. Those who are in the process of completing their undergraduate degree should complete all classes by June 30. If classes are completed during the summer, you may be conditionally admitted based on the following: 1) a submission of an official degree completion letter and date of completion in your application packet, 2) submission of official transcripts by the end of the fourth week of the first term in order to remain in the program, and 3) meeting all admission requirements.
5. Provide three letters of recommendation. Recommendations should include one academic source, one professional source, and one additional source from either of the above.
6. Résumé.
7. A personal statement of 3-5 double-spaced, typewritten pages addressing the following questions:
 1. What are your specific professional goals in relationship to this degree in Human Services Administration? How would the Saint Leo University Master of Human Services Administration Program assist you in achieving your goals?
 2. Would you be interested in completing an internship to supplement your graduate studies? If so, can you accommodate daytime hours in an administrative placement?
 3. What particular personal strengths do you bring to the Human Services profession? What are some personal challenges that you will address as you continue your education?
 4. What other personal or professional experiences or qualities do you see as aiding you in your goals?
8. Human Services internships and employment agencies frequently require criminal background checks for students and employees. While past convictions do not necessarily preclude admission to the graduate program, they may affect availability of internships or employability, so students need to be aware of this possibility.
9. After the application has been processed, the prospective student may be contacted for a personal interview.
10. Completed applications will remain active for two years.

Master of Social Work

Two-Year Full-Time Program (Regular)

1. A cumulative 3.0 or higher GPA that led to the bachelor's degree from a U.S. regionally accredited institution. If the GPA is below 3.0, a minimum score of 1000 (or its equivalent) on the Graduate Record Examination (GRE) or a minimum score of 410 (68th percentile) on the Miller Analogies test (MAT) will be required.
2. An undergraduate degree from an accredited institution with a broad liberal arts preparation and at least 21 semester hours in social and behavioral sciences and 6 credits in each of the following: the natural sciences, the humanities and visual and performing arts, and quantitative reasoning. Those who are in the process of completing their undergraduate degree must complete all classes by June 30. You will be conditionally admitted based on the following: 1) a submission of an official degree completion letter in your application packet, 2) submission of official transcripts by the end of the fourth week of the first semester in order to remain in the program, and 3) meeting all admission requirements.
3. A course in statistics.
4. Complete Saint Leo University graduate school application.
5. Submit a \$80 application fee, which is neither refundable nor applicable to other school fees.
6. One official copy of all academic transcripts, including undergraduate and graduate coursework. They must arrive in envelopes sealed by the Registrar.
7. Provide three letters of recommendation. Recommendations should include one academic source, one professional source, and one additional source from either of the above.
8. Résumé.
9. A personal statement of 3-5 double-spaced, typewritten pages addressing the following questions:
 1. What are your specific professional goals? How would the Saint Leo University Master of Social Work Program, with its emphasis on advanced clinical social work practice and management, help you to achieve your goals?
 2. Please describe how you will complete the normal daytime work hours for internships.
 3. What particular personal strengths do you bring to the social work profession? What limitations do you perceive you have? How have both been demonstrated?
 4. What other personal or professional experiences or qualities do you see as aiding you in your goals?
10. Social Work practicum and employment agencies frequently require criminal background checks for students and employees. While past convictions do not necessarily preclude admission to the MSW Program, they may affect availability of practicum placements and future employability.

Have you ever been convicted of a felony or any crime that involved harm or the threat of harm to another person? If yes, describe the circumstances that led to the court action, the year of conviction, and an explanation of your plans to cope with potential limitations on your practice of social work once you graduate from the MSW Program.

Students are responsible for updating the MSW Program on any convictions and/or criminal charges after they are admitted to the MSW Program. Students with felony convictions might not be eligible for licensure as an LCSW in the State of Florida.

11. A personal interview and/or additional information as requested by the program's admission committee. There will be no credit given for work experience.

One-Year Full-Time Advanced Standing Program

Applicants seeking admission to the Advanced Standing Program must meet all the following admission requirements:

1. A bachelor's degree in social work (BSW) from a CSWE-accredited social work program within the last five years.
2. An undergraduate cumulative GPA of 3.25.
3. Attained A's and B's in all junior- and senior-level social work courses.

4. Complete Saint Leo University graduate school application.
5. Submit a \$80 application fee, which is neither refundable nor applicable to other school fees.
6. One official copy of all academic transcripts, including undergraduate and graduate coursework. Transcripts must arrive in envelopes sealed by the Registrar.
7. Three letters of recommendation from those who can comment on your academic abilities. One of the three professional letters of reference required must be from the BSW field director/coordinator/liaison or BSW program director, or the agency-based field supervisor where the applicant completed his or her BSW field internship.
8. Submit a copy of the senior fieldwork evaluation from your undergraduate social work program. If the evaluation is no longer on file, submit a letter from the social work department describing the following: practicum setting, types of clientele and/or groups of clientele, duties performed, and final grade. If you have not entered your internship, submit the social work professional skills form completed by your employer or a BSW social work faculty member who can attest to your generalist practice skills.
9. Résumé.
10. A personal statement of 3-5 double-spaced, typewritten pages addressing the following questions:
 1. What are your specific professional goals? How would the Saint Leo University Master of Social Work Program, with its emphasis on advanced clinical social work practice and management, help you to achieve your goals?
 2. Please describe how you will complete the normal daytime work hours for internships.
 3. What particular personal strengths do you bring to the social work profession? What limitations do you perceive you have? How have both been demonstrated?
 4. What other personal or professional experiences or qualities do you see as aiding you in your goals?
11. Social work practicum and employment agencies frequently require criminal background checks for students and employees. While past convictions do not necessarily preclude admission to the MSW Program, they may affect availability of practicum placements and future employability.

Have you ever been convicted of a felony or any crime that involved harm or the threat of harm to another person? If yes, describe the circumstances that led to the court action, the year of conviction, and an explanation of your plans to cope with potential limitations on your practice of social work once you graduate from the MSW Program. Students are responsible for updating the MSW Program on any convictions and/or criminal charges after they are admitted to the MSW Program. Students with felony convictions might not be eligible for licensure as an LCSW in the State of Florida.
12. A personal interview and/or additional information as requested by the program's admission committee.
13. Be in good standing at the last institution attended.

There will be no credit given for work experience.

Three-Year Program

1. A cumulative 3.0 or higher GPA that led to the bachelor's degree from a U.S. regionally accredited institution. If the GPA is below 3.0, a minimum score of 1000 (or its equivalent) on the Graduate Record Examination (GRE) or a minimum score of 410 (68th percentile) on the Miller Analogies test (MAT) will be required.
2. An undergraduate degree from an accredited institution with a broad liberal arts preparation and at least 21 semester hours in social and behavioral sciences and 6 credits in each of the following: the natural sciences, the humanities and visual and performing arts, and quantitative reasoning. Those who are in process of completing their undergraduate degree must complete all classes by June 30. You will be conditionally admitted based on the following: 1) a submission of an official degree completion letter in your application packet, 2) submission of official transcripts by the end of the fourth week of the first semester in order to remain in the program, and 3) meeting all admission requirements.
3. A course in statistics.
4. Complete Saint Leo University graduate school application.

5. Submit an \$80 application fee, which is neither refundable nor applicable to other school fees.
 6. One official copy of all academic transcripts, including undergraduate and graduate coursework. They must arrive in envelopes sealed by the Registrar.
 7. Provide three letters of recommendation. Recommendations should include one academic source, one professional source, and one additional source from either of the above
 8. Résumé.
 9. A personal statement of 3-5 double-spaced, typed-written pages addressing the following questions:
 1. What are your specific professional goals? How would the Saint Leo University Master of Social Work Program, with its emphasis on advanced clinical practice, help you to achieve your goals?
 2. Please describe how you will complete normal daytime work hours for internships.
 3. What particular personal strengths do you bring to the social work profession? What limitations do you perceive you have? How have both been demonstrated?
 4. What other personal or professional experiences or qualities do you see as aiding you in your goals?
 10. Social Work practicum and employment agencies frequently require criminal background checks for students and employees. While past convictions do not necessarily preclude admission to the MSW Program, they may affect availability of practicum placements and future employability. Have you ever been convicted of a felony or any crime that involved harm or the threat of harm to another person? If yes, describe the circumstances that led to the court action, the year of conviction, and an explanation of your plans to cope with potential limitations on your practice of social work once you graduate from the MSW Program. Students are responsible for updating the MSW Program on any convictions and/or criminal charges after they are admitted to the MSW Program. Students with felony convictions might not be eligible for licensure as an LCSW in the State of Florida.
 11. A personal interview and/or additional information as requested by the program's admission committee.
- There will be no credit given for work experience.

Master of Arts in Theology

1. Completed application form and \$80 application fee.
2. Bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0 on a 4-point scale, unless otherwise approved by the Director of the program.
3. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Director of Graduate Admission, unless otherwise notified by a University official. Graduates or former students of Saint Leo University do not need to submit transcripts if they have been previously submitted and are on file at the University.
4. A letter of application indicating interest and desire to pursue this program.
5. One letter of recommendation.
6. Conditional admission as a non-degree-seeking student may be granted only for up to six semester hours of graduate work.
7. Completed applications will remain active for two years.

Readmission Policy

If it has been more than five years since your last registration at Saint Leo University, you must be readmitted. You will NOT be required to pay an application fee. For further information on the Department of Education's policy on re-admission for service members, please see www2.ed.gov/policy/highered/guid/readmission.html.

Degree Requirements

Students come under the academic requirements of the University catalog in effect at the time of matriculation. Normally, these requirements must be completed within five years from the date of first attendance. A student may choose to fulfill graduation requirements of a newer catalog but may not revert to the original catalog once the change is made.

Coursework at the graduate level is held to a higher caliber than undergraduate work. Graduate work requires more research skills, more in-depth and applied knowledge, and mastery of a field or discipline. Therefore, Saint Leo University will not apply undergraduate coursework towards graduate coursework. In addition, to be admitted into a graduate degree program, a student must have earned a four-year bachelor's degree; therefore, no graduate-level work may be applied toward an undergraduate degree.

In addition to time spent in class, Saint Leo University courses are designed to require at least 30 hours of work to be completed outside of class time per credit hour earned. This work includes reading, homework, and completing papers and other assignments. For a three credit hour course students should expect to commit 90 hours of time outside of class in order to be prepared and meet course expectations.

For graduate degrees, students may seek concurrently up to two majors/specializations. After conferral of a Saint Leo University graduate degree, a student may take courses at Saint Leo University to earn a different degree, second major, or second specialization. For example, if a student earns a Master of Arts degree, he or she may return and earn a Master of Science degree. A student may apply to obtain a second degree in a major different from that of the first degree. If a student has already earned a graduate degree and wishes to obtain a second degree, he or she must meet the admission criteria for that second degree and go through the admission process.

In order to earn a second master's degree, specialization, or certificate a minimum of 15 additional credit hours in residence are required.

If the student returns and pursues a new major under his or her existing degree program, he or she does not earn another degree and is not degree-seeking. Financial Aid is only available to students that are active in a degree-seeking program.

The following are the requirements that students must complete to earn a degree in their discipline.

The conferral or completion date is based on the completion of all required items listed below. Saint Leo University will not release a diploma, certificate, transcript or confirm completion of a degree/certificate until all financial obligations are paid in full.

Master of Accounting

1. Complete a minimum of 30 graduate semester hours;
2. Successfully complete all courses in the MAcc core curriculum;
3. Maintain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Demonstrate competence in reading, writing, oral communication, and computational skills;
5. Fulfill the residency requirement of 24 graduate semester hours;
6. Apply for graduation.

Master of Business Administration

1. Complete a minimum of 36 graduate semester hours;
2. Successfully complete all courses in the MBA core curriculum;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Demonstrate competence in reading, writing, oral communication, and computational skills;
5. Fulfill the residency requirement of 30 graduate semester hours;
6. Apply for graduation.

Master of Business Administration One-Year International & Experiential

1. Complete a minimum of 42 graduate semester hours;
2. Successfully complete all courses in the MBA core curriculum;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Demonstrate competence in reading, writing, oral communication, and computational skills;
5. Fulfill the residency requirement of 30 graduate semester hours;
6. Apply for graduation.

Master of Science in Cybersecurity

1. Complete a minimum of 36 graduate semester hours in the MS program;
2. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
3. Fulfill the residency requirement of 30 graduate semester hours;
4. Apply for graduation.

Doctor of Business Administration in Management

1. Complete a minimum of 57 graduate semester hours in the DBA program.
2. Attain a minimum cumulative grade point average of 3.25 with no more than 1 grade of C in required coursework.
3. Demonstrate competence in reading, writing, oral communication, and research skills.
4. Successfully complete and defend dissertation within 7 years from the start of the program.
5. Apply for graduation.

Master of Science in Criminal Justice

1. Complete a minimum of 36 graduate semester hours;
2. Successfully complete all courses in the criminal justice core curriculum;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Successfully complete a comprehensive project;
5. Demonstrate competence in reading, writing, oral communication, and computational skills;
6. Fulfill the residency requirement of 30 graduate semester hours;
7. Apply for graduation.

Master of Science in Critical Incident Management

1. Complete a minimum of 36 graduate semester hours;
2. Successfully complete all courses in the critical incident management core curriculum;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Successfully complete a comprehensive project;
5. Demonstrate competence in reading, writing, oral communication, and computational skills;
6. Fulfill the residency requirement of 33 graduate semester hours;
7. Apply for graduation.

Master of Education

Educational Leadership

Exceptional Student Education

Reading

1. Complete a minimum of 36 to 42 graduate semester hours or the minimum specified in the student's degree program;
2. Successfully complete all courses in the core curriculum and applicable concentration;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Pass the Florida Educational Leadership Examination for the M.Ed. in Educational Leadership program;
5. Pass the appropriate State of Florida ESOL requirements and Certification Test(s) (Professional Education Exam, General Knowledge Exam, and/or Subject Area Exam for ESE, Reading, or MAT);
6. Fulfill the residency requirement of 30-33 graduate semester hours as outlined in the student's degree program;
7. Demonstrate competence in reading, writing, oral communication, and computational skills;
8. Satisfy all financial obligations to the University; and
9. Apply for graduation to the office of Graduate Studies in Education.

Education Specialist

1. Complete a minimum of 36 to 42 graduate semester hours or the minimum specified in the student's degree program;
2. Successfully complete all courses in the core curriculum and applicable concentration;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Fulfill the residency requirement of 30-33 graduate semester hours as outlined in the student's degree program;
5. Demonstrate competence in reading, writing, oral communication, and computational skills;
6. Satisfy all financial obligations to the University; and
7. Apply for graduation to the office of Graduate Studies in Education.

Instructional Leadership

1. Complete a minimum of 36 to 42 graduate semester hours or the minimum specified in the student's degree program;
2. Successfully complete all courses in the core curriculum and applicable concentration;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Fulfill the residency requirement of 30-33 graduate semester hours as outlined in the student's degree program;
5. Demonstrate competence in reading, writing, oral communication, and computational skills;
6. Satisfy all financial obligations to the University; and
7. Apply for graduation to the office of Graduate Studies in Education.

Master of Science in Instructional Design

1. Complete a minimum of 36 to 42 graduate semester hours or the minimum specified in the student's degree program;
2. Successfully complete all courses in the core curriculum and applicable concentration;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Fulfill the residency requirement of 30-33 graduate semester hours as outlined in the student's degree program;
5. Demonstrate competence in reading, writing, oral communication, and computational skills;
6. Satisfy all financial obligations to the University; and
7. Apply for graduation to the office of Graduate Studies in Education.

Master of Science in Human Service Administration

1. Complete 36 graduate semester hours as prescribed by the program of study;
2. Successfully complete all courses in the required curriculum as sequenced;
3. Maintain a minimum cumulative grade point average of 3.0 each semester with no more than 2 grades of C in the required coursework;
4. Demonstrate appropriate professional behavior, competence in reading and writing, and oral expression;
5. Demonstrate the ability to interact according to the ethical standards of the National Organization for Human Services;
6. Adhere to the academic standards established by the Council on Standards for Human Services Education;
7. Satisfy all financial obligations to the University;
8. Apply for graduation to the Office of Graduate Studies.

Master of Social Work

1. Complete 62 graduate semester hours as prescribed by the program of study for the two-year and three-year programs and 32 graduate semester hours for the advanced standing program;
2. Successfully complete all courses in the required curriculum;
3. Maintain a minimum cumulative grade point average of 3.0 each semester of the program;
4. Exhibit clear thinking and competence in written and oral expression;
5. Exhibit evidence of emotional maturity, concern for people, and capacity for self-awareness and personal growth;
6. Follow acceptable standards of professional conduct according to the NASW code of ethics, effective integration of practice skills necessary for professional social work practice, and satisfactory academic standing;
7. Apply for graduation.

Master of Arts in Theology

1. Complete a minimum of 36 graduate semester hours;
2. Successfully complete all courses in the theology core curriculum and three electives;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Demonstrate competence in reading, writing, oral communication, and computational skills;
5. Fulfill the residency requirement of 30 graduate semester hours;
6. Apply for graduation.

Academic Policies

Academic Advising

All graduate students are assigned an academic advisor who will assist in course scheduling. Although the advisor will assist, the student is personally responsible for meeting all degree requirements for graduation.

Registration

Students register for courses during the registration period before the beginning of each semester or term. Registration may be completed in person, by mail, by fax, or online. Registration should be completed 15 days prior to the first class meeting.

The Saint Leo University Master of Social Work Program (MSW) is based on a cohort model of student matriculation. The program follows a planned course sequence. The course schedule is predetermined to assist students in building increasing levels of proficiency. Students entering the program are expected to follow the specific course sequence laid out by the faculty. Student petitions to be exempt from the required sequence are considered on a case-by-case basis. No exemptions are made in the Master of Social Work Program.

Saint Leo University reserves the right to cancel the registration of any student who fails to conform to the rules and regulations prescribed in the University catalog or other relevant University documents.

The University also reserves the right to cancel a course for which there are insufficient enrollments. Students will be notified via e-mail or telephone, and any tuition and fees paid for a course that has been canceled will be refunded if the student does not register in a replacement course.

Pre-assignments

Most graduate courses have a pre-assignment that must be completed before the first class session.

Graduate Studies in Business Orientation

Those students enrolled in a Graduate Studies in Business degree program are required to satisfactorily complete a mandatory student orientation program. The required, not-for-credit course must be completed by the end of the first term. Tuition fees will not be assessed. The orientation course information will be provided by Graduate Admissions upon acceptance into the program.

Graduate Theology Orientation

Those students enrolled in the Master of Arts in Theology degree program are required to satisfactorily complete a mandatory student orientation program. The required, not-for-credit course must be completed by the end of the first term. Tuition fees will not be assessed. The orientation course information will be provided by Graduate Admissions upon acceptance into the program.

Class Attendance

An educational program centered upon classroom instruction is predicated on the concept of regular class attendance. In support of this concept, the following principles and procedures are practiced:

1. Except for reasonable cause, students are expected to be present at all regularly scheduled class meetings.
2. Students whose attendance becomes unsatisfactory to the extent of adversely affecting their course performance are informed by their instructor and may be dropped from the course.
3. Minor children of a faculty member or student are not permitted in the classroom during regularly scheduled class meetings.

Final Examinations

Weekend Programs

Final examinations are scheduled during the last class period of the semester. Students are not permitted to take final examinations before that time.

Grading

Course grades are assigned based on the degree to which the student fulfilled the objectives of the course and are evaluated as follows:

Quality Points per Semester Hour

A	95%-100% Exceptional	4.0
A-	90%-94% Excellent	3.67
B+	86%-89% Very Good	3.33
B	83%-85% Good	3.0
B-	80%-82% Fair	2.67
C	75%-79% Marginal	2.0
F	Below 75% Failure	0.0
FA*	Failure - Absences	0.0
I	Incomplete	0.0
W	Withdrawal	0.0
WE	Withdrawal Excused	0.0

AU Audit

0.0

Unless approved by the appropriate school Dean, incomplete work (I) is counted as a failure (F) if the work is not completed by the end of the following term. An incomplete grade (I), once completed, will reflect the same term date the course was originally taken; however, a degree conferral date will be determined by the actual date the incomplete work was completed.

The grade of C is marginally acceptable for graduate work. Students may earn a C in only two courses during their graduate career at Saint Leo University. Any additional graduate course in which a student earns a grade of C or lower must be retaken, and a grade higher than a C must be earned before the end of the program. It is the student's responsibility to have a minimum GPA of 3.0 at the time of graduation and to ensure that no more than two classes are passed with only a grade of C. Students who do not meet these requirements will not be eligible for graduation.

A student who receives a grade of F in a class for any reason and wishes to continue in the program must retake that course in the next term in which the student is enrolled and the course is available, unless otherwise approved by the director of that particular program. The course should be the only class in which the student is enrolled. Transferring credit into Saint Leo University from another school to replace the F grade is not permitted. An additional F grade for any reason shall result in the student being suspended from the respective program due to academic deficiencies.

Students in the Doctorate of Business Administration program may earn a C in only one course during their graduate career at Saint Leo University. Any additional graduate course in which a student earns a grade of C or lower must be retaken, and a grade higher than a C must be earned before the end of the program. It is the student's responsibility to have a minimum GPA of 3.25 at the time of graduation and to ensure that no more than one class is passed with only a grade of C. Students who do not meet these requirements will not be eligible for graduation.

Students in the Master of Social Work program must maintain a cumulative GPA of 3.0 each semester to remain in the program, will be terminated if three grades of Care earned during the program, and will be terminated for any grade of F earned during the program.

Students in the Master of Science in Criminal Justice program, Master of Science in Critical Incident Management or the Certificate in Criminal Justice Management program will be terminated from the program if three F grades are earned during the program.

If a student is terminated or suspended from a degree program and wishes to apply to a different degree program, it will be the decision of the graduate director of the new degree program whether he or she can be conditionally admitted into the program and what the conditional requirements would be. Re-admission applications would be handled on a case-by-case basis. Options for the student may include repeating the course/s prior to starting the new program as a non-degree seeking student, or, if the course/s is not available for the student to repeat, the student may be provisionally admitted into the new program and given a certain number of terms to raise the GPA to the minimum 3.0.

Students who wish to request an incomplete (I) grade in any graduate course must do so in writing. The written request must be sent to the course instructor before the end of the term. If the instructor believes that the request is justified, the written request shall be forwarded with the instructor's approval to the appropriate graduate program director. This documentation will be kept in the student's permanent record. It is recommended that the student keep a hard copy of the request and the instructor's agreement.

*The FA grade is issued to students who did not complete the course, did not officially withdraw, and failed to participate in the course activities through the end of the enrollment period. The FA grade earns no credit and counts in the same manner as a F in tabulating the student's grade point average.

Readmission

Suspended students may apply for readmission after one year. The petition for reinstatement must be submitted to the director of the relevant graduate program at least one month before the intended date of reentry to the University. The petition must include a written statement from the student identifying the factors that led to the suspension and the actions that have been or will be taken to improve future academic performance. In addition to this statement, with the exception of the Master of Science in Criminal Justice and Master of Science in Critical Incident Management, the student must obtain a written recommendation from at least one faculty member teaching in the graduate program.

The director of the graduate program will approve or disapprove the petition for reinstatement and will determine the conditions of reinstatement. Such conditions may include remedial courses at the undergraduate level and/or enrollment in only one graduate course per term.

Academic Dismissal

Graduate students whose academic standing is so poor that, in the judgment of the Vice President of Academic Affairs, improvement is unlikely, will be academically dismissed. Dismissal is permanent termination of student status from Saint Leo University. Students who have been dismissed may not be readmitted to the institution under any circumstances.

Library

Extensive information resources are available in the Daniel A. Cannon Memorial Library. Call 352/588-8258 for library hours, or visit the library website at www.saintleo.edu/library. The Hugh Culverhouse Computer Instruction Center has three large, state-of-the-art microcomputer classrooms for use by graduate students. They are located on the lower level of the library, as is also a Video Teleconferencing Classroom. For University Campus and online graduate students, the library is designed to aid academic research through remote access at www.saintleo.edu/library.

Computer Specifications

Saint Leo University highly recommends that all students have the following:

Hardware Requirements

- Pentium 4 or higher PC
- Windows XP or Windows 7
- Internet Explorer 7.0 or higher
- Video display 800 x 600 or greater
- 4 gigabytes of RAM or higher
- wired or wireless ethernet
- Internet service provider (broadband recommended)
- Sound card, speakers, and microphone
- CD/DVD-ROM

Software Requirements

- Microsoft Word 2010, Excel 2010, Access 2010, and PowerPoint 2010
- Adobe PDF 9.0
- Adobe Flash Player 10.0
- Java
- Alternate web browser in addition to Internet Explorer such as Firefox

Please note that there may be software components accompanying textbook materials that are not MAC compatible. Students may experience problems using these tools as a result. Saint Leo University cannot be held responsible for students experiencing difficulty with software components that are not MAC compatible.

Students must use only Microsoft Word, PowerPoint, or Excel for submitting their papers, projects, etc. All other types of programs are not permitted unless otherwise specified and approved by the professor.

Technical support for all programs can be reached at 866/501-1636, 24 hours a day, 7 days a week.

Research Reference Requirements

Those students enrolled in the Doctorate of Business Administration, Master of Business Administration, the One Year and International Experiential MBA, all Graduate Studies in Business Certificates, Master of Science in Criminal Justice and/or the Certificate in Criminal Justice Management, the Master of Science in Cybersecurity, the Master of Accounting, the Master of Science in Critical Incident Management, the Master of Education, Instructional Design, Education Specialist, and Master of Social Work programs are permitted to use only the American Psychological Association (APA) format for referencing material. All other formats—e.g., Chicago or MLA—will not be permitted unless specified by the professor.

Transfer Credit

Saint Leo University recognizes credit only from regionally accredited institutions. Up to six credit hours of graduate, post-graduate, or doctoral coursework completed at other institutions may be accepted toward the graduate, post-graduate or doctoral degree requirements if such coursework is determined to be content equivalent to one or two of the required courses in the curriculum. No transfer credit is accepted toward the graduate certificate programs. Only graduate work in which the student earned a grade of B or higher will be transferred to fulfill degree requirements. No quality points are awarded for transfer credit. Credit that was earned five or more years ago will be considered on a course-by-course, case-by-case basis at the time the transfer evaluation is prepared. The student must make a written request for the evaluation of transfer credits and must provide official transcripts and other supporting information requested. Evaluation of transfer credits will be made only after the student has applied for admission and paid the application fee.

The MSW Program will accept up to nine credit hours of foundation social work courses from a CSWE-accredited MSW program as transfer credit for the two- or three-year programs.

No transfer credits from another institution will be accepted once the student has been accepted unless approved in writing by the director of the relevant program.

Independent and Directed Study

No independent study coursework will be accepted for transfer credit. However, students are strongly encouraged to conduct and publish scholarly work while enrolled in the program. Students may request a faculty member to serve as their research mentor.

Academic Term

On Ground Classes

Graduate Studies in Business are held on ground at University Campus and select Center locations. Student should consult with their assigned academic advisor to best select the courses to fit their career goals. Student must complete the program within five years of their initial enrollment. The Master of Human Services Administration Program is offered on-ground at the Savannah, GA. Center. Classes are held in the evening with two classes offered every eight weeks. Students should consult with their adviser since courses are sequenced with prerequisites required.

Master of Accounting

Master of Business Administration

Master of Business Administration One Year International & Experiential

Master of Science in Cybersecurity

Doctor of Business Administration in Management (must complete the program within seven years of initial enrollment)

Master of Education

Master of Human Service Administration

Master of Arts in Theology

Online Classes

Classes are offered in eight-week terms. The course sequencing is relatively flexible, with the exception of a few prerequisites. Check the individual course descriptions for those prerequisites. There is some choice in course selection, and students should consult with their assigned academic advisor to best select the courses to fit their career goals. Students must complete the program within five years of their initial enrollment. The MSW program is offered in sixteen-week terms. Students need to take the required courses per semester to progress successfully through the program.

Master of Accounting

Master of Business Administration

Accounting Concentration

Graduate Certificate in Accounting

Health Care Management Concentration

Graduate Certificate in Health Care Management

Human Resource Management Concentration

Graduate Certificate in Human Resource Management

Information Security Management Concentration

Graduate Certificate in Information Security Management

Marketing Concentration

Graduate Certificate in Marketing

Market Research and Social Media Analytics Concentration

Graduate Certificate in Market Research and Social Media Analytics

Project Management Concentration
Sport Business Concentration

Master of Science in Cybersecurity

The Master of Science in Cybersecurity classes are offered in eight-week terms. The Master of Science in Cybersecurity offers a required sequence of courses. Check the individual course descriptions for course prerequisites

Doctor of Business Administration in Management

The DBA curriculum includes three separate one-week seminars on the University Campus during the intercession break. All other courses are 8-week module-based courses with the exception of the Directed Research course/s. Students are required to complete twelve credits in Directed Research. Student are to maintain continuous enrollment in the Directed Research course/s until the dissertation authoring process is complete, until they withdraw from the program, or until seven academic years have elapsed beginning with enrollment in the first course in the program. The Directed Research course/s run the entire sixteen-week semester.

Master of Science in Criminal Justice

Master of Science in Criminal Justice Administration
Corrections Specialization
Critical Incident Management Specialization
Forensic Psychology Specialization
Forensic Science Specialization
Legal Studies Specialization
Certificate in Criminal Justice Management

Master of Science in Critical Incident Management

Master of Education

Educational Leadership
Exceptional Student Education
Reading
Instructional Leadership

Master of Science in Instructional Design

Educational Specialist

Master of Social Work

The Master of Social Work Program classes are offered in sixteen-week semesters. The Master of Social Work offers a required sequence of courses. Students are required to attend a summer weekend seminar on University Campus. Check the individual course descriptions for course prerequisites.

Master of Arts in Theology

The Theology Program for the Roman Catholic Diocese of Savannah, Georgia; Richmond, Virginia; Orlando, Florida; and Saint Petersburg, Florida; is offered one weekend per month.

Course Load

Master of Accounting
Master of Business Administration
Master of Business Administration One Year International & Experiential
Master of Science in Criminal Justice
Master of Science in Critical Incident Management
Master of Science in Cybersecurity
Master of Education
Master of Science in Instructional Design
Education Specialist
Master of Human Service Administration
Master of Social Work

The two-year campus weekend programs: The semester course load that a student may take and still be considered full time is six credit hours (two courses). A student may take three credit hours as a part-time student. Six credit hours per semester are generally the maximum course load allowed, unless otherwise approved by the director of the respective program. However, Master of Education students may take nine credit hours during the summer term. Directed studies are generally not permitted.

The weekend program in Cybersecurity: The course load that a student may take and still be considered full time is three semester credit hours per eight-week term. An absolute maximum of three courses per term is allowed with director's permission. Following a two-per-term pattern, the students can complete the Master of Science in Cybersecurity in one year and half or six terms. The Master of Science in Cybersecurity is only offered on ground in spring and fall terms.

The Center resident program: The course load that a student may take and still be full time is three semester credit hours per eight-week term.

The online programs: The course load that a student may take and still be considered full time is three semester credit hours per eight-week term. An absolute maximum of three courses per term is allowed with director's permission. Following a two-per-term pattern, the students can complete the Master of Business Administration, Master of Education, or Master of Science in Cybersecurity program in one year or six terms. The course load for a full-time student in the MSW program is six credit hours per sixteen-week semester. Students need to take and pass all required courses per semester to progress successfully through the program.

The blended programs in Education: The course load that a student may take and still be considered full time is three credit hours per eight-week term.

The academic program director or departmental chair has sole authority and approval in academic matters including, but not limited to, transfer credit approval, course load and sequence, directed studies, and course substitutions. Academic matters are

considered on a case-by-case basis. Students who fail to register for a minimum of one course in two consecutive sixteen-week semesters will be considered inactive. Readmission to program will require director's approval, including reapplication.

Master of Arts in Theology

The course load for a full-time student is six credit hours per fifteen-week semester. Students may take no more than two courses per semester (six credit hours), except with the approval of the director.

Master of Science in Criminal Justice

Traditional Resident Program

This program was developed to be a two-year program of study. In this manner a student can take a maximum of two classes per semester or one online class per term. The course load that a student may take and still be considered full time is three credit hours per eight-week term or six credit hours per fifteen-week semester.

Accelerated Program

The accelerated program is designed so a student may complete the Master of Science in Criminal Justice program in less than two years. This is **not** recommended, and a student must have special permission each term or semester to take more courses than permitted in the Traditional Program. In order to receive approval for the Accelerated Program, a letter petitioning this request must be sent to the Director of Graduate Studies in Criminal Justice.

Master of Science in Critical Incident Management

Traditional Program

This program was developed to be a two-year program of study. In this manner a student could take a maximum of two classes per semester or one online class per term. The course load that a student may take and still be considered full time is three credit hours per eight-week term or six credit hours per fifteen-week semester.

Accelerated Program

The accelerated program is designed so a student may complete the Master of Science in Critical Incident Management program in less than two years. This is **not** recommended, and a student must have special permission each term or semester to take more courses than permitted in the Traditional Program. In order to receive approval for the Accelerated Program, a letter petitioning this request must be sent to the Director of Graduate Studies in Criminal Justice.

Master of Human Services Administration

The course load for a full time student is six credit hours per eight week terms. The program offers 36 semester hours in one academic year. Students need to take and pass all required courses per term to progress successfully through the program.

Master of Social Work

The course load for a full-time student is six credit hours per sixteen-week semester. Students need to take and pass all required courses per semester to progress successfully through the program.

Financial Information

Financial Assistance

Graduate students, enrolled at least half time in a degree program, are eligible to receive federal financial aid. Federal grants are restricted to students enrolled in undergraduate programs.

The Federal Stafford Loan program is available to graduate students. Effective for loans made for periods of enrollment (loan periods) beginning on or after July 1, 2012, graduate students are no longer eligible to receive Federal Direct Subsidized Loans. All eligible students may receive an Unsubsidized Stafford Loan. Interest accrues on unsubsidized loans while a student is enrolled in school and during grace periods. When a borrower of any Stafford Loan ceases to be enrolled on at least a half-time basis, a six-month grace period begins; then the loan goes into repayment of principal and interest.

Financial Aid Application Process

Complete instructions are also available at www.saintleo.edu/finaid - click "The Financial Aid Process and How to Apply."

Apply for financial aid each year after January 1 at the FAFSA website (www.fafsa.ed.gov). Filing for federal aid is free — do not pay any service offering assistance. Accurate income tax information should be used and is accessible on the FAFSA website through the IRS data retrieval tool.

Apply early! Financial aid funds are limited. Filing your FAFSA after January 1 but before March 1 increases the opportunity to receive scholarships and grant funds. The FAFSA can be filed before official admission notification. Filing for financial aid does not affect admission to the University. Financial aid advisors are available to assist in the completion of the FAFSA.

Contacting Financial Aid Support:

By phone: 800/240-7658

By e-mail: finaid@saintleo.edu

Students (and parents of dependent students) can "sign" the Free Application for Federal Student Aid (FAFSA) electronically by requesting a Personal Identification Number (PIN) at the FAFSA website.

- The PIN will be sent to the student, usually within 24-48 hours, depending on whether the PIN is sent electronically or via mail.
- Use 2014 tax information for the 2015-2016 year.
- Use 001526 on the FAFSA as the Saint Leo Federal School ID.
- 1. The FAFSA is processed by a Central Processing Servicer (CPS), who will send each student a Student Aid Report (SAR). Saint Leo will also receive an electronic copy if listed on the FAFSA.
- 2. After receiving the SAR, review it for accuracy. Corrections can be made online at www.fafsa.gov or by calling the Department of Education at 800/433-3243. The SAR will indicate if the student has been selected for "verification" by CPS. You will be notified via email of what documentation is required to complete verification. Additional information is located at www.saintleo.edu/verification.

Generally, financial aid cannot be awarded or disbursed after the end of the award year; therefore, timely submission of requested documents is imperative.

All required documents must be submitted prior to the last two weeks of your first term/semester. If you fail to submit the required documents prior to the deadline, you may not be eligible for financial aid.

1. After the SAR has been received and reviewed by the Financial Aid Office, eligible students will receive an award letter. The award letter indicates what aid the student may receive if all requirements are met. Requirements to receive aid include the following:

Enrollment: All financial aid requires enrollment. Pell and FSEOG grants are adjusted according to enrollment. FSEOG requires at least half-time enrollment.

Florida state aid, such as FRAG and FSAG, requires (1) 12 credit hours enrollment and (2) enrollment for the entire semester (minimum 15 weeks or Fall 1 and Spring 2 or Spring 1 and Spring 2). Stafford loans require at least half-time enrollment for the entire loan period requested.

Eligibility: Any changes in eligibility may result in a reduction or elimination of award. To receive financial aid, a student must meet fundamental eligibility requirements:

- be a citizen of the United States or permanent resident for federal and state funds
- be enrolled as a degree-seeking student
- be making satisfactory progress toward a degree
- be registered with the Selective Service, if required
- be a high school graduate or possess a high school equivalency
- not be in default on a federal student loan*
- not owe a repayment on a federal grant*
- not have exceeded the annual or aggregate federal loan limits

*The National Student Loan Data System (NSLDS) must indicate that a student is not in default or owe a repayment of a federal grant before Saint Leo will award and/or disburse any federal or state funds to the student.

Fund availability: Funding may change during the course of the year because some funds, such as FSEOG and FSAG, have a limited amount of funds available. In addition, Florida and Georgia aid award amounts may change due to state budget adjustments.

2. To apply for Stafford loans:

Saint Leo University participates in the Direct Loan Program. To receive a Stafford Loan, you must complete a master promissory note (MPN) and Entrance Counseling. The MPN and Entrance Counseling are available at www.studentaid.ed.gov.

Students who have already received a loan at Saint Leo:

- In order to accept or decline the Stafford loans offered on your award letter in estimated status, you must go to eLion at elion.saintleo.edu. Under the heading Financial Aid, click on Accept (or Reject) My Financial Aid Awards.
3. **Deadlines:** There are federal, state, and other deadlines that must be met in order to receive financial aid. Student Aid Reports must be received prior to the last day of attendance in order to be considered for eligibility. However, students should apply as early as possible, for applications are processed based on the current volume. Students applying for a student loan must accept the loan at least two weeks before the end of the requested loan period in order to be considered for eligibility.

Disbursement of Funds

Financial aid is disbursed assuming all requirements are met, within 10 days of the beginning of the term (8 week class) for term based students and 10 days of the beginning of the semester for semester based students. Requirements can include

verification completion, enrollment and program specific requirements (example: half-time enrollment). Changes you make to the requirements can change your eligibility for financial aid funds.

Financial aid is disbursed directly to a student's eLion account. The funds are used to pay tuition and required fees, along with room and board, if applicable. Any remaining credit balance is issued in one of three ways as selected by the student: Higher One debit card, bank ACH transfer, paper check.

This complete policy is located at www.saintleo.edu/finaid.

Satisfactory Academic Progress (SAP)

All students receiving Federal Title IV financial aid, state aid or Saint Leo institutional aid must adhere to the university's published policy on satisfactory academic progress. The Higher Education Act as amended by Congress mandates that higher education institutions establish minimum standards of "satisfactory academic progress" for students receiving financial aid. This complete policy is located at www.saintleo.edu/sap.

One requirements to meet satisfactory academic progress is that students must pass 67 percent of all coursework attempted. Undergraduate students must earn a minimum cumulative GPA, on a 4 point scale, of 1.50 by the completion of 44 credit hours, 1.70 cumulative GPA by the completion of 59 credit hours and 2.0 by the completion of 60 credit hours. Graduate students must earn a minimum cumulative GPA of 3.0 on a 4 point scale. Students must complete their program within the maximum timeframe of 150%.

Satisfactory academic progress standards are evaluated at the end of each payment period (semester). Students receive a warning when not meeting all or part of the standard requirements and are given one additional term to meet the standard requirements. Those that do not meet the standard requirements after the warning period are not eligible for financial aid. Ineligible students may be able to appeal the decision. Complete details are available at www.saintleo.edu/sap.

Fees and Costs

Policies Common to the Graduate Degree Programs

Tuition and Fees

Master of Business Administration and Master of Accounting tuition on ground (per credit hour)	\$485
Master of Business Administration online tuition (civilian rate) (per credit hour)	\$695
Master of Business Administration online tuition (military rate) (per credit hour)	\$515
Master of Business Administration - International tuition (per credit hour)	\$695
Doctorate in Business Administration tuition (DBA) in Management (per credit hour)	\$900
Criminal Justice Management Graduate Certificate	\$470
Master of Science in Criminal Justice tuition (per credit hour)	\$485

Master of Science in Critical Incident Management tuition (per credit hour)	\$470
Master of Critical Incident Management tuition (per credit hour)	\$485
Master of Science in Cybersecurity tuition (per credit hour)	\$695
Master of Education, Master of Science in Instructional Design, and Education Specialist tuition (per credit hour)	\$450
Master of Human Services tuition (per credit hour)	\$485
Master of Social Work tuition (per credit hour)	\$450
Master of Public Safety tuition (per credit hour)	\$485
Navy Pace Graduate tuition (per credit hour)	\$405
Master of Arts in Theology tuition (per credit hour)	\$450*

**The Saint Leo Scholars Program supplements the Master in Theology tuition as part of the Catholic Mission of Saint Leo University.*

Other Fees

Application Fee	\$80
Master's in Education Portfolio or Exam Reading Fee	\$100
International Credential Evaluation Fee	\$235
Graduation Fee (regardless of participation in Commencement)	\$115
Certificate Fee	\$60
Replacement Diploma	\$30
I.D. or Food Card Replacement	\$25
Returned Check Fee	Maximum allowed by state
Research Fee (accounts over 5 years old)	Maximum allowed by state
Capstone Course Assessment Fee*	\$50-\$175*

**Varies by capstone course.*

Registration/Transcripts/Withdrawal

Late Registration or Payment \$30

Transcripts \$7

Rush and Overnight Delivery \$32

Parking Decal

Resident student (includes sales tax) \$60

Non-resident student (includes sales tax) \$30

Course fees may apply.

Late Fees

Unpaid balances are subject to a late fee of 1% monthly (12% annually). Late fees are assessed 60 days after term start.

Past-Due Accounts

When a student leaves the University owing money, his or her receivable balance is placed in collection status. These accounts may be assigned to an external collection agency after 90 days past due. Transcripts and diplomas will not be released until the account balance is zero.

Financial Responsibility

No transcripts, diplomas, certificates of attendance, or certain other official documents will be released if a student has financial indebtedness to the University. If a student leaves the University with an unpaid balance, the University will have no other choice but to hold the student responsible for any legal and/or collection fees incurred by the University in collecting the unpaid balance.

By enrolling in and attending University courses, students acknowledge and agree that they are responsible for all charges incurred as a result of their matriculation and enrollment in the University. This includes late charges, collection agency costs, and attorney's fees imposed on delinquent student accounts. In many instances, some of the charges may be settled by a student's sponsor, employer, or other interested party; however, the student is ultimately responsible for his or her account.

Withdrawing from Classes

Each student has the prerogative of dropping a course(s) during the drop/add period as published for each term. After the drop/add period and until the published last date for withdrawal, a letter grade of W will be assigned for each course that is dropped. **Caution:** Students who fall below full-time status, as defined by their program and course of study, will be considered part time and may cause their financial aid status to be reexamined. Failure to attend class or merely giving notice to a faculty member will not be regarded as an official notice of withdrawal. Failure to properly withdraw will result in a grade of FA.

Deadlines for withdrawal from courses are reflected on the published schedule. Course withdrawal does not cancel any student indebtedness to the University.

Refunds for students who withdraw from a class or classes shall be calculated according to the schedule that follows.

Refunds of Tuition and Course Fees

Refunds for Saint Leo University students who withdraw before 25 percent of the term/semester has been completed shall be calculated on a pro rata basis as defined by federal regulations.

Refunds of tuition for withdrawal from courses are given according to the following schedule. *Note that if you are enrolled at a Saint Leo University Continuing Education Center and/or online program in Georgia or South Carolina, please proceed to the applicable schedule.*

Tuition:

100% tuition refund if course withdrawal occurs by the end of the add/drop period.

75% tuition refund if course withdrawal occurs after add/drop and before the end of week two.

No refund for any course with withdrawal after the end of week two.*

**Policy does not apply to students enrolled at a Saint Leo University Continuing Education Center and/or online programs in Georgia, South Carolina, and Virginia.*

Laboratory and special course fees are 100-percent refundable if withdrawal occurs before the end of the drop/add period. After classes begin, laboratory and special course fees are nonrefundable.

Refunds due students who have credit balances in their tuition account will automatically be issued within 14 days. Appeals regarding refunds shall be submitted **in writing** to the Business Office, MC 2097, Saint Leo University, P.O. Box 6665, Saint Leo, FL 33574-6665.

Refunds of Tuition and Course Fees (Georgia)

Refund policy for students enrolled in courses at Saint Leo University Continuing Education Centers and/or online programs in Georgia.

Refunds of tuition for withdrawal from courses are given on the following schedule:

Tuition:

100% tuition refund if course withdrawal occurs by the end of the add/drop period.

75% tuition refund if course withdrawal occurs after add/drop and before less than 25% of the course term is completed.

50% tuition refund if course withdrawal occurs after more than 25% and less than 50% of the course term is completed.

No refund for any course with withdrawal after 50% of the term is completed.

Laboratory and special course fees are 100-percent refundable if withdrawal occurs before the end of the drop/add period. After classes begin, laboratory and special course fees are nonrefundable.

Refunds due students who have credit balances in their tuition account will automatically be issued within 14 days. Appeals regarding refunds shall be submitted **in writing** to the Business Office, MC 2097, Saint Leo University, P.O. Box 6665, Saint Leo, FL 33574-6665.

Refunds of Tuition and Course Fees (South Carolina)

Refund policy for students enrolled in courses at Saint Leo University Continuing Education Centers and/or online programs in South Carolina.

Refunds of tuition for withdrawal from courses are given on the following schedule:

Tuition:

100% tuition refund if course withdrawal occurs by the end of the add/drop period.

75% tuition refund if course withdrawal occurs after add/drop and before 25% of the course is completed.

60% tuition refund if course withdrawal occurs after 25% of the course is completed but before 38% of the course is completed.

50% tuition refund if course withdrawal occurs after 38% of the course has been completed but before 50% of the course has been completed.

30% tuition refund if course withdrawal occurs after 50% of the course has been completed but before 60% of the course has been completed.

No refund for any course with withdrawal after 60% of the course has been completed.

Laboratory and special course fees are 100-percent refundable if withdrawal occurs before the end of the drop/add period. After classes begin, laboratory and special course fees are nonrefundable.

Refunds due students who have credit balances in their tuition account will automatically be issued within 14 days. Appeals regarding refunds shall be submitted **in writing** to the Business Office, MC 2097, Saint Leo University, P.O. Box 6665, Saint Leo, FL 33574-6665.

Refunds of Tuition and Course Fees (Maryland)

Refund policy for students enrolled in courses at Saint Leo University Continuing Education Centers and/or online programs in Maryland.

Refunds of tuition for withdrawal from courses are given on the following schedule:

100% tuition refund if course withdrawal occurs by the end of the add/drop period.

80% tuition refund if course withdrawal occurs after add/drop and before 20% of the course is completed.

60% tuition refund if course withdrawal occurs after 20% of the course is completed but before 30% of the course is completed.

40% tuition refund if course withdrawal occurs after 30% of the course has been completed but before 40% of the course has been completed.

20% tuition refund if course withdrawal occurs after 40% of the course has been completed but before 60% of the course has been completed.

No refund for any course with withdrawal after 60% of the course has been completed.

Refunds of Tuition and Course Fees (Wisconsin)

Refund policy for students enrolled in courses at Saint Leo University Continuing Education Centers and/or online programs in Wisconsin.

Refunds of tuition for withdrawal from courses are given on the following schedule:

100% tuition refund if course withdrawal occurs by the end of the add/drop period.

80% tuition refund if course withdrawal occurs after add/drop and before 20% of the course is completed.

70% tuition refund if course withdrawal occurs after 20% of the course is completed but before 30% of the course is completed.

60% tuition refund if course withdrawal occurs after 30% of the course has been completed but before 40% of the course has been completed.

50% tuition refund if course withdrawal occurs after 40% of the course has been completed but before 50% of the course has been completed.

40% tuition refund if course withdrawal occurs after 50% of the course has been completed but before 60% of the course has been completed.

No refund for any course with withdrawal after 60% of the course has been completed.

Programs of Study

As part of its mission as a University committed to serving community and student needs, Saint Leo University offers graduate degree and post-baccalaureate certificate programs in business, criminal justice, critical incident management, education, social work, and theology. Each of the programs is designed to assist professionals in meeting challenging career goals and to prepare them for the rapidly changing professional world in which they live and work.

Graduate Studies in Business

Master of Accounting

Master of Accounting (MAcc)

Dr. Michael Nastanski, Associate Vice President of International Affairs, Dean of Donald R. Tapia School of Business, Professor of Management and Marketing

Dr. Balbir S. Bal, Associate Dean of Donald R. Tapia School of Business, Professor of Computer Information Systems

Dr. Barbara J. Caldwell, Chair of the Department of Accounting, Economics & Finance

Saint Leo University offers a Master of Accounting (MAcc) degree program to meet the needs of graduate students and working professionals. The program encourages students to expand their professional competencies, particularly in the field of accounting, within and beyond the classroom. In the Saint Leo University MAcc program, students will gain an in-depth understanding of accounting that is not possible in an undergraduate accounting program. The program is designed to meet the increasing needs of public accounting, corporations, government agencies, and not-for-profit organizations. The program is also designed to satisfy the additional requirements needed to sit for the CPA examinations.

Expected Program Outcomes

As a result of successfully completing the Master of Accounting (MAcc) program of study, the graduate will be expected to:

- Apply knowledge of relevant professional standards to resolve financial reporting issues of both U.S. and multinational business entities, governmental agencies, and not-for-profit organizations.
- Apply knowledge of tax laws for planning and compliance purposes.
- Recognize and evaluate areas of potential legal concern in the business environment.
- Gather, evaluate, analyze, interpret, and apply relevant professional standards to complex accounting-related issues, and arrive at well-thought-out conclusions.
- Apply substantive quantitative and analytical techniques to analyze financial statements within the context of firm valuation.
- Identify ethical issues and decision alternatives by incorporating appropriate professional codes of conduct and social responsibility.
- Integrate knowledge of the functional areas of accounting into a comprehensive capstone project using financial statement analysis.

Onground and Online Master of Accounting

The curriculum outlined below is designed not only to prepare students for the CPA and CMA exams but also prepare them to enter careers in public accounting, corporations, governmental agencies, and not-for-profit organizations.

The need for accountants with CPA licenses is well-known. Corporations and individuals alike are always looking for the shortest route to satisfy the requirements to sit for the CPA exam. The Master in Accounting program will help graduates to:

1. Meet the requirement to sit for the CPA examination in those states where 150 semester hours is still required;
2. Satisfy the need for those who have already passed the CPA examination and require 150 semester hours to become licensed;
3. Gain employment, as many employers in the accounting profession prefer graduates who are CPA eligible; and
4. Gain knowledge and skills in the accounting areas that are generally not covered at the undergraduate level.

Note: The University will only award one of the following achievements: Master of Accounting, MBA with the Accounting concentration, or the graduate certificate in accounting. Students cannot earn the Master of Accounting and the MBA with the accounting concentration or accounting certificate. Students must choose which degree or certificate program in accounting they wish to pursue and cannot return to earn either of the other two.

Prerequisite Courses

Students may be able to waive the prerequisite courses if they were taken as part of their undergraduate degree programs or as post-baccalaureate students. Students with non-business undergraduate degrees may be required to take additional undergraduate courses not identified below to satisfy the requirements for the MAcc and also satisfy the requirements of the CPA examination.

Courses Course Title

ACC 201	Principles of Accounting I
ACC 202	Principles of Accounting II
ACC 301	Intermediate Accounting I
ACC 302	Intermediate Accounting II
ACC 303	Accounting Information Systems
ACC 331	Cost Accounting
ACC 411	Auditing
ACC 421	Individual Federal Income Taxes
GBA 231	Business Law I

Master of Accounting Requirements

- MAC ORI - Master of Accounting Orientation **0 credit hours**
- ACC 504 - Fund Accounting for Government and Not-For-Profit Accounting **3 credit hours**
- ACC 505 - Fraud Examination **3 credit hours**
- ACC 512 - Contemporary Issues in Auditing **3 credit hours**
- ACC 522 - Federal Taxation for Business Entities **3 credit hours**
- ACC 532 - Advanced Cost Accounting **3 credit hours**
- ACC 538 - Law and the Accountant **3 credit hours**
- ACC 540 - Accounting Theory **3 credit hours**
- ACC 549 - Using Financial Accounting Information **3 credit hours**
- MBA 540 - Managerial Economics **3 credit hours**
- MBA 570 - Corporate Finance **3 credit hours**

Note:

In order to continue in the program, students are required to maintain a minimum grade point average (GPA) of 3.00 with no more than two C's.

Total Credit Hours: 30

Master of Business Administration

Saint Leo University offers a Master of Business Administration degree program to meet the needs of graduate students and working professionals. The program encourages students to expand their professional competencies within and beyond the classroom. In the Saint Leo University MBA program, students will gain an in-depth understanding of the key functional areas of business. Courses focus on managing complex interactions while defining and solving real-world business challenges. In addition to mastering analytical tools and technology necessary to solving complex management problems, emphasis is placed on leadership skills and technologies within the rich values and traditions of the University.

Expected Program Outcomes

As a result of successfully completing a course of study within Graduate Business Studies, the graduate will be expected to:

1. Exhibit key knowledge of core business management functions;
2. Be proficient in analyzing and resolving complex business problems so as to enable an organization to thrive in a dynamic marketplace;
3. Demonstrate facility in oral and written business communication;
4. Serve as an effective team member and leader in work partnerships and cross-functional collaborative efforts;
5. Make ethical business decisions within the context of a diverse set of stakeholders and in an economically responsible manner;
6. Understand the business implications of the new economy and apply widely used Internet and PC-based computer technologies to management issues.

Note the following:

1. For the master's degree, students may pursue up to two concentrations concurrently. A student must receive prior approval from the program director.
2. After conferral of a master's degree, a student may take courses as a non-degree seeking student to earn an additional concentration under his or her existing degree program. A student does not earn the same degree twice.
3. If a student wishes to return to pursue a different degree program, he or she must reapply for admission to that program.
4. A student may not use courses for which credit has been given within their program towards a certificate. Students pursuing a master's degree are not eligible to receive a certificate if those courses are part of their degree program.

Master of Business Administration

Accounting Concentration (Online Only)

The curriculum is designed to provide an understanding of business fundamentals, the ability to use decision processes, knowledge of accounting concepts, and the ability to work effectively in today's fast-changing business environment.

Expected Program Outcomes

As a result of successfully completing the Accounting Concentration program of study, the graduate will be expected to:

- Apply knowledge of relevant professional standards to resolve financial reporting issues of both U.S. and multinational business entities, governmental agencies, and not-for-profit organizations.
- Apply knowledge of tax laws for planning and compliance purposes.
- Recognize and evaluate areas of potential legal concern in the business environment.
- Gather, evaluate, analyze, interpret, and apply relevant professional standards to complex accounting-related issues, and arrive at well-thought-out conclusions.
- Apply substantive quantitative and analytical techniques to analyze financial statements within the context of firm valuation.
- Identify ethical issues and decision alternatives by incorporating appropriate professional codes of conduct and social responsibility.
- Integrate knowledge of the functional areas of accounting into a comprehensive capstone project using financial statement analysis

Program Components

- MBA ORI - Student Orientation **0 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 533 - Human Resource in Management **3 credit hours**
- MBA 540 - Managerial Economics **3 credit hours**
- MBA 565 - Marketing **3 credit hours**
- MBA 575 - Global Business Management **3 credit hours**
- MBA 599 - Strategic Management **3 credit hours**
- ACC 504 - Fund Accounting for Government and Not-For-Profit Accounting **3 credit hours**
- ACC 505 - Fraud Examination **3 credit hours**
- ACC 532 - Advanced Cost Accounting **3 credit hours**
- ACC 538 - Law and the Accountant **3 credit hours**
- ACC 540 - Accounting Theory **3 credit hours**
- ACC 549 - Using Financial Accounting Information **3 credit hours**

Total Credit Hours: 36

Optional Elective

- MBA 625 - Internship **3 credit hours**

Health Care Management Concentration (Online Only)

The curriculum is designed to provide an understanding of business fundamentals, the ability to use decision processes, knowledge of functional operations specifically as they relate to health care management concepts, and the ability to work effectively in today's fast-changing health care business environment.

Expected Program Outcomes

As a result of successfully completing the Health Care Management Concentration, the graduate will be expected to:

- Formulate an organizational action plan that exhibits knowledge of and readiness for leadership.
- Advance health policy recommendations that evidence deep health industry knowledge and erudition.

Program Components

- MBA ORI - Student Orientation **0 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 533 - Human Resource in Management **3 credit hours**
- MBA 540 - Managerial Economics **3 credit hours**
- MBA 560 - Financial and Managerial Accounting **3 credit hours**
- MBA 565 - Marketing **3 credit hours**
- MBA 575 - Global Business Management **3 credit hours**
- MBA 599 - Strategic Management **3 credit hours**
- HCM 520 - Health Care Organization/Managed Care **3 credit hours**
- HCM 530 - Community Health Evaluation/Epidemiology **3 credit hours**
- HCM 540 - Critical Issues in Health Care **3 credit hours**
- HCM 550 - Health Care Management **3 credit hours**
- HCM 590 - Health Policy and Evaluation **3 credit hours**

Total Credit Hours: 36

Optional Elective

- MBA 625 - Internship **3 credit hours**

Human Resource Management Concentration (Online Only)

The curriculum is designed to yield an understanding of business, the ability to use decision processes, knowledge of functional operations specifically as they relate to the management of human resources, and the ability to work effectively in today's ever-changing business environment. The main purpose of this concentration is to provide an opportunity for today's dynamic HR professional to study current issues and concerns.

Students will learn/review theories and applications involved with people management. Current topics such as training, selection, compensation, and legal issues will be studied in depth.

Expected Program Outcomes

As a result of successfully completing the Human Resource Management Concentration, the graduate will be expected to:

- Appraise HR strategy and explain the importance of strategic support for the organization through analysis of current literature and case studies.
- Explain and justify core Human Resource Management functions and their importance in a practical and ethical manner.
- Explain the importance of expert knowledge of Employment Laws, particularly as they relate to core Human Resource Functions.

Program Components

- MBA ORI - Student Orientation **0 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 530 - Organizational Behavior **3 credit hours**
- MBA 540 - Managerial Economics **3 credit hours**
- MBA 560 - Financial and Managerial Accounting **3 credit hours**
- MBA 565 - Marketing **3 credit hours**
- MBA 575 - Global Business Management **3 credit hours**
- MBA 599 - Strategic Management **3 credit hours**
- HRA 539 - HR Strategic Training and Development **3 credit hours**
- HRA 545 - Administrative and Personnel Law **3 credit hours**
- HRA 549 - Recruitment, Selection, and Placement **3 credit hours**
- HRA 562 - Total Compensation **3 credit hours**
- HRA 596 - Strategic Issues in Human Resources **3 credit hours**

Total Credit Hours: 36

Optional Elective

- MBA 625 - Internship **3 credit hours**

Information Security Management Concentration (Online Only)

The importance of information systems security and the need to protect the resources in a company's information system are the basis for the Master of Business Administration with a concentration in information security management. This degree will ensure that graduates have sound technical skills and business knowledge.

Managers who have knowledge in both the technical areas and management are needed to lead the technically qualified individuals who are in the forefront of the war against those who would prey upon us via electronic media. This is where the need arises for graduate information security management education. Information security management educates managers to locate the information resources and knowledge in a company and find ways to protect that knowledge as it is acquired, distributed, and stored.

Expected Program Outcomes

As a result of successfully completing the Information Security Management Concentration, the graduate will be expected to:

- Assess information security needs of an organization.
- Develop a tactical and strategic information security plan.

Program Components

- MBA ORI - Student Orientation **0 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 533 - Human Resource in Management **3 credit hours**
- MBA 540 - Managerial Economics **3 credit hours**
- MBA 560 - Financial and Managerial Accounting **3 credit hours**
- MBA 565 - Marketing **3 credit hours**
- MBA 575 - Global Business Management **3 credit hours**
- MBA 599 - Strategic Management **3 credit hours**
- COM 510 - Management of Information Security **3 credit hours**
- COM 520 - Systems Security Management **3 credit hours**
- COM 530 - Network Security Management **3 credit hours**
- COM 590 - Strategic Planning for Information Security **3 credit hours**

Select one of the following two courses:

- COM 540 - Disaster Recovery Management **3 credit hours** or
- COM 545 - Web Security Management **3 credit hours**

Total Credit Hours: 36

Optional Elective

- MBA 625 - Internship **3 credit hours**

Prerequisite Knowledge Requirements

The requirement for technical knowledge and skills in order to be successful in an information security management curriculum dictates that students should have some prior knowledge of computer operations, networking, and other areas in the computer field. Students who do not have such experience may experience difficulty in being successful in the concentration. Students may have taken the requisite academic credits at the undergraduate level, demonstrate the knowledge through comprehensive testing or previous experience in the field, or take courses that are offered by Saint Leo University or another accredited institution.

Recommended Background Classes (these classes or equivalent would be taken at the undergraduate level):

Network Theory and Design (COM 309)

An introduction to the theory, design, and application of networks, the course will include the creation or simulation of a computer network.

Information Technology and Project Management (COM 424)

The rapidly changing field of information technology requires a solid knowledge foundation. This course reviews contemporary information technology management and the relevant issues of effective management of the information service activities.

Management Information Systems (MGT 327)

A study of important uses of information technology in organizations. Issues studied include information requirements and flow, system design and analysis methodologies, the generation and accumulation of data for decision making, and the implementation and control of information systems.

Marketing Concentration (Online Only)

The curriculum is designed to support students who are either working or would like to pursue careers in marketing-related fields such as sales, promotions, brand management, marketing research, and e-marketing. The concentration is designed to provide an understanding of business fundamentals as well as a complete set of marketing concepts and theories used in business.

Expected Program Outcomes

As a result of successfully completing the Marketing Concentration, the graduate will be expected to:

- Analyze the economic, cultural and legal environment, and select the best product, promotion, price, and distribution decisions as part of the entry strategy onto a new market.

- Assess the threats and opportunities that originate from competitors, and apply strategies that lead to a sustainable competitive advantage.

Program Components

- MBA ORI - Student Orientation **0 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 533 - Human Resource in Management **3 credit hours**
- MBA 540 - Managerial Economics **3 credit hours**
- MBA 560 - Financial and Managerial Accounting **3 credit hours**
- MBA 565 - Marketing **3 credit hours**
- MBA 575 - Global Business Management **3 credit hours**
- MBA 599 - Strategic Management **3 credit hours**
- MKT 564 - Global Marketing **3 credit hours**
- MKT 566 - Sales Management **3 credit hours**
- MKT 568 - Advertising and Promotion **3 credit hours**
- MKT 569 - Marketing Innovations and New Product Development **3 credit hours**

Plus, select one of the following three courses:

- MKT 562 - Brand Management **3 credit hours or**
- MKT 563 - E-Marketing **3 credit hours or**
- MKT 567 - Marketing Research **3 credit hours**

Total Credit Hours: 36

Optional Elective

- MBA 625 - Internship **3 credit hours**

Marketing Research and Social Media Analytics Concentration (Online only)

The Marketing Research and Social Media Analytics MBA concentration and certificate offers marketing students an opportunity to improve their knowledge in a rapidly emerging field where marketing managers utilize traditional marketing research as well as cutting-edge web analytics techniques to understand their markets and to design marketing strategies. It focuses on how to apply analytical techniques correctly, how to assess the effectiveness of social media and multichannel

campaigns, how to optimize success by leveraging experimentation, and how to employ the proper tools and tactics for listening to your customers.

Expected Program Outcomes

As a result of successfully completing the Marketing Research and Social Media Analytics Concentration, the graduate will be expected to:

- Design and implement marketing research studies on and off line.
- Assess marketing campaigns results online using web analytics tools.
- Assess customer awareness, engagement, and loyalty using web analytics.
- Design and evaluate marketing social media strategies.

Program Requirements

- MBA ORI - Student Orientation **0 credit hours**
- COM 515 - Data Mining **3 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 533 - Human Resource in Management **3 credit hours**
- MBA 540 - Managerial Economics **3 credit hours**
- MBA 560 - Financial and Managerial Accounting **3 credit hours**
- MBA 565 - Marketing **3 credit hours**
- MBA 575 - Global Business Management **3 credit hours**
- MBA 599 - Strategic Management **3 credit hours**
- MKT 567 - Marketing Research **3 credit hours**
- MKT 570 - Gamification Applications in Marketing **3 credit hours**
- MKT 575 - Web Analytics **3 credit hours**
- MKT 580 - Social Media Marketing **3 credit hours**

Total Credits: 36 hours

Master of Business (MBA) On Ground and Online

Saint Leo University offers a Master of Business Administration degree program to meet the needs of graduate students and working professionals. The program encourages students to expand their professional competencies within and beyond the classroom. In the Saint Leo University MBA program, students will gain an in-depth understanding of the key functional areas of business. Courses focus on managing complex interactions while defining and solving real-world business challenges. In addition to mastering analytical tools and technology necessary to solving complex management problems, emphasis is placed on leadership skills and technologies within the rich values and traditions of the University.

Expected Program Outcomes

As a result of successfully completing a course of study within Graduate Business Studies, the graduate will be expected to:

1. Apply key knowledge of core business management functions;
2. Exhibit clear and concise oral and written business communication skills;
3. Demonstrate the ability to serve as an effective team member and leader in work partnerships and cross-functional collaborative efforts;
4. Apply widely used technology to management issues;
5. Recognize and effectively analyze complex business problems using critical thinking skills;
6. Formulate ethical business decisions within the context of a diverse set of stakeholders and in an economically responsible manner;
7. Analyze global forces that impact organizational success.

Note the following:

1. For the master's degree, students may pursue up to two concentrations concurrently. A student must receive prior approval from the program director.
2. After conferral of a master's degree, a student may take courses as a non-degree seeking student to earn an additional concentration under his or her existing degree program. A student does not earn the same degree twice.
3. If a student wishes to return to pursue a different degree program, he or she must reapply for admission to that program.
4. A student may not use courses for which credit has been given within their program towards a certificate. Students pursuing a master's degree are not eligible to receive a certificate if those courses are part of their degree program.

The curriculum outlined below is designed to yield an understanding of business principles, the ability to use decision processes, knowledge of functional operations, and the ability to work effectively in today's ever-changing business environment.

Program Components

- MBA ORI - Student Orientation **0 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 530 - Organizational Behavior **3 credit hours**
- MBA 533 - Human Resource in Management **3 credit hours**
- MBA 535 - The Legal Environment of Business **3 credit hours**
- MBA 540 - Managerial Economics **3 credit hours**
- MBA 550 - Decision Support Systems **3 credit hours**
- MBA 560 - Financial and Managerial Accounting **3 credit hours**
- MBA 565 - Marketing **3 credit hours**
- MBA 570 - Corporate Finance **3 credit hours**
- MBA 575 - Global Business Management **3 credit hours**
- MBA 599 - Strategic Management **3 credit hours**

Students must choose one course from the following:

- MBA 594 - Enterprise Resource Planning **3 credit hours**
- MBA 595 - Current Issues in Leadership **3 credit hours**
- MBA 597 - Entrepreneurship **3 credit hours**

Total Credit Hours: 36

Optional Elective

- MBA 625 - Internship **3 credit hours**

Master of Business Administration One-Year International & Experiential (Online Only)

Saint Leo University offers a One Year International & Experiential Master of Business Administration degree program to meet the needs of graduate students and working professionals. The program encourages students to expand their professional competencies within and beyond the classroom. In the Saint Leo University MBA program, students will gain an in-depth understanding of the key functional areas of business. Courses focus on managing complex interactions while defining and solving real-world business challenges. In addition to mastering analytical tools and technology necessary to solving complex management problems, emphasis is placed on leadership skills and technologies within the rich values and traditions of the University.

Expected Program Outcomes

As a result of successfully completing a course of study within Graduate Business Studies, the graduate will be expected to:

1. Apply key knowledge of core business management functions;
2. Exhibit clear and concise oral and written business communication skills;
3. Demonstrate the ability to serve as an effective team member and leader in work partnerships and cross-functional collaborative efforts;
4. Apply widely used technology to management issues;
5. Recognize and effectively analyze complex business problems using critical thinking skill;
6. Formulate ethical business decisions within the context of a diverse set of stakeholders and in an economically responsible manner;
7. Analyze global forces that impact organizational success.

Note the following:

1. For the master's degree, students may pursue up to two concentrations concurrently. A student must receive prior approval from the program director.
2. After conferral of a master's degree, a student may take courses as a non-degree seeking student to earn an additional concentration under his or her existing degree program. A student does not earn the same degree twice.
3. If a student wishes to return to pursue a different degree program, he or she must reapply for admission to that program.
4. A student may not use courses for which credit has been given within their program towards a certificate. Students pursuing a master's degree are not eligible to receive a certificate if those courses are part of their degree program.

The curriculum outlined below is designed to yield an understanding of business principles, the ability to use decision processes, knowledge of functional operations, and the ability to work effectively in today's ever -changing business environment.

The One-Year International & Experiential MBA Program requires students to take two sections of MBA-625 Internship and participate in an international trip as part of MBA-575 Global Business Management. This is a cohort based program that is offered only on the University Campus . New cohorts start each fall.

Master of Business Administration One-Year International & Experiential

- MBA ORI - Student Orientation **0 credit hours**
 - MBA 525 - Professional Development **3 credit hours**
 - MBA 530 - Organizational Behavior **3 credit hours**
 - MBA 533 - Human Resource in Management **3 credit hours**
 - MBA 535 - The Legal Environment of Business **3 credit hours**
 - MBA 540 - Managerial Economics **3 credit hours**
 - MBA 550 - Decision Support Systems **3 credit hours**
 - MBA 560 - Financial and Managerial Accounting **3 credit hours**
 - MBA 565 - Marketing **3 credit hours**
 - MBA 570 - Corporate Finance **3 credit hours**
 - MBA 575 - Global Business Management **3 credit hours**
 - MBA 599 - Strategic Management **3 credit hours**
Take one of the following two choices:
 - MBA 595 - Current Issues in Leadership **3 credit hours** or
 - MBA 597 - Entrepreneurship **3 credit hours**
- Internship taken in two sections during fall and spring semesters for total of 6 credit hours.
- MBA 625 - Internship **3 credit hours**

Total Credit Hours: 42

Master of Business Administration: Project Management (Online Only)

Corporations across the globe in industries such as telecommunications, construction, information technology, entertainment, healthcare, and defense are becoming increasingly project-based and project-team oriented. An MBA with a concentration in Project Management provides students with the skills necessary to lead complex projects for mid to large-size corporations. The program focuses on best practices for selecting, initiating, planning, executing, monitoring/controlling, and closing projects. Students engage in the practical application of project principles through team exercises and the use of current industry software. All project management courses at the MBA level follow the Project Management Body of Knowledge (PMBOK®) Fifth Edition standards set by the Project Management Institute (PMI®).

Expected Program Outcomes

As a result of successfully completing the Project Management Concentration, the graduate will be expected to:

- Students will attain comprehensive knowledge in the principles, practices and procedures of project management that are applicable in any domain and/or industry and will be prepared to successfully complete the Project Management Institute's Project Management Professional (PMP®) Certification Exam.
- Students will acquire the knowledge and abilities required to manage the Project Management Body of Knowledge's (PMBOK®s) ten key project management knowledge areas of integration, scope, time, cost, quality, human resources, communications, risk, stakeholders, and procurement while integrating a global perspective throughout the five project management process groups.
- Students will develop a solid foundation of project theory and methods and through problem solving, critical and systems thinking, communication and team building gain the expertise to effectively and efficiently initiate, plan, execute, monitor, control, and close projects.
- Students will possess the relevant project management knowledge, practices, tools and methods to measure and manage integrated project performance, project risks, change control, quality, and cost, scope, schedule baselines.
- Students will demonstrate the knowledge and abilities required to make complex business and project management decisions through Praxis using a real world project scenario and an existing project information system (PMIS) called Microsoft Project.
- Students will attain a state-of-the-art project management graduate educational experience that is based on The Project Management Institute's Project Management Body Of Knowledge® which enables them to serve as functional experts, practitioners, team members, trainers, and leaders in the project management field.

Program Requirements

- MBA ORI - Student Orientation **0 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 533 - Human Resource in Management **3 credit hours**
- MBA 540 - Managerial Economics **3 credit hours**
- MBA 560 - Financial and Managerial Accounting **3 credit hours**
- MBA 565 - Marketing **3 credit hours**
- MBA 575 - Global Business Management **3 credit hours**
- PRM 516 - Project Process Groups and Project/Product Life Cycles **3 credit hours**
- PRM 518 - Initiating, Planning and Executing a Project **3 credit hours**
- PRM 520 - Monitoring, Controlling and Closing Projects **3 credit hours**
- PRM 522 - Best Practices in Project Management **3 credit hours**
- PRM 524 - Applied Project Management Case **3 credit hours**
- MBA 599 - Strategic Management **3 credit hours**

Total Credits: 36 hours

Sport Business Concentration (Online Only)

The primary mission of the Master in Business Administration with a concentration in sport business is to meet the needs of the active sport business professional. The curriculum is designed to provide core MBA courses supplemented with specialized courses that apply certain business concepts to the sport industry. The Saint Leo University MBA sport business concentration is accredited by the Commission on Sport Management Accreditation (COSMA). This new accreditation was first available in 2010. The program is one of only two master's-level programs in the nation to earn accreditation in the first year available.

Expected Program Outcomes

As a result of successfully completing the Sport Business Concentration, the graduate will be expected to:

- Exhibit key knowledge of core sport business management functions.
- Be proficient in analyzing and resolving complex business problems so as to enable a sport organization to thrive in a dynamic marketplace.
- Demonstrate abilities in oral and written business communication for the sport industry.
- Serve as an effective team member and leader in work partnerships and cross-functional collaborative efforts.
- Make ethical business decisions within the context of a diverse set of stakeholders and in an economically responsible manner.
- Understand the business implications of the new economy and apply widely used Internet and PC-based computer technologies to sport business management issues.

Program Components

- MBA ORI - Student Orientation **0 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 530 - Organizational Behavior **3 credit hours**
- MBA 533 - Human Resource in Management **3 credit hours**
- MBA 540 - Managerial Economics **3 credit hours**
- MBA 560 - Financial and Managerial Accounting **3 credit hours**
- MBA 575 - Global Business Management **3 credit hours**
- MBA 599 - Strategic Management **3 credit hours**
- SPB 510 - Foundations of Sport **3 credit hours**
- SPB 535 - Risk Management and Legal Concepts in Sport **3 credit hours**
- SPB 545 - Facility Planning and Management in Sport **3 credit hours**
- SPB 565 - Sport Marketing **3 credit hours**
- SPB 570 - Financial Aspects of Sport **3 credit hours**

Total Credit Hours: 36

Optional Elective

- SPB 597 - Internship in Sport Business **6 credit hours**

Note:

Note on prerequisites: Students should check course descriptions for most prerequisites. Special attention should be paid to the following:

- SPB 510 is a prerequisite for all other SPB courses.
- Prerequisites for MBA courses are as currently published with the exception of courses not required by those in the SPB concentration.
- SPB 510 through SPB 570 must be taken before MBA 599.

Note on internship elective: It is strongly recommended that students currently not working in the sport industry, or students looking to make a career change within the sport industry, take SPB 597 as an elective over and above the required courses for the MBA sport business concentration.

Master of Science in Cybersecurity

Master of Science in Cybersecurity

The Master of Science in Cybersecurity is an advanced degree program that prepares graduates with knowledge, critical analysis, and application skills necessary to assume leadership roles in the fields of Information Assurance and Computer Security. The proposed program will prepare students for both initial placement and mid-level positions in career-track jobs in the emerging cyber security, information assurance/security fields. Students will be educated in the technical aspects of cyber security systems, and will be prepared to assume responsibility for the operation and oversight of these systems.

This program satisfies the dual needs of preparing graduates to (1) fill the need for information security and assurance professionals to work in a wide variety of capacities to protect the information systems of different types of organizations, and to support the nation's information infrastructure and (2) conducting advanced research and in information security and assurance. Students develop core competencies in operating systems and networks. They focus on the technical aspects of information security, examining ways to provide secure information processing systems by utilizing operating systems security; distributed secure system architectures; database security; software applications security; security policies; applications security; network and distributed systems security; cryptography; and security protocols.

The MS Cybersecurity degree prepares its graduates for career-track jobs in the emerging cybersecurity, information assurance/security fields. Students will be educated in the technical aspects of cyber security systems, and will be prepared to assume responsibility for the management, operation and oversight of these systems. Graduates will be actively recruited by federal, state and local governments, private sector and academia.

Prerequisite undergraduate courses required are COM-203 Computer Systems, COM-204 Programming Logic and Design, and COM-309 Computer Networks or equivalent courses.

Expected Program Learning Outcomes

As a result of a successful completion of the Master of Science (MS) in Cybersecurity, the graduate will be expected to:

1. Demonstrate an understanding of the technical aspects of cybersecurity.

2. Demonstrate an ability to assess the information security risks faced by an organization and develop a response plan.
3. Demonstrate the ability to evaluate and recommend technological tools and protocols to mitigate risks to information resources in an organization.
4. Demonstrate an understanding of methods used to mitigate system vulnerabilities and restore compromised services.
5. Manage the development, acquisition and evolution of a secure information network.
6. Demonstrate an ability to construct secure networks and distributed network systems.
7. Critically evaluate and apply research and reports of threats to computers and cyber-systems.
8. Integrate Saint Leo University's Core Values and ethical foundations into the dissertation process and critical thinking skills used throughout the program.

Program Requirements

- COM ORI - Cybersecurity Orientation **credit hours**
- COM 504 - Cybersecurity Compliance and Legal Issues **3 credit hours**
- COM 506 - Database Security **3 credit hours**
- COM 508 - Software Security **3 credit hours**
- COM 510 - Management of Information Security **3 credit hours**
- COM 512 - Cybersecurity Risk Management **3 credit hours**
- COM 514 - Cloud Computing Security **3 credit hours**
- COM 520 - Systems Security Management **3 credit hours**
- COM 530 - Network Security Management **3 credit hours**
- COM 545 - Web Security Management **3 credit hours**
- COM 546 - Ethical Hacking **3 credit hours**
- COM 548 - Advanced Networking & Protocols **3 credit hours**
- COM 590 - Strategic Planning for Information Security **3 credit hours**

Total Credits: 36 hours

Graduate Certificate

Accounting Graduate Certificate (Online Only)

The need for accountants with CPA licenses is well-known. Corporations and individuals alike are always looking for the shortest route to satisfy the requirements to sit for the CPA exam. The graduate certificate in accounting will help graduates to:

1. Meet the requirement to sit for the CPA examination in those states where 150 hours is still required without having to complete a master's degree in accounting;
2. Satisfy the need for those who have already passed the CPA examination and require 150 hours to become licensed;
3. Gain employment, as many employers in the accounting profession prefer graduates who are CPA eligible;
4. Gain knowledge and skills in the accounting areas that are generally not covered at the undergraduate level;
5. Study at their own convenience, as these courses will be offered online.

Program Components

- ACC 504 - Fund Accounting for Government and Not-For-Profit Accounting **3 credit hours**
- ACC 505 - Fraud Examination **3 credit hours**
- ACC 532 - Advanced Cost Accounting **3 credit hours**
- ACC 538 - Law and the Accountant **3 credit hours**
- ACC 540 - Accounting Theory **3 credit hours**
- ACC 549 - Using Financial Accounting Information **3 credit hours**

Total Credit Hours: 18

Health Care Management Graduate Certificate (Online Only)

The health care management field is constantly changing, and the standards are very demanding. This certificate program will allow graduate students the opportunity to gain new insight into health care management and demonstrate to the community that they have the additional knowledge and skills required to be a fully qualified health care management professional.

Program Components

- HCM 520 - Health Care Organization/Managed Care **3 credit hours**
- HCM 530 - Community Health Evaluation/Epidemiology **3 credit hours**
- HCM 540 - Critical Issues in Health Care **3 credit hours**
- HCM 550 - Health Care Management **3 credit hours**
- HCM 560 - Consumer Health Care **3 credit hours**
- HCM 590 - Health Policy and Evaluation **3 credit hours**

Total Credit Hours: 18

Human Resource Management Graduate Certificate (Online Only)

Human resource management is one of the fastest-growing and evolving career paths in our economy today. The graduate certificate program in HR covers a broad spectrum of HR responsibilities and will provide students with the opportunity to develop the professional HR skills and knowledge required for the workplace. The certificate will also benefit HR professionals who wish to broaden their skills base, increasing their attractiveness to current or subsequent employers.

Program Components

- MBA 525 - Professional Development **3 credit hours**
- MBA 530 - Organizational Behavior **3 credit hours**
- MBA 533 - Human Resource in Management **3 credit hours**
- HRA 545 - Administrative and Personnel Law **3 credit hours**
- HRA 596 - Strategic Issues in Human Resources **3 credit hours**

Select two of the following three classes:

- HRA 539 - HR Strategic Training and Development **3 credit hours**
- HRA 549 - Recruitment, Selection, and Placement **3 credit hours**
- HRA 562 - Total Compensation **3 credit hours**

Total Credit Hours: 21

Information Security Management Graduate Certificate (Online Only)

The importance of information systems security and the need to protect the resources in a company's information system are the basis for the Graduate Certificate in Information Security Management. This certificate will allow individuals who have a graduate or undergraduate degree the opportunity to gain knowledge and substantiation that they have that knowledge.

Program Components

- COM 510 - Management of Information Security **3 credit hours**
- COM 520 - Systems Security Management **3 credit hours**
- COM 530 - Network Security Management **3 credit hours**
- COM 540 - Disaster Recovery Management **3 credit hours**
- COM 545 - Web Security Management **3 credit hours**
- COM 590 - Strategic Planning for Information Security **3 credit hours**

Total Credit Hours: 18

Prerequisite Knowledge Requirements

See the listing above under the Information Security Management Concentration for recommended courses that provide the prerequisite knowledge.

Marketing Graduate Certificate (Online Only)

The curriculum consists of advanced, graduate-level training and coursework designed to support students who would like to pursue careers in marketing-related fields and working professionals who want to expand their education and training without attending a full MBA program.

Program Components

- MBA 525 - Professional Development **3 credit hours**
- MBA 565 - Marketing **3 credit hours**
- MKT 564 - Global Marketing **3 credit hours**
- MKT 566 - Sales Management **3 credit hours**
- MKT 568 - Advertising and Promotion **3 credit hours**
- MKT 569 - Marketing Innovations and New Product Development **3 credit hours**

Plus one of the following:

- MKT 562 - Brand Management **3 credit hours or**
- MKT 563 - E-Marketing **3 credit hours or**
- MKT 567 - Marketing Research **3 credit hours**

Total Credit Hours: 21

Marketing Research and Social Media Analytics Graduate Certificate (Online Only)

Requirements

- COM 515 - Data Mining **3 credit hours**
- MBA 565 - Marketing **3 credit hours**
- MKT 567 - Marketing Research **3 credit hours**
- MKT 570 - Gamification Applications in Marketing **3 credit hours**
- MKT 575 - Web Analytics **3 credit hours**
- MKT 580 - Social Media Marketing **3 credit hours**

Total Credits: 18 hours

Project Management Certificate

Course Requirements

- MBA 594 - Enterprise Resource Planning **3 credit hours**
- PRM 516 - Project Process Groups and Project/Product Life Cycles **3 credit hours**
- PRM 518 - Initiating, Planning and Executing a Project **3 credit hours**
- PRM 520 - Monitoring, Controlling and Closing Projects **3 credit hours**
- PRM 522 - Best Practices in Project Management **3 credit hours**
- PRM 524 - Applied Project Management Case **3 credit hours**

Total Credit Hours: 24

Doctor of Business Administration (DBA) in Management

Doctor of Business Administration in Management (DBA)

The Doctorate in Business Administration (DBA) is an advanced degree program that prepares graduates with research, critical analysis, and application skills to make an intellectual contribution to their field of business study. Saint Leo University's DBA program builds on its values that emphasize social responsibility, innovation, and accountability to foster a new form of leadership focused on creating vibrant and sustainable organizations. Students will gain an in-depth understanding of the functional business areas, practical skills for leading within an organization and methods for shaping responsible leaders.

The DBA develops graduates for teaching, academic leadership, or to work in the consulting field. The program leverages the School of Business' expertise in delivering flexible graduate programs that are student centered, application oriented, and outcomes driven.

PROGRAM LEARNING OUTCOMES

After completion of the Doctor of Business Administration (DBA), graduates will:

1. Develop research skills and the ability to use critical thinking skills to analyze and critique both academic and applied research.
2. Identify and synthesize the global implications of research conducted while critically thinking about the interrelated activities that occur in the functional areas of business such as accounting, economics, finance, marketing, project management, and statistics.
3. Demonstrate excellence in both teaching and consulting practices with an emphasis on using experiential, active learning and coaching techniques.
4. Create an original and intellectual contribution to the field of management and/or business in the required dissertation project.
5. Develop and demonstrate a high level of proficiency in written, oral, and group presentation skills.
6. Integrate Saint Leo University's Core Values and ethical foundations into the dissertation process and critical thinking skills used throughout the program.

Program Components

These Core Requirement courses must be taken by all students entering the program without a Master's degree in a business related field (ex. MBA, Masters in Accounting, MS in Business)

MBA 598-Statistics

MBA 560-Financial and Managerial Accounting

MBA 540-Managerial Economics

MBA 565-Marketing

Total: 12 Credits

- DBA ORI - Doctor of Business Administration Orientation **0 credit hours**
- DBA 701 - Doctoral Success Lab: Resources, Processes and Support **3 credit hours**
- DBA 705 - A History of Applied Management Theory **3 credit hours**
- DBA 710 - Global Leadership and Ethics **3 credit hours**
- DBA 715 - Organizational Behavior and Social Responsibility **3 credit hours**
- DBA 720 - Management of Financial Resources **3 credit hours**
- DBA 725 - Business Innovation & Entrepreneurship **3 credit hours**
- DBA 730 - Research Methods-Qualitative **3 credit hours**
- DBA 735 - Research Methods-Quantitative Research Foundation **3 credit hours**
- DBA 745 - Global Perspectives in Human Resource **3 credit hours**
- DBA 750 - Strategic Management in Global Organizations **3 credit hours**
- DBA 755 - Management Learning Seminar **3 credit hours**
- DBA 760 - Management Teaching Practicum **3 credit hours**

- DBA 765 - Doctoral Written Comprehensive Exam **3 credit hours**
- DBA 770 - Dissertation Seminar **3 credit hours**
- DBA 780 - 789 - Directed Research **12 credit hours**
- DBA 801 - Dissertation Oral Defense **0 credit hours**

Total Credits: 57

Graduate Studies in Education

Graduate Studies in Education

The Graduate Studies in Education Department comprises several degree programs for those interested in K-12 education and for those interested in corporate training. The M.Ed. programs are designed for teaching professionals desiring to enhance their skills and for those new to the profession. The M.S. degree allows corporate workers to enhance their knowledge of pedagogy and instruction.

The Education Specialist (Ed.S.) degree is offered to individuals holding a master's degree in education or a related field (reading, guidance/counseling, social work, etc.).

Several of our programs are designed to meet certification requirements and may be state-approved in the state of Florida, but students who seek certification need to be aware that teacher licensure is a function of each state's Department of Education and not of the University. Students are advised to check with the state in which they hope to teach prior to their first semester of enrollment to determine how our programs align with their certification requirements.

Professional Code of Ethics

The profession of education has established standards for ethical behavior. Accordingly, Saint Leo University expects its graduate education students to conduct themselves at the highest levels of conduct in their relationships with faculty, staff, and fellow students. Included are personal and professional relationships, communication (including e-mail and other electronic formats), or other forms of communication, either written or verbal. Students determined to be in violation of this code may be subject to academic discipline, including suspension or expulsion from the University.

Master of Education

Educational Leadership Concentration
Instructional Leadership Concentration
Exceptional Student Education Concentration
Reading Concentration

The Master of Education Program is designed to meet the needs of full-time working educators. The following four concentrations (majors) are offered: educational leadership, instructional leadership, exceptional student education, and reading.

Educational Leadership

Presented within this sequence of courses is a core of knowledge, the mastery of which will empower the graduate to be an educational leader with a vision of the future and engaged in the process of continual professional growth and collaborative reform. All courses within the Educational Leadership concentration are infused with the Core Values of Saint Leo University.

The curriculum consists of a coherent set of courses that constitute three domains: instructional, school operations, and school leadership. It is recommended that students begin with the courses that focus on instructional leadership, then school operations and end with school leadership courses. Coursework in this program will emphasize the cogent theories, policies, and practical aspects of education. Each course is designed to assist the student in mastery of the Florida Principal Leadership Standards, the Florida System of School Improvement and Accountability, and the Guidelines for Certification in Educational Leadership.

Expected Program Outcomes

As a result of successfully completing a course of study within the Educational Leadership concentration the graduate will be expected to:

1. Articulate key concepts of the disciplines that inform educational leadership and apply the integration of those disciplines;
2. Analyze and evaluate the multiple bases of curriculum development theory, research, and policy to improve teaching and learning;
3. Apply knowledge of research-based instructional and assessment strategies to improve teaching and learning;
4. Apply knowledge of leadership theory and recommended practice in educational environments;
5. Become an accomplished educational leader as specified by the State of Florida Accomplished Practices and/or the Florida Principal Leadership Standards;
6. Demonstrate knowledge of how to provide a caring, safe, and student-centered learning environment;
7. Demonstrate an ability to effectively communicate, considering varied community and cultural factors, with diverse audiences (e.g., students, parents, colleagues, and community members), as well as involve such groups in effective decision making;
8. Demonstrate an ability to read and understand the professional literature relevant to education leadership practice and theory;
9. Demonstrate an understanding of the educational change process and its management; and
10. Demonstrate an understanding of the centrality of educational and administrative technology in effective school governance and the improvement of teaching and learning.

The Leadership Studies in Education Program is designed to meet the continuing education and professional development needs of public and private educators.

Instructional Leadership

The Instructional Leadership concentration is for those educators who are not seeking Educational Leadership certification through the Florida Department of Education. The purpose of this concentration is to assist these educators to develop the management and leadership skills necessary for full participation in educational governance at the school, district, and community levels.

Expected Program Outcomes

1. Apply knowledge of research-based instructional and assessment strategies to improve teaching and learning;
2. Demonstrate knowledge of how to provide a caring, safe, and student-centered learning environment;
3. Demonstrate an ability to effectively communicate, considering varied community and cultural factors, with diverse audiences, as well as involve such groups in effective decision making;
4. Demonstrate an ability to read and understand the professional literature relevant to instructional practice and theory;
5. Demonstrate an understanding of educational change process;
6. Demonstrate an understanding of the centrality of instructional technology in effective school governance and the improvement of teaching and learning.

The Comprehensive Examination/Degree Conferral

Effective July 1, 2007, students who are admitted to the M.Ed. program and are seeking educational leadership certification in Florida through the Florida state-approved educational leadership program must pass all subtests of the Florida Educational Leadership Exam (FELE), document the ESOL requirement, and submit a passing FELE score report to the Director of Graduate Studies in Education to satisfy degree conferral requirement.

Educational Leadership Certification

Prior to applying to the State of Florida Department of Education for certification in Education Leadership, the applicant must have a master's or higher degree awarded by a standard institution, have successfully completed the Florida Educational Leadership Core Curriculum, document the ESOL requirement, and have passed the Florida Education Leadership certification exam. Certification requirements may change from time to time; it is the responsibility of the student to know current state certification requirements as they may apply.

Exceptional Student Education

The curriculum for the concentration in Exceptional Student Education consists of a coherent set of courses that are sequenced to assist students in mastering the Florida Educator Accomplished Practices, the Florida Professional Education Competencies and Skills for Certification, the ESOL Performance Standards and Competencies and Skills, the Reading Endorsement Competencies, and the Florida Exceptional Student Education Standards. Program graduates will be able to:

1. Articulate key concepts of the disciplines that inform exceptional student education and apply the integration of these disciplines;
2. Demonstrate knowledge of how to provide a caring, safe, and student-centered learning environment;
3. Demonstrate reflective practice based on the institutional core values and their impact on the use of disabilities knowledge;
4. Analyze and evaluate the multiple bases of curriculum development theory, research, and policy in exceptional student education to improve teaching and learning;
5. Apply knowledge of research-based instructional and assessment strategies in exceptional student education to improve teaching and learning;
6. Apply knowledge of exceptional student education theory and recommended practice in educational environments;
7. Become an accomplished educational practitioner as specified by the State of Florida Accomplished Practices and the Florida Subject Area Competencies in Exceptional Student Education;
8. Demonstrate an ability to effectively communicate, considering varied community and cultural factors, with diverse audiences (e.g., students, parents, colleagues, and community members), as well as involve such groups in effective instructional planning;

9. Demonstrate an ability to read and understand the professional literature relevant to exceptional student education practice and theory; and
10. Apply knowledge of research-based instructional and assessment strategies in ESOL and reading education to improve teaching and learning.

Reading

The **Reading concentration** is designed for certified teachers who are interested in developing advanced skills in the area of literacy teaching. This program is a state approved program.

Expected Outcomes

Program graduates will be able to:

1. Articulate key concepts of the disciplines that inform reading education and apply the integration of these disciplines;
2. Demonstrate knowledge of how to provide a caring, safe, and student-centered learning environment;
3. Demonstrate reflective practice based on the institutional core values and their impact on use of reading education knowledge;
4. Analyze and evaluate the multiple bases of curriculum development theory, research, and policy in reading education to improve teaching and learning;
5. Apply knowledge of research-based instructional and assessment strategies in reading education to improve teaching and learning;
6. Apply knowledge of reading theory and recommended practice in K-12 educational environments;
7. Become an accomplished educational practitioner as specified by the State of Florida Accomplished Practices and the Florida Subject Area Competencies in Reading;
8. Demonstrate an ability to effectively communicate, considering varied community and cultural factors, with diverse audiences (e.g., students, parents, colleagues, and community members), as well as involve such groups in effective instructional planning;
9. Demonstrate an ability to read and understand the professional literature relevant to reading practice and theory.

Master of Science in Instructional Design

Master of Science in Instructional Design

Program Overview

The Master of Science in Instructional Design is a dynamic online program of study that prepares students for career opportunities in this field to design, develop, implement, and evaluate efficient and effective instructional experiences for a variety of settings, including corporate training, military, adult learning, and higher education. The courses in the program are guided by professional standards in the field and focus on the development of skills and specialized experiences in the areas of instructional design, learning theory, and relevant technology in order to be able to develop curricula for the twenty-first-century learner.

Expected Outcomes

Program graduates will be able to:

1. Use foundational knowledge and conceptual framework in order to design instruction;
2. Apply adult learning theory to course development for teaching/learning;

3. Use effective models from communication theory to enhance the ID process;
4. Use research-based practices to inform instructional strategy;
5. Design, develop, implement, and evaluate instruction for a variety of settings;
6. Develop a variety of instructional strategies and skills to be used in the design process;
7. Effectively use instructional technology and media for teaching and learning;
8. Evaluate training and instruction to ensure efficient and effective instruction and course improvement; and
9. Apply the ID process to solve real-world situations.

Program Components

- EDU 523 - Introduction to Instructional Design **3 credit hours**
- EDU 524 - Program Evaluation **3 credit hours**
- EDU 526 - Human Perspective in Instructional Design **3 credit hours**
- EDU 532 - Instructional Strategies **3 credit hours**
- EDU 541 - Production of Educational Media **3 credit hours**
- EDU 543 - Advanced Instructional Design **3 credit hours**
- EDU 544 - Graphics and Design Concepts in eLearning **3 credit hours**
- EDU 548 - e-Learning **3 credit hours**
- EDU 552 - Diffusion and Adoption of Innovations: Change Management **3 credit hours**
- EDU 557 - Project Management for Instructional Design **3 credit hours**
- EDU 576 - Applied Project in Instructional Design **3 credit hours** *
- EDU 630 - Measuring Learning & Performance **3 credit hours**

Total Credit Hours: 36

Note:

* EDU 576 is a 16-week courses that are offered as a paired capstone experience to integrate research and professional practice.

Education Specialist (Ed.S.)

The Graduate Education Program at Saint Leo University offers the specialist in education degree with a concentration in educational leadership and higher education leadership. This degree is for individuals holding a master's degree in education or a related field of study (e.g., guidance and counseling, social work, human services, reading), with certification in educational leadership preferred. Courses will be offered online

Courses within the education specialist degree program have been constructed to ensure that students complete a program of study that meets prevailing research-based best practices and the expectations for educational leadership set nationally and by Saint Leo University. All courses infuse the Saint Leo University Core Values, thus helping students grow in mind, body, and spirit.

The curriculum, comprising 39 semester hours of study, is divided into three clusters: Foundations (12 hours), to ensure a solid foundation for the student's selected concentration; Evaluation Research (9 hours), to ensure that educational leaders make effective data-driven, research-based decisions.

Master of Education

Educational Leadership Catholic School Administrators

The state approved Educational Leadership program offers the mastery of core knowledge that will empower the students to graduate to become educational leaders. The addition of the Catholic Leadership courses will blend the wisdom of educational and theology to prepare educational leaders in Catholic Identity, Catholic Intellect, and Catholic Humanism.

Program Requirements

- EDU 525 - Data Driven Instructional Decisions **3 credit hours**
- EDU 529 - Decision Making for Instructional Leadership **3 credit hours**
- EDU 647 - School Operations **3 credit hours**
- EDU 649 - Building School/Community Relations **3 credit hours**
- EDU 551 - Leadership in a Learning Culture **3 credit hours**
- EDU 553 - Leading Curriculum for Special Populations **3 credit hours**
- EDU 555 - School Management **3 credit hours**
- EDU 570 - Values and Ethics in Educational Leadership **3 credit hours**
- EDU 661 - Managing the Learning Environment **3 credit hours**
- EDU 662 - Human Resource Development in Education **3 credit hours**
- EDU 669 - Principalship: Theory and Practice **3 credit hours**
- EDU 678 - The Practicum **3 credit hours**
- THY 568 - Catechesis/Religious Education: Theory and Practice **3 credit hours**
- THY 570 - Christian Spirituality: History and Praxis **3 credit hours**

Total Credit Hours: 42

Educational Leadership Concentration

Curriculum

The Florida program is a Florida state-approved program for teachers holding K–12 certification and who can complete the Practicum (EDU 678) in the state of Florida and is for those who intend to seek Education Leadership (Level 1) certification through the Florida Department of Education. Candidates who have not met State of Florida ESOL requirements must take and pass EDU 561 in addition to the requirements cited below. The Florida state-approved program is offered fully online and in traditional, blended formats.

Program Components

Florida Educational Leadership Concentration Courses

Sequence of courses:

- EDU 525 - Data Driven Instructional Decisions **3 credit hours**
- EDU 529 - Decision Making for Instructional Leadership **3 credit hours**
- EDU 661 - Managing the Learning Environment **3 credit hours** *
- EDU 551 - Leadership in a Learning Culture **3 credit hours**
- EDU 553 - Leading Curriculum for Special Populations **3 credit hours**
- EDU 555 - School Management **3 credit hours**
- EDU 647 - School Operations **3 credit hours** *
- EDU 662 - Human Resource Development in Education **3 credit hours**
- EDU 678 - The Practicum **3 credit hours** *
- EDU 669 - Principalship: Theory and Practice **3 credit hours**
- EDU 649 - Building School/Community Relations **3 credit hours**
- EDU 570 - Values and Ethics in Educational Leadership **3 credit hours**

ESOL course is only for students who have not met the ESOL requirement. Student must provide documentation of completion of (3) credit hour course in ESOL; or completion of (60) hours of ESOL district-in-service training; or ESOL endorsement; or successful completion of EDU-561 as part of this program.

- EDU 561 - ESOL Survey Course **3 credit hours**

Total Credit Hours: 36

Note:

*16-week course

Exceptional Student Education Concentration

Curriculum

The **Exceptional Student Education concentration** is for those who wish to increase their knowledge base in the area of special education. It has been designed to provide the knowledge base needed for general educators who wish to expand their areas of certification. Coursework is offered through a blended format with expectations for assignments to be completed in K–12 schools. Most of the courses in the program require fieldwork. If you are not currently teaching in a K–12 setting, you are encouraged to volunteer once a week in a classroom.

Exceptional Student Education Concentration Courses

Track A:

This is a Florida state approved program for those students who wish to become a teacher or who are already a teacher leading to certification eligibility in the State of Florida in Exceptional Student Education (K12) with Reading and ESOL endorsements. This track is for those students who want to increase their knowledge in the area of special education. A practicum is required and an internship may be required if a teaching certificate is not already held.

Program Components

- EDU 562 - Culturally Responsive Instruction & Applied Linguistics **3 credit hours** *
- EDU 563 - ESOL: Methodology, Curriculum, and Assessment **3 credit hours**
- EDU 565 - Literacy Assessment and Intervention **3 credit hours**
- EDU 620 - Special Education: An Introduction to Law, Ethics, Placement, and Diversity **3 credit hours**
- EDU 625 - Foundations in Language and Cognition **3 credit hours**
- EDU 633 - Theories and Methods for Mild to Moderate Populations **3 credit hours**
- EDU 636 - Application of Theory and Strategies for Students with Mild and Moderate Disabilities **3 credit hours**
- EDU 640 - Managing Students with Exceptionality **3 credit hours**
- EDU 646 - Assessment for ESE: Evaluation, Interpretation, and Placement **3 credit hours**
- EDU 656 - Transition Planning for Students with Exceptionality **3 credit hours**
- EDU 672 - Instructional Design for Exceptional Student Education **3 credit hours** *
- EDU 674 - Practicum in ESE **3 credit hours** *
- EDU 580 - Internship **3 credit hours** * (if needed)

Total Credit Hours: 36-39

Note:

Passing scores on the Florida Teacher Certification Exam (FCTE): Professional Education, General Knowledge, and the ESE (K-12) Subject Area Exam are required.

***16-week course**

Track B:

This is a state approved program for those students who are already a teacher with a Florida Professional teaching certificate, and Reading and ESOL Endorsements who want to increase their knowledge in the area of special education and seeking certification eligibility in the State of Florida in Exceptional Student Education (K12). A practicum is required and fieldwork is required in many courses.

Program Components

- EDU 565 - Literacy Assessment and Intervention **3 credit hours**
 - EDU 620 - Special Education: An Introduction to Law, Ethics, Placement, and Diversity **3 credit hours**
 - EDU 625 - Foundations in Language and Cognition **3 credit hours**
 - EDU 633 - Theories and Methods for Mild to Moderate Populations **3 credit hours**
 - EDU 636 - Application of Theory and Strategies for Students with Mild and Moderate Disabilities **3 credit hours**
 - EDU 640 - Managing Students with Exceptionality **3 credit hours**
 - EDU 646 - Assessment for ESE: Evaluation, Interpretation, and Placement **3 credit hours**
 - EDU 656 - Transition Planning for Students with Exceptionality **3 credit hours**
 - EDU 672 - Instructional Design for Exceptional Student Education **3 credit hours** *
 - EDU 674 - Practicum in ESE **3 credit hours** *
Choose 2 courses from the following:
 - EDU 562 - Culturally Responsive Instruction & Applied Linguistics **3 credit hours**
 - EDU 563 - ESOL: Methodology, Curriculum, and Assessment **3 credit hours**
 - EDU 621 - Psychology of Learning **3 credit hours**
 - EDU 653 - Collaborating in Inclusive Settings **3 credit hours**
- * 16-week course

Total Credit Hours: 36

Track C

This is a non-state approved program for those students who are already a teacher with ESE certification, and hold Reading and ESOL endorsements and are seeking a masters' degree. A practicum is required and fieldwork is required in many courses.

Program Components

- EDU 565 - Literacy Assessment and Intervention **3 credit hours**
- EDU 620 - Special Education: An Introduction to Law, Ethics, Placement, and Diversity **3 credit hours**
- EDU 625 - Foundations in Language and Cognition **3 credit hours**
- EDU 633 - Theories and Methods for Mild to Moderate Populations **3 credit hours**
- EDU 636 - Application of Theory and Strategies for Students with Mild and Moderate Disabilities **3 credit hours**
- EDU 640 - Managing Students with Exceptionality **3 credit hours**
- EDU 646 - Assessment for ESE: Evaluation, Interpretation, and Placement **3 credit hours**
- EDU 653 - Collaborating in Inclusive Settings **3 credit hours**
- EDU 656 - Transition Planning for Students with Exceptionality **3 credit hours**
- EDU 672 - Instructional Design for Exceptional Student Education **3 credit hours**
- EDU 673 - Supervised Practicum in Reading **3 credit hours**
- EDU 674 - Practicum in ESE **3 credit hours**

Choose 1 elective from the following:

- EDU 562 - Culturally Responsive Instruction & Applied Linguistics **3 credit hours**
- EDU 563 - ESOL: Methodology, Curriculum, and Assessment **3 credit hours**
- EDU 621 - Psychology of Learning **3 credit hours**

Total Credit Hours: 36

Exceptional Student Education Five-Year Bachelor to Master Degree Program

This program is designed for students who graduate from a Saint Leo state-approved undergraduate education program. Students will apply in January of their senior year and, if admitted, will begin the program in the Summer 1 term. Students may take two courses per term.

Instructional Leadership Concentration

Instructional Leadership Concentration Courses

Sequence of courses:

- EDU 525 - Data Driven Instructional Decisions **3 credit hours**
- EDU 529 - Decision Making for Instructional Leadership **3 credit hours**
- EDU 607 - Theories and Practices of Curriculum **3 credit hours**
- EDU 551 - Leadership in a Learning Culture **3 credit hours**
- EDU 553 - Leading Curriculum for Special Populations **3 credit hours**
- EDU 659 - Public School Law **3 credit hours**
- EDU 621 - Psychology of Learning **3 credit hours**
- EDU 660 - School Leadership: Theory and Practice **3 credit hours**
- EDU 670 - Theory and Practice in Research **3 credit hours** *
- EDU 665 - Educational Governance **3 credit hours**
- EDU 649 - Building School/Community Relations **3 credit hours**
- EDU 570 - Values and Ethics in Educational Leadership **3 credit hours**

Total Credit Hours: 36

Reading Concentration

Curriculum

The courses in this concentration have been designed to align with the State of Florida course requirements for reading specialist certification. This program is a state approved program.

Reading Concentration Courses

- EDU 546 - Reading in the Content Areas **3 credit hours**
- EDU 602 - Foundations in Reading **3 credit hours**
- EDU 605 - Elementary Reading Assessment and Intervention **3 credit hours**
- EDU 610 - Secondary Literacy, Assessment and Intervention **3 credit hours**
- EDU 612 - Language and Literacy **3 credit hours**
- EDU 623 - Psychology of Reading **3 credit hours**
- EDU 627 - Literature for Children and Adolescents **3 credit hours**
- EDU 629 - Current Theory and Practice in Reading **3 credit hours**
- EDU 645 - Methods to Integrate Reading and Writing **3 credit hours**
- EDU 658 - Leadership in the Development of Reading Programs **3 credit hours**
- EDU 670 - Theory and Practice in Research **3 credit hours** *
- EDU 673 - Supervised Practicum in Reading **3 credit hours** *

Total Credit Hours: 36

Note:

***16-week courses**

A student must meet the ESOL requirement by one of the following:

1. Hold an ESOL endorsement or a professional teaching certificate
2. Have 60 in-service hours in ESOL through their school district
3. Take EDU 561 ESOL survey course

It is the student's responsibility to provide the university evidence.

Prior to applying to the State of Florida Department of Education for certification in reading, the applicant:

- Must possess a master's or higher degree awarded by a standard institution
- Must have:
 - Florida Educator Accomplished Practices
 - Professional Education Competencies and Skills
 - Florida Reading K-12 Competencies and Skills
 - Reading Endorsement Competencies

- Field Experience Log
- Must have passed the FTCE Reading K-12 Subject Area Test
- Must have met the ESOL Requirement.

Certification requirements may change from time to time; it is the responsibility of the student to know the current state certification requirements as they may apply.

Education Specialist

Education Specialist: Higher Education Leadership Concentration

Program Outline

Summary

- Foundations **12 credit hours**
- Evaluation Research **9 credit hours**
- School Leadership or Higher Education Leadership **18 credit hours**

Total Credit Hours: 39

Foundations

- EDU 703 - Applied Educational Statistics **3 credit hours**
- EDU 704 - Assessment & Accountability **3 credit hours**
- EDU 705 - Fostering High Quality Teaching **3 credit hours**
- EDU 706 - Instructional Technology **3 credit hours**

Total Credit Hours: 12

Evaluation Research

- EDU 713 - Program Evaluation: Introduction **3 credit hours**
- EDU 714 - Program Evaluation: Instrumentation and Analytics **3 credit hours**
- EDU 715 - Program Evaluation: Design **3 credit hours**

Total Credit Hours: 9

Higher Education Leadership

- EDU 716 - American Higher Education **3 credit hours**
- EDU 717 - Student Affairs Administration **3 credit hours**
- EDU 718 - Higher Education Enrollment Management **3 credit hours**
- EDU 719 - Higher Education Curriculum **3 credit hours**
- EDU 720 - Higher Education Law **3 credit hours**
- EDU 721 - Higher Education Governance **3 credit hours**

Total Credit Hours: 18

Total Program Hours: 39

Note:

All courses in the Ed.S. are offered in a sixteen-week format.

Education Specialist: School Leadership Concentration

Program Outline

Summary

- Foundations **12 credit hours**
- Evaluation Research **9 credit hours**
- School Leadership or Higher Education Leadership **18 credit hours**

Total Credit Hours: 39

Foundations

- EDU 703 - Applied Educational Statistics **3 credit hours**

- EDU 704 - Assessment & Accountability **3 credit hours**
- EDU 705 - Fostering High Quality Teaching **3 credit hours**
- EDU 706 - Instructional Technology **3 credit hours**

Total Credit Hours: 12

Evaluation Research

- EDU 713 - Program Evaluation: Introduction **3 credit hours**
- EDU 714 - Program Evaluation: Instrumentation and Analytics **3 credit hours**
- EDU 715 - Program Evaluation: Design **3 credit hours**

Total Credit Hours: 9

School Leadership

- EDU 701 - Ensuring Quality ESE Services **3 credit hours**
- EDU 702 - Effective Reading & ESOL Instruction **3 credit hours**
- EDU 707 - Leading the School Organization **3 credit hours**
- EDU 708 - Building Partnerships **3 credit hours**
- EDU 711 - School Leadership **3 credit hours** *
- EDU 712 - School Leadership Topics **3 credit hours** *

Total Credit Hours: 18

Total Program Hours: 39

Note:

* EDU 711 - School Leadership and EDU 712 - School Leadership Topics are taken together as a semester block, unless otherwise approved by the Director of Graduate Studies.

All courses in the Ed.S. are offered in a sixteen-week format.

Graduate Certificate

Instructional Design Graduate Certificate

Program Components

- EDU 523 - Introduction to Instructional Design **3 credit hours**
- EDU 532 - Instructional Strategies **3 credit hours**
- EDU 543 - Advanced Instructional Design **3 credit hours**
- EDU 544 - Graphics and Design Concepts in eLearning **3 credit hours**
- EDU 630 - Measuring Learning & Performance **3 credit hours**

Total Credit Hours: 15

Reading Graduate Certificate

State Approved-Reading Endorsement Courses

- EDU 546 - Reading in the Content Areas **3 credit hours**
- EDU 602 - Foundations in Reading **3 credit hours**
- EDU 605 - Elementary Reading Assessment and Intervention **3 credit hours**
- EDU 610 - Secondary Literacy, Assessment and Intervention **3 credit hours**
- EDU 612 - Language and Literacy **3 credit hours**
- EDU 673 - Supervised Practicum in Reading **3 credit hours** *

Total Credit Hours: 18

Note:

***16-week course**

Graduate Studies Human Services

Master of Science in Human Services Administration

Master of Science in Human Services Administration

The Master of Science in Human Services Administration is an advanced degree that prepares graduates with the knowledge, values, and skills they need to administer a human services agency. Students will study methods of leadership, management, board development, program planning, community needs assessment and program evaluation. They will learn how to conduct a community needs assessment and then determine if gaps in service exist in a community. If so, they will learn how to create new services or improve upon existing ones. Students will learn how to organize a private for profit, or non-profit organization as well as a social entrepreneurship. Courses will include exercises on developing 501 (c)(3) applications, organizing a board of trustees, and implementing a mission statement. Funding for different types of agencies will be reviewed with students working on grant applications, foundations, or learning about small business loans and other capital. Students will have an optional field placement course if they want the experience of interning in a human services agency in an administrative capacity. They will complete applied classes where they will learn how to develop new organizations in their communities, how to search for funding, develop fundraising ideas and plans, market their programs, worked with boards of directors, and recruit a volunteer workforce if needed. Graduates will be prepared for administrative jobs in healthcare, child welfare, aging, mental health, counseling, or other human services agencies. They will also be trained in program development if they choose to create their own community service.

Expected Program Outcomes

Program graduates will be able to:

1. Develop a strategy and fundraising plan for a human services organization
2. Identify fundraising tools that include people, skills, equipment, and technology
3. Locate websites and organizations that are sources for public and private grants, foundations, and contracts
4. Develop a grant application for use in a human services organization
5. Determine action steps to address organizational legal and ethical issues
6. Recognize and understand the National Organization for Human Services Code of Ethics
7. Discuss the history and the need for past and present human services and the vulnerable populations they serve such as children, the aged, mentally and physically challenged, victims of crime and abuse, those living in poverty, substance abusers, and those who are chronically ill
8. Describe new models of human services organizations including private for profit, private non-profit, and social entrepreneurship
9. Create a marketing plan for a human services organization
10. Apply human resource management concepts to a human services organization
11. Identify ethical issues that challenge human services professionals and administrators

12. Analyze the administrative policies and procedures of a human services agency
13. Develop an annual budget for a human services agency
14. Construct job descriptions for a human services organization
15. Describe the concept of a needs assessment and how they are conducted

Human Services Course Requirements

- HUS 505 - Management & Leadership in Human Service Organizations **3 credit hours**
- HUS 510 - Legal and Ethical Issues in Human Services **3 credit hours**
- HUS 515 - Community Needs Assessment and Program Evaluation **3 credit hours**
- HUS 520 - Working in Human Services Administration **3 credit hours**
- HUS 530 - Creating New Human Services Organizations **3 credit hours**
- HUS 540 - Funding Sources for Human Services Organizations **3 credit hours**
- HUS 550 - Advocacy and Policy Analyses **3 credit hours**
- HUS 560 - Grantsmanship **3 credit hours**
- HUS 565 - Marketing in Human Service Organizations **3 credit hours**
- HUS 570 - Field Placement in Human Services Administration **3 credit hours**
- HUS 590 - Graduate Project in Human Services Administration **3 credit hours**

Elective Choices

Choose at least one elective from the following:

- HCM 520 - Health Care Organization/Managed Care **3 credit hours**
- HCM 540 - Critical Issues in Health Care **3 credit hours**
- HRA 539 - HR Strategic Training and Development **3 credit hours**
- HRA 545 - Administrative and Personnel Law **3 credit hours**
- COM 510 - Management of Information Security **3 credit hours**
- PRM 516 - Project Process Groups and Project/Product Life Cycles **3 credit hours**
- CRJ 535 - Management of Human Resources in Criminal Justice Agencies **3 credit hours**
- CRJ 540 - Planning and Financial Management in Criminal Justice Agencies **3 credit hours**
- THY 599 - Youth Ministry **3 credit hours**

Total Credits: 36 hours

Graduate Studies in Public Safety Administration

Master of Science in Criminal Justice

The primary mission of the Master of Science in Criminal Justice Program is to serve both active and aspiring criminal justice professionals. The curriculum is designed to provide and enhance their knowledge, skills, and values for the purpose of increasing the effectiveness, professionalism, and policy-making abilities of criminal justice administrators.

Expected Program Outcomes

1. Graduates should demonstrate an ability to a) use computerized databases to access criminal justice policy research; b) evaluate the methodologies, findings, and conclusions of such studies; and c) use this information in the development, implementation, and evaluation of agency policies and procedures.
2. Graduates should a) know the history and development of ethical standards that are relevant to criminal justice administration; b) understand how leadership can affect organizational ethics; and c) develop skills for the practical application of ethical standards within the criminal justice system.
3. Graduates should demonstrate an ability to be effective criminal justice agency human resource managers. To this end they should a) be knowledgeable about the current issues and innovations in personnel resource management; b) understand trends in management of human resources of an agency; and c) recognize and explain the most effective human resource management programs in criminal justice.
4. Graduates should demonstrate an ability to be effective criminal justice agency fiscal resource managers and planners. To this end they should a) be knowledgeable about the current issues and innovations in fiscal resource development, budgeting, accounting, and reporting; b) understand and articulate the most desirable methods and systems in use in criminal justice agencies; and c) be able to discuss the most effective means of integrating long- and short-range planning and budgeting in criminal justice agencies.
5. Graduates should a) be thoroughly aware of the complex legal environment within which their agencies must operate; and b) be able to articulate an understanding of personnel law, issues of civil liability, and substantive and procedural laws related to criminal justice agencies and their administration.
6. Graduates should a) demonstrate an awareness of currently existing criminal justice information resources and systems; b) demonstrate the technical understanding necessary to effectively apply these resources to the administration of criminal justice; and c) be able to articulate policy issues created or impacted by information resource systems and technology.
7. Graduates should a) be able to understand and articulate the normal processes through which criminal justice policies are developed and implemented; b) be able to identify public, private, and special interest organizations and individuals involved in criminal justice policy making; and c) be able to articulate methods by which the success of public policy making may be evaluated.
8. Graduates should a) be able to understand and articulate the role of leadership in a criminal justice agency; b) be able to articulate the desirable traits in a criminal justice leader; and c) be able to distinguish among leadership, management, and supervision.
9. Graduates should a) be able to define and discuss the effective components of "futures studies" as applied to criminal justice administration; b) be able to identify major trends and conditions affecting the State of Florida, its communities, and its criminal justice agencies; and c) discuss methods by which such trends and conditions may be effectively anticipated, identified, assessed, and monitored.
10. Graduates should a) be aware of the changing nature and substance of criminal justice issues in their discipline and communities; and b) be able to articulate an understanding of the more critical current issues and problems facing criminal justice administrators.
11. Graduates should have the skills, attitudes, and knowledge base to apply the content of their postgraduate education to addressing substantive criminal justice administrative challenges and goals.

Master of Science in Critical Incident Management

The Master of Science in Critical Incident Management is designed to prepare individuals from the public and private sectors, nongovernmental organizations, and the military to manage the diverse challenges facing our nation as a result of recent

disasters and complex global threats. The comprehensive curriculum is designed to expose students to the necessary theoretical knowledge and practical skills that are necessary for effectively managing a wide range of critical incidents. Students will critically analyze historical and contemporary case studies to identify best practices for identifying threats, minimizing risk, and effectively leading organizations in times of crisis. Students will also gain an understanding of the sociological and psychological aspects of disasters and how these can affect those involved in catastrophic events.

Expected Program Outcomes

Graduates of the Master of Science in Critical Incident Management Program should be able to articulate and/or demonstrate the following knowledge and skills:

1. The legal and regulatory environment affecting the field of emergency and disaster management, including the role of federal, state, and local governments within this legal framework.
2. Various financial management concepts and techniques applicable to the field of emergency and disaster management, and how the strategic management process affects budgeting, financial management, and performance management.
3. The political dynamics of emergency and disaster management and the importance of various public policy formulation and implementation issues, to include problem identification, stakeholder analysis, agenda setting, and interest groups.
4. Contemporary organizational leadership theories and concepts applicable to the field of emergency and disaster management, to include transformational leadership, motivation, effective organizational communication, group dynamics, organizational culture and climate, professional development, and individual and organizational ethics.
5. Various techniques and concepts used in research and evaluation, and how these apply to selected policies, procedures, practices, and programs applicable to emergency and disaster management.
6. The historical and philosophical basis of terrorism, and how to design counter-terrorism programs to protect the public and first responders from identified threats by minimizing risk.
7. The nature of disaster, the complexities of disaster response operations, and the role of various critical incident management personnel in managing disaster response operations.
8. The role of risk identification and assessment in emergency and disaster management, including existing legislative and administrative mandates concerning the detection, prevention, and mitigation of hazards and risk.
9. The psychological trauma that may be experienced by victims and first responders to disasters as well as the treatment strategies that may be needed, to include post-traumatic stress disorder (PTSD) and critical incident stress management (CISM).
10. The relevant sociological research regarding disasters, to include individual, group, organization, and community responses to, and recovery from, disasters.
11. Contemporary principles and practices of hazard mitigation, to include the tools, techniques, and resources applicable to planning for and implementing successful hazard mitigation programs.

Master of Science in Criminal Justice

Corrections Specialization (Online Only)

The curriculum as outlined below is designed for criminal justice administrators, first responders, government officials, correctional officers, probation and parole officers, community correctional officers, and those who work within the correctional population. In the past 30 years, correctional organizations have undergone dramatic changes in the field of correctional management. This course of study is designed to provide the learner with current leadership practices,

understanding the complex treatments and issues of offenders, trends of the twenty-first century, health care practices, and the problems associated with recidivism.

In order to earn the degree with the specialization in corrections, a student must successfully complete the five core courses, the four corrections courses, and two elective courses.

Core Courses

- CRJ 530 - Ethical Issues in Criminal Justice Administration **3 credit hours** *
- CRJ 550 - Legal Issues in Criminal Justice Administration **3 credit hours**
- CRJ 560 - Public Policy Making in Criminal Justice **3 credit hours**
- CRJ 565 - Leadership Applications in Criminal Justice **3 credit hours**
- CRJ 590 - Applied Project in Criminal Justice Administration **6 credit hours** **

Corrections Courses

- CRJ 520 - Contemporary Issues in Community Corrections **3 credit hours**
- CRJ 521 - Offender Treatment Methodology **3 credit hours**
- CRJ 522 - Corrections Issues and Trends **3 credit hours**
- CRJ 523 - Correctional Leadership **3 credit hours**

Elective Courses (choose two)

- CRJ 500 - Special Topics **3 credit hours**
- CRJ 501 - Terrorism in Israel **3 credit hours**
- CRJ 502 - Hostage Negotiations Phase I & II **3 credit hours**
- CRJ 503 - Preventing Terrorist Attacks **3 credit hours**
- CRJ 525 - Criminal Justice Policy Research and Evaluation **3 credit hours**
- CRJ 526 - Research Methods in Criminal Justice I **3 credit hours**
- CRJ 527 - Research Methods in Criminal Justice II **3 credit hours**
- CRJ 535 - Management of Human Resources in Criminal Justice Agencies **3 credit hours**
- CRJ 540 - Planning and Financial Management in Criminal Justice Agencies **3 credit hours**
- CRJ 545 - Introduction to Forensic Science **3 credit hours**
- CRJ 546 - Advanced Forensic Science **3 credit hours**
- CRJ 547 - Forensic and Medicolegal Death Investigation **3 credit hours**
- CRJ 548 - Crime Scene Investigation and Management **3 credit hours**
- CRJ 551 - Legal Issues in Criminal Justice Agencies II **3 credit hours**
- CRJ 552 - Criminal Advocacy and Judicial Procedure **3 credit hours**
- CRJ 553 - Fundamentals of Civil Litigation **3 credit hours**
- CRJ 555 - Information Resource Management for Criminal Justice Management **3 credit hours**

- CRJ 570 - Future Studies in Criminal Justice **3 credit hours**
- CRJ 575 - Contemporary Issues in Criminal Justice Administration **3 credit hours**
- CRJ 581 - Impact of Terrorism on Homeland Security **3 credit hours**
- CRJ 582 - Management of Critical Incident Operations **3 credit hours**
- CRJ 583 - Risk Identification and Assessment **3 credit hours**
- CRJ 584 - Psychological Aspects of Critical Incidents **3 credit hours**
- PSY 501 - Introductions to Forensic Psychology **3 credit hours**
- PSY 505 - Forensic Interviews and Interrogations **3 credit hours**
- PSY 510 - Psychopathology of Criminal Behavior **3 credit hours**
- PSY 515 - Courtroom Psychology **3 credit hours**

Total Credit Hours: 36

Note:

*In the Online Program only, CRJ 530 - Ethical Issues in Criminal Justice Administration is a prerequisite for all courses.

**CRJ 590 - Applied Project in Criminal Justice Administration is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call, VTT (video conferencing), and/or Elluminate.

Critical Incident Management Specialization (Online Only)

The curriculum as outlined below is designed for criminal justice administrators, first responders, government officials, and organizations that are faced with a myriad of challenges as a result of recent disasters and current world threats. The course of study is designed to yield an understanding of how to manage critical incidents, psychological aspects of disasters for first responders, hazard mitigation, and risk identification.

In order to earn the degree with the concentration in critical incident management, a student must successfully complete the five core courses, the four critical incident management courses, and two elective courses.

Core Courses

- CRJ 530 - Ethical Issues in Criminal Justice Administration **3 credit hours** *
- CRJ 550 - Legal Issues in Criminal Justice Administration **3 credit hours**
- CRJ 560 - Public Policy Making in Criminal Justice **3 credit hours**
- CRJ 565 - Leadership Applications in Criminal Justice **3 credit hours** **
- CRJ 590 - Applied Project in Criminal Justice Administration **6 credit hours** ***

Critical Incident Management Courses

- CRJ 581 - Impact of Terrorism on Homeland Security **3 credit hours**
- CRJ 582 - Management of Critical Incident Operations **3 credit hours**
- CRJ 583 - Risk Identification and Assessment **3 credit hours**
- CRJ 584 - Psychological Aspects of Critical Incidents **3 credit hours**

Elective Courses (choose two)

- CRJ 500 - Special Topics **3 credit hours**
- CRJ 501 - Terrorism in Israel **3 credit hours**
- CRJ 502 - Hostage Negotiations Phase I & II **3 credit hours**
- CRJ 503 - Preventing Terrorist Attacks **3 credit hours**
- CRJ 520 - Contemporary Issues in Community Corrections **3 credit hours**
- CRJ 521 - Offender Treatment Methodology **3 credit hours**
- CRJ 522 - Corrections Issues and Trends **3 credit hours**
- CRJ 523 - Correctional Leadership **3 credit hours**
- CRJ 525 - Criminal Justice Policy Research and Evaluation **3 credit hours**
- CRJ 526 - Research Methods in Criminal Justice I **3 credit hours**
- CRJ 527 - Research Methods in Criminal Justice II **3 credit hours**
- CRJ 535 - Management of Human Resources in Criminal Justice Agencies **3 credit hours**
- CRJ 540 - Planning and Financial Management in Criminal Justice Agencies **3 credit hours**
- CRJ 545 - Introduction to Forensic Science **3 credit hours**
- CRJ 546 - Advanced Forensic Science **3 credit hours**
- CRJ 547 - Forensic and Medicolegal Death Investigation **3 credit hours**
- CRJ 548 - Crime Scene Investigation and Management **3 credit hours**
- CRJ 551 - Legal Issues in Criminal Justice Agencies II **3 credit hours**
- CRJ 552 - Criminal Advocacy and Judicial Procedure **3 credit hours**
- CRJ 553 - Fundamentals of Civil Litigation **3 credit hours**
- CRJ 555 - Information Resource Management for Criminal Justice Management **3 credit hours**
- CRJ 570 - Future Studies in Criminal Justice **3 credit hours**
- CRJ 575 - Contemporary Issues in Criminal Justice Administration **3 credit hours**
- PSY 501 - Introductions to Forensic Psychology **3 credit hours**
- PSY 505 - Forensic Interviews and Interrogations **3 credit hours**
- PSY 510 - Psychopathology of Criminal Behavior **3 credit hours**
- PSY 515 - Courtroom Psychology **3 credit hours**

Total Credit Hours: 36

Note:

*In the Online Program only, CRJ 530 - Ethical Issues in Criminal Justice Administration is a prerequisite for all courses.

** In the Online Program only, CRJ 565 - Leadership Applications in Criminal Justice has a prerequisite of CRJ 530 - Ethical Issues in Criminal Justice Administration .

***CRJ 590 - Applied Project in Criminal Justice Administration is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call, VTT (video conferencing), and/or Elluminate.

Forensic Psychology Specialization (Online Only)

The curriculum as outlined below is designed for criminal justice administrators, first responders, government officials, and those individuals who have an interest in understanding the role of forensic psychology in the field of criminal justice. The area of forensic psychology plays an important role in the investigation of criminal offenses. This course of study will focus on the way that psychology and the criminal code interact together to solve some of the world's most heinous, violent criminal acts; clinical aspects of psychological disorder as they impact individuals and criminal behavior; the use of psychology when conducting interviews; and the important function of how forensic psychology works within the court system.

In order to earn the degree with the specialization in forensic psychology, a student must successfully complete the five core courses, the four forensic psychology courses, and two elective courses.

Core Courses

- CRJ 530 - Ethical Issues in Criminal Justice Administration **3 credit hours** *
- CRJ 550 - Legal Issues in Criminal Justice Administration **3 credit hours**
- CRJ 560 - Public Policy Making in Criminal Justice **3 credit hours**
- CRJ 565 - Leadership Applications in Criminal Justice **3 credit hours** **
- CRJ 590 - Applied Project in Criminal Justice Administration **6 credit hours** ***

Forensic Psychology Courses

- PSY 501 - Introductions to Forensic Psychology **3 credit hours**
- PSY 505 - Forensic Interviews and Interrogations **3 credit hours**
- PSY 510 - Psychopathology of Criminal Behavior **3 credit hours**
- PSY 515 - Courtroom Psychology **3 credit hours**

Elective Courses (choose two)

- CRJ 500 - Special Topics **3 credit hours**
- CRJ 501 - Terrorism in Israel **3 credit hours**

- CRJ 502 - Hostage Negotiations Phase I & II **3 credit hours**
- CRJ 503 - Preventing Terrorist Attacks **3 credit hours**
- CRJ 520 - Contemporary Issues in Community Corrections **3 credit hours**
- CRJ 521 - Offender Treatment Methodology **3 credit hours**
- CRJ 522 - Corrections Issues and Trends **3 credit hours**
- CRJ 523 - Correctional Leadership **3 credit hours**
- CRJ 525 - Criminal Justice Policy Research and Evaluation **3 credit hours**
- CRJ 526 - Research Methods in Criminal Justice I **3 credit hours**
- CRJ 527 - Research Methods in Criminal Justice II **3 credit hours**
- CRJ 535 - Management of Human Resources in Criminal Justice Agencies **3 credit hours**
- CRJ 540 - Planning and Financial Management in Criminal Justice Agencies **3 credit hours**
- CRJ 545 - Introduction to Forensic Science **3 credit hours**
- CRJ 546 - Advanced Forensic Science **3 credit hours**
- CRJ 547 - Forensic and Medicolegal Death Investigation **3 credit hours**
- CRJ 548 - Crime Scene Investigation and Management **3 credit hours**
- CRJ 551 - Legal Issues in Criminal Justice Agencies II **3 credit hours**
- CRJ 552 - Criminal Advocacy and Judicial Procedure **3 credit hours**
- CRJ 553 - Fundamentals of Civil Litigation **3 credit hours**
- CRJ 555 - Information Resource Management for Criminal Justice Management **3 credit hours**
- CRJ 570 - Future Studies in Criminal Justice **3 credit hours**
- CRJ 575 - Contemporary Issues in Criminal Justice Administration **3 credit hours**
- CRJ 581 - Impact of Terrorism on Homeland Security **3 credit hours**
- CRJ 582 - Management of Critical Incident Operations **3 credit hours**
- CRJ 583 - Risk Identification and Assessment **3 credit hours**
- CRJ 584 - Psychological Aspects of Critical Incidents **3 credit hours**

Total Credit Hours: 36

Note:

*In the Online Program only, CRJ 530 - Ethical Issues in Criminal Justice Administration is a prerequisite for all courses.

**In the Online Program only, CRJ 565 - Leadership Applications in Criminal Justice has a prerequisite of CRJ 530 - Ethical Issues in Criminal Justice Administration

***CRJ 590 - Applied Project in Criminal Justice Administration is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call, VTT (video conferencing), and/or Elluminate.

Forensic Science Specialization (Online Only)

The curriculum as outlined below is designed to serve both active and aspiring criminal justice professionals. The curriculum provides and enhances the knowledge, skills, and values for the purpose of increasing the effectiveness, professionalism, and

policy-making abilities of criminal justice practitioners. This specialization introduces the student to how forensic science is used in the field of criminal justice.

In order to earn the degree, a student must successfully complete the five core courses, the four forensic science courses, and two elective courses.

Core Courses

- CRJ 530 - Ethical Issues in Criminal Justice Administration **3 credit hours** *
- CRJ 550 - Legal Issues in Criminal Justice Administration **3 credit hours**
- CRJ 560 - Public Policy Making in Criminal Justice **3 credit hours**
- CRJ 565 - Leadership Applications in Criminal Justice **3 credit hours** **
- CRJ 590 - Applied Project in Criminal Justice Administration **6 credit hours** ***

Forensic Science Courses

- CRJ 545 - Introduction to Forensic Science **3 credit hours**
- CRJ 546 - Advanced Forensic Science **3 credit hours**
- CRJ 547 - Forensic and Medicolegal Death Investigation **3 credit hours**
- CRJ 548 - Crime Scene Investigation and Management **3 credit hours**

Elective Courses (choose two)

- CRJ 500 - Special Topics **3 credit hours**
- CRJ 501 - Terrorism in Israel **3 credit hours**
- CRJ 502 - Hostage Negotiations Phase I & II **3 credit hours**
- CRJ 503 - Preventing Terrorist Attacks **3 credit hours**
- CRJ 510 - Criminal Sexual Behaviors **3 credit hours**
- CRJ 512 - Investigative Methodologies of Violence **3 credit hours**
- CRJ 520 - Contemporary Issues in Community Corrections **3 credit hours**
- CRJ 521 - Offender Treatment Methodology **3 credit hours**
- CRJ 522 - Corrections Issues and Trends **3 credit hours**
- CRJ 523 - Correctional Leadership **3 credit hours**
- CRJ 525 - Criminal Justice Policy Research and Evaluation **3 credit hours**
- CRJ 526 - Research Methods in Criminal Justice I **3 credit hours**
- CRJ 527 - Research Methods in Criminal Justice II **3 credit hours**
- CRJ 535 - Management of Human Resources in Criminal Justice Agencies **3 credit hours**
- CRJ 540 - Planning and Financial Management in Criminal Justice Agencies **3 credit hours**
- CRJ 551 - Legal Issues in Criminal Justice Agencies II **3 credit hours**
- CRJ 552 - Criminal Advocacy and Judicial Procedure **3 credit hours**

- CRJ 553 - Fundamentals of Civil Litigation **3 credit hours**
- CRJ 555 - Information Resource Management for Criminal Justice Management **3 credit hours**
- CRJ 570 - Future Studies in Criminal Justice **3 credit hours**
- CRJ 575 - Contemporary Issues in Criminal Justice Administration **3 credit hours**
- CRJ 581 - Impact of Terrorism on Homeland Security **3 credit hours**
- CRJ 582 - Management of Critical Incident Operations **3 credit hours**
- CRJ 583 - Risk Identification and Assessment **3 credit hours**
- CRJ 584 - Psychological Aspects of Critical Incidents **3 credit hours**
- PSY 501 - Introductions to Forensic Psychology **3 credit hours**
- PSY 505 - Forensic Interviews and Interrogations **3 credit hours**
- PSY 510 - Psychopathology of Criminal Behavior **3 credit hours**
- PSY 515 - Courtroom Psychology **3 credit hours**

Total Credit Hours: 36

Note:

*In the Online Program only, CRJ 530 - Ethical Issues in Criminal Justice Administration is a prerequisite for all courses.

** In the Online Program only, CRJ 565 - Leadership Applications in Criminal Justice has a prerequisite of CRJ 530 - Ethical Issues in Criminal Justice Administration

***CRJ 590 - Applied Project in Criminal Justice Administration is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call, VTT (video conferencing), and/or Elluminate.

Legal Studies Specialization (Online Only)

The curriculum as outlined below is designed for criminal justice administrators, first responders, government officials, correctional officers, probation and parole officers, and those individuals who have an interest in further understanding the role of the legal system within the United States. This course of study will provide students with a well-rounded understanding of legal procedures and how the judicial system operates within the civil and criminal domain.

In order to earn the degree with the specialization in legal studies, a student must successfully complete the five core courses, the three legal studies courses, and two elective courses.

Core Courses

- CRJ 530 - Ethical Issues in Criminal Justice Administration **3 credit hours** *
- CRJ 550 - Legal Issues in Criminal Justice Administration **3 credit hours**
- CRJ 560 - Public Policy Making in Criminal Justice **3 credit hours**
- CRJ 565 - Leadership Applications in Criminal Justice **3 credit hours** **

- CRJ 590 - Applied Project in Criminal Justice Administration **6 credit hours *****

Legal Studies Courses

- CRJ 551 - Legal Issues in Criminal Justice Agencies II **3 credit hours**
- CRJ 552 - Criminal Advocacy and Judicial Procedure **3 credit hours**
- CRJ 553 - Fundamentals of Civil Litigation **3 credit hours**

Elective Courses (choose three)

- CRJ 500 - Special Topics **3 credit hours**
- CRJ 501 - Terrorism in Israel **3 credit hours**
- CRJ 502 - Hostage Negotiations Phase I & II **3 credit hours**
- CRJ 503 - Preventing Terrorist Attacks **3 credit hours**
- CRJ 510 - Criminal Sexual Behaviors **3 credit hours**
- CRJ 512 - Investigative Methodologies of Violence **3 credit hours**
- CRJ 520 - Contemporary Issues in Community Corrections **3 credit hours**
- CRJ 521 - Offender Treatment Methodology **3 credit hours**
- CRJ 522 - Corrections Issues and Trends **3 credit hours**
- CRJ 523 - Correctional Leadership **3 credit hours**
- CRJ 525 - Criminal Justice Policy Research and Evaluation **3 credit hours**
- CRJ 526 - Research Methods in Criminal Justice I **3 credit hours**
- CRJ 527 - Research Methods in Criminal Justice II **3 credit hours**
- CRJ 535 - Management of Human Resources in Criminal Justice Agencies **3 credit hours**
- CRJ 540 - Planning and Financial Management in Criminal Justice Agencies **3 credit hours**
- CRJ 545 - Introduction to Forensic Science **3 credit hours**
- CRJ 546 - Advanced Forensic Science **3 credit hours**
- CRJ 547 - Forensic and Medicolegal Death Investigation **3 credit hours**
- CRJ 548 - Crime Scene Investigation and Management **3 credit hours**
- CRJ 555 - Information Resource Management for Criminal Justice Management **3 credit hours**
- CRJ 570 - Future Studies in Criminal Justice **3 credit hours**
- CRJ 575 - Contemporary Issues in Criminal Justice Administration **3 credit hours**
- CRJ 581 - Impact of Terrorism on Homeland Security **3 credit hours**
- CRJ 582 - Management of Critical Incident Operations **3 credit hours**
- CRJ 583 - Risk Identification and Assessment **3 credit hours**
- CRJ 584 - Psychological Aspects of Critical Incidents **3 credit hours**
- PSY 501 - Introductions to Forensic Psychology **3 credit hours**
- PSY 505 - Forensic Interviews and Interrogations **3 credit hours**
- PSY 510 - Psychopathology of Criminal Behavior **3 credit hours**
- PSY 515 - Courtroom Psychology **3 credit hours**

Total Credit Hours: 36

Note:

*In the Online Program only, CRJ 530 - Ethical Issues in Criminal Justice Administration is a prerequisite for all courses.

**In the Online Program only, CRJ 565 - Leadership Applications in Criminal Justice has a prerequisite of CRJ 530 - Ethical Issues in Criminal Justice Administration .

***CRJ 590 - Applied Project in Criminal Justice Administration is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call, VTT (video conferencing), and/or Elluminate.

Master of Science in Criminal Justice Program (Blended/Web-Enhanced/Online Curriculum)

The Blended Master of Science in Criminal Justice Program is for those professionals who wish to complete the graduate program by delivery modes other than traditional campus classes. The blended program offers classes in a variety of delivery formats—for example, online, VTT (video conferencing), Elluminate, and on campus, including the Institute for Excellence in Criminal Justice Administration.

The Master of Science in Criminal Justice Program on University Campus is designed to serve the needs of working professionals. The program is offered in several formats: Campus and VTT (video conferencing) during the three semesters (fall, spring, and summer), which consist of eight four-hour classes scheduled in the morning and afternoon on Saturday and/or Sundays in an alternating format (when applicable); online (eight-week sessions); University Centers (eight-week sessions); Institute for Excellence in Criminal Justice Administration, which includes the Command Officer Management Seminar Program (special program offerings) and Summer Institute held at the University Campus; or specially arranged programs such as the College Learning at Sea Program. In the online program only, CRJ 530 Ethical Issues in Criminal Justice is a prerequisite for all courses.

The Master of Science in Criminal Justice Program consists of 36 graduate credit hours and requires students to take the five core classes and choose six elective courses.

Program Components

Core Classes

- CRJ 530 - Ethical Issues in Criminal Justice Administration **3 credit hours** *
- CRJ 550 - Legal Issues in Criminal Justice Administration **3 credit hours**

- CRJ 560 - Public Policy Making in Criminal Justice **3 credit hours**
- CRJ 565 - Leadership Applications in Criminal Justice **3 credit hours** **
- CRJ 590 - Applied Project in Criminal Justice Administration **6 credit hours** ***

Elective Courses (choose six)

- CRJ 500 - Special Topics **3 credit hours**
- CRJ 501 - Terrorism in Israel **3 credit hours**
- CRJ 502 - Hostage Negotiations Phase I & II **3 credit hours**
- CRJ 503 - Preventing Terrorist Attacks **3 credit hours**
- CRJ 510 - Criminal Sexual Behaviors **3 credit hours**
- CRJ 512 - Investigative Methodologies of Violence **3 credit hours**
- CRJ 520 - Contemporary Issues in Community Corrections **3 credit hours**
- CRJ 521 - Offender Treatment Methodology **3 credit hours**
- CRJ 522 - Corrections Issues and Trends **3 credit hours**
- CRJ 523 - Correctional Leadership **3 credit hours**
- CRJ 525 - Criminal Justice Policy Research and Evaluation **3 credit hours**
- CRJ 526 - Research Methods in Criminal Justice I **3 credit hours**
- CRJ 527 - Research Methods in Criminal Justice II **3 credit hours**
- CRJ 535 - Management of Human Resources in Criminal Justice Agencies **3 credit hours**
- CRJ 540 - Planning and Financial Management in Criminal Justice Agencies **3 credit hours**
- CRJ 545 - Introduction to Forensic Science **3 credit hours**
- CRJ 546 - Advanced Forensic Science **3 credit hours**
- CRJ 547 - Forensic and Medicolegal Death Investigation **3 credit hours**
- CRJ 548 - Crime Scene Investigation and Management **3 credit hours**
- CRJ 551 - Legal Issues in Criminal Justice Agencies II **3 credit hours**
- CRJ 552 - Criminal Advocacy and Judicial Procedure **3 credit hours**
- CRJ 553 - Fundamentals of Civil Litigation **3 credit hours**
- CRJ 555 - Information Resource Management for Criminal Justice Management **3 credit hours**
- CRJ 570 - Future Studies in Criminal Justice **3 credit hours**
- CRJ 575 - Contemporary Issues in Criminal Justice Administration **3 credit hours**
- CRJ 581 - Impact of Terrorism on Homeland Security **3 credit hours**
- CRJ 582 - Management of Critical Incident Operations **3 credit hours**
- CRJ 583 - Risk Identification and Assessment **3 credit hours**
- CRJ 584 - Psychological Aspects of Critical Incidents **3 credit hours**
- PSY 501 - Introductions to Forensic Psychology **3 credit hours**
- PSY 505 - Forensic Interviews and Interrogations **3 credit hours**
- PSY 510 - Psychopathology of Criminal Behavior **3 credit hours**
- PSY 515 - Courtroom Psychology **3 credit hours**

Total Credit Hours: 36

Notes:

*In the Online Program only, CRJ 530 - Ethical Issues in Criminal Justice Administration is a prerequisite to all courses.

** In the Online Program only, CRJ 565 - Leadership Applications in Criminal Justice has a prerequisite of CRJ 530 - Ethical Issues in Criminal Justice Administration

***CRJ 590 - Applied Project in Criminal Justice Administration is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call, VTT (video conferencing), and/or Elluminate.

Master of Science in Critical Incident Management

Master of Science in Critical Incident Management (Blended Curriculum/Web-Enhanced/Online)

The Blended Master of Science in Critical Incident Management Program is for those professionals who wish to complete the graduate program by delivery modes other than traditional campus classes. The blended program offers classes in a variety of delivery formats—for example, online, VTT (video conferencing), Elluminate, and on campus.

The Master of Science in Critical Incident Management Program consists of 36 graduate credit hours.

Program Components

- CIM 575 - Legal & Regulatory Aspects in Critical Incident Management **3 credit hours**
- CIM 576 - Financial Management **3 credit hours**
- CIM 577 - Policy & Politics in Critical Incident Management **3 credit hours**
- CIM 578 - Leadership Application in Critical Incident Management **3 credit hours**
- CIM 579 - Applied Research Methods **3 credit hours**
- CIM 585 - Social Dimensions of Disaster **3 credit hours**
- CIM 586 - Hazard Mitigation **3 credit hours**
- CIM 590 - Applied Project in Critical Incident Management **3 credit hours** *
- CRJ 581 - Impact of Terrorism on Homeland Security **3 credit hours**
- CRJ 582 - Management of Critical Incident Operations **3 credit hours**
- CRJ 583 - Risk Identification and Assessment **3 credit hours**
- CRJ 584 - Psychological Aspects of Critical Incidents **3 credit hours**

Total Credit Hours: 36

Note:

* Must be the last course taken prior to program completion.

Graduate Certificate

Criminal Justice Management Graduate Certificate

The graduate certificate in criminal justice management is designed for individuals seeking an advanced graduate certificate or who hold an accredited master's degree in any discipline and seek 18 credit hours in the field of criminal justice to satisfy teaching requirements.

Program Components

- CRJ 530 - Ethical Issues in Criminal Justice Administration **3 credit hours**
- CRJ 550 - Legal Issues in Criminal Justice Administration **3 credit hours**
- CRJ 560 - Public Policy Making in Criminal Justice **3 credit hours**
- CRJ 565 - Leadership Applications in Criminal Justice **3 credit hours**
- CRJ 570 - Future Studies in Criminal Justice **3 credit hours**
- CRJ 575 - Contemporary Issues in Criminal Justice Administration **3 credit hours**

Total Credit Hours: 18

Graduate Studies in Social Work

Master of Social Work (Online Only)

Saint Leo University's Master of Social Work Program is an innovative full-time online program. Classes are attended via webcam and are presented online. This technology allows for face-to-face interaction in the convenience of the student's home. Given this innovation of a full-time graduate online program, students should enter the program knowing that they will have to meet for weekly evening classes via webcam, be available for normal daytime work hours for internships, and adjust their lives to meet the demands and expectations of the Saint Leo University MSW online program. Please review the entire program curriculum and all MSW Program information on the Saint Leo website to make an informed decision regarding meeting the demands of the program.

The Master of Social Work Program's mission is to prepare graduate students for professional advanced practice in becoming leaders through the provision of social work services that promote social and economic justice, and human rights locally, nationally, and globally. The program further expects graduates to contribute to the empowerment of people/groups that

experience discrimination and oppression. Graduates are prepared to be leaders in advanced clinical social work practice serving all areas of the population, in particular the increasing aging population, military personnel, and the workforce population.

The MSW Program is a two-year, 62-credit-hour program. The two-year program starts each fall semester. In order to begin this program, you must apply no later than July 1 of each year. If you miss this deadline, you will have to wait until the next fall to begin the program.

A one-year, 32-credit-hour Advanced Standing program will be offered to those who have completed a BSW degree from a CSWE-accredited program within the last five years. The one-year Advanced Standing program starts each summer. In order to begin the Advanced Standing program, you must apply no later than March 15 of each year. If you miss this deadline, you will have to wait until the next summer to begin this program. A three-year program began in fall 2011. A three-year program consists of two classes per 16 weeks with one semester offering three courses. This program is for those who cannot meet the curriculum course outline of the two-year program. The three-year program starts each fall. In order to begin this program, you must apply no later than July 1 of each year. If you miss this deadline, you will have to wait until the next fall to begin this program.

Attendance at a one-weekend on-campus seminar is required of all students enrolled in the MSW Program.

The first year of the program is the 30-credit-hour foundation year. The second year is the concentration year, and it is 32 credit hours. We offer the Advanced Clinical Practice concentration. The advanced standing students will complete only the advanced clinical practice concentration year curriculum. In the three-year program, the foundation year is the first year and the first two semesters of the second year. The advanced clinical concentration year begins in the second year and continues through the end of the third year.

All programs are sequential and must be taken according to the curriculum outline for each program.

The Council on Social Work Education's Commission on Accreditation affirmed Saint Leo University's MSW Program Candidacy status at its June 2010 meeting. As is the case with all new MSW programs, Saint Leo University's MSW program must complete a three-year candidacy period prior to receiving full accreditation. Achieving and maintaining Candidacy status indicates that the program is on the path to accreditation and assures our students that they will, according to CSWE policy, be considered to have graduated from an accredited program once the program achieves accreditation. Full accreditation will be finalized after the first class has graduated. Once full accreditation has been completed, the first classes will be recognized as having fully accredited MSW degrees. Those who enter the program during candidacy can be eligible to take the clinical social work licensure exam. Each student is responsible for checking with his or her state licensing board to see if this program meets the educational criteria required to sit for the licensing exam in his or her state.

Our undergraduate Social Work Program has been continuously accredited since 1983.

Expected Program Outcomes

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Master of Social Work

Advanced Clinical Practice Concentration, MSW

Fall

- SWK 615 - Advanced Clinical Practice with Individuals **3 credit hours**
- SWK 620 - Ethical Foundations in Social Work Practice **3 credit hours**
- SWK 625 - Psychopathology **3 credit hours**

- SWK 635 - Social Work Practice in the Military **3 credit hours** (elective) **or**
- SWK 655 - Substance Abuse Assessment and Intervention (elective) **3 credit hours** (elective)

Spring

- SWK 630 - Advanced Clinical Practice with Couples and Families **3 credit hours**
- SWK 640 - Evidence Based Social Work Research Methods **3 credit hours**
- SWK 645 - Field Practicum III **4 credit hours**
(16 normal daytime work hours for 16 weeks = 256 hours + 1.5-hour seminar)

Summer

- SWK 633 - Advanced Clinical Social Work Practice with Older Adults **3 credit hours** (elective) **or**
- SWK 647 - Social Work Practice with Deployed and Re-Deployed Military Members and Their Families **3 credit hours** (elective)

- SWK 660 - Field Practicum IV **4 credit hours**
(16 normal daytime work hours for 16 weeks = 256 hours + 1.5-hour seminar)

Master of Social Work Three-Year Program

Foundation Year (30 credit hours)

First Year

Fall (first semester)

- SWK 510 - Human Behavior in the Social Environment I **3 credit hours**
- SWK 530 - Methods of Social Work Practice with Individuals and Families **3 credit hours**

Spring (second semester)

- SWK 520 - Social Welfare Policy **3 credit hours**
- SWK 540 - Social Work Research Methods **3 credit hours**

Summer (third semester)

- SWK 560 - Methods of Social Work Practice with Groups **3 credit hours**
Take any 3 credit hour Social Work Elective

Second Year

Fall (fourth semester)

- SWK 580 - Field Practicum I **5 credit hours**
(16 normal daytime work hours for 16 weeks = 256 hours + 1.5 hour seminar)
- SWK 570 - Methods of Macro Social Work Practice **3 credit hours**

Spring (fifth semester)

- SWK 590 - Field Practicum II **4 credit hours**
(16 normal daytime work hours for 16 weeks = 256 hours + 1.5-hour seminar)

Advanced Clinical Practice Concentration (32 credit hours)

Spring (fifth semester)

- SWK 620 - Ethical Foundations in Social Work Practice **3 credit hours**

Summer (sixth semester)

- SWK 610 - Leadership **3 credit hours**
(One weekend University Campus attendance required)
- SWK 630 - Advanced Clinical Practice with Couples and Families **3 credit hours**

Third Year

Fall (seventh semester)

- SWK 615 - Advanced Clinical Practice with Individuals **3 credit hours**
- SWK 625 - Psychopathology **3 credit hours**
- SWK 635 - Social Work Practice in the Military **3 credit hours** or
- SWK 655 - Substance Abuse Assessment and Intervention (elective) **3 credit hours** or
- SWK 657 - Evaluation and Treatment of Trauma-Related Conditions **3 credit hours**

Spring (eighth semester)

- SWK 640 - Evidence Based Social Work Research Methods **3 credit hours**
- SWK 645 - Field Practicum III **4 credit hours**
(16 normal daytime work hours for 16 weeks = 256 hours + plus 1.5-hour seminar)

Summer (ninth semester)

- SWK 633 - Advanced Clinical Social Work Practice with Older Adults **3 credit hours** or
- SWK 647 - Social Work Practice with Deployed and Re-Deployed Military Members and Their Families **3 credit hours**
or
- SWK 648 - Social Work Practice with Veterans **3 credit hours**
- SWK 660 - Field Practicum IV **4 credit hours**

(16 normal daytime work hours for 16 weeks = 256 hours + 1.5-hour seminar)

Total Credit Hours: 62

Master of Social Work Two-Year Program

Foundational Year (30 credit hours)

Fall

- SWK 510 - Human Behavior in the Social Environment I **3 credit hours**
- SWK 520 - Social Welfare Policy **3 credit hours**
- SWK 530 - Methods of Social Work Practice with Individuals and Families **3 credit hours**
- SWK 540 - Social Work Research Methods **3 credit hours**

Spring

- SWK 560 - Methods of Social Work Practice with Groups **3 credit hours**
- SWK 580 - Field Practicum I **5 credit hours**
(16 normal daytime work hours for 16 weeks = 256 hours + 2-hour seminar)
Take a 3 credit hour Social Work Elective course.

Summer

- SWK 570 - Methods of Macro Social Work Practice **3 credit hours**
- SWK 590 - Field Practicum II **4 credit hours**
(16 normal daytime work hours for 16 weeks = 256 hours + 1.5-hour seminar)

Second Year/Advanced Standing Program (32 credit hours)

Summer

- SWK 610 - Leadership **3 credit hours**
(One weekend University Campus attendance required for all second-year and advanced standing students)

Fall

- SWK 615 - Advanced Clinical Practice with Individuals **3 credit hours**
- SWK 620 - Ethical Foundations in Social Work Practice **3 credit hours**
- SWK 625 - Psychopathology **3 credit hours**
- SWK 635 - Social Work Practice in the Military **3 credit hours** or
- SWK 655 - Substance Abuse Assessment and Intervention (elective) **3 credit hours** or
- SWK 657 - Evaluation and Treatment of Trauma-Related Conditions **3 credit hours**

Spring

- SWK 630 - Advanced Clinical Practice with Couples and Families **3 credit hours**
- SWK 640 - Evidence Based Social Work Research Methods **3 credit hours**
- SWK 645 - Field Practicum III **4 credit hours**
(16 normal daytime work hours for 16 weeks = 256 hours + 1.5-hour seminar)

Summer

- SWK 633 - Advanced Clinical Social Work Practice with Older Adults **3 credit hours** (elective) or
- SWK 647 - Social Work Practice with Deployed and Re-Deployed Military Members and Their Families **3 credit hours** (elective) or
- SWK 648 - Social Work Practice with Veterans **3 credit hours**
- SWK 660 - Field Practicum IV **4 credit hours**
(16 normal daytime work hours for 16 weeks = 256 hours + 1.5-hour seminar)

Total Credit Hours: 62

Total Credit Hours: 62

Graduate Studies in Theology

Master of Arts in Theology

The master of arts in theology is designed to expand the professional knowledge and skills of those engaged in or preparing for pastoral leadership and service, as well as for all who seek advanced theological education. The curriculum offers a flexible adult learning model for nontraditional graduate students, lay ministers, and candidates to the diaconate.

Expected Program Outcomes

1. Read Scripture and other primary religious texts using the most appropriate techniques of contemporary scripture scholarship.
2. Explore and investigate how the values of Christianity critique the normal order of things and offer a new way of living.
3. Discuss the major theological questions, such as the mystery of God, Jesus as the Son of God, and our own human origin, destiny, and purpose in life.
4. Describe the ethical and cultural implications of a transcendent understanding of life in light of Catholic theology.
5. Describe the contributions of and the challenges to the Catholic tradition.
6. Discuss the beliefs and practices found in Catholicism—including ecclesiology and the sacraments—and those found in other religions and atheism.
7. Develop a practical theology and spirituality to empower the People of God to serve in response to God's call.

Learning Objectives

1. Graduates competent to read Scripture and other primary religious texts using the most appropriate tools of scripture scholarship.
2. Graduates able to explain the role of humility and contemplative experience (for example, as used to critique or guide).
3. Graduates able to discuss major religious questions (such as the mystery of God, Jesus as the Son of God, and our own human origin, destiny, and purpose in life).
4. Graduates able to describe the ethical and cultural implications of a transcendent understanding of life.
5. Graduates able to describe the contributions of and the challenges to the Catholic tradition.
6. Graduates able to discuss the beliefs and practices found in Catholicism—in particular, ecclesiology and the sacraments.
7. Graduates able to discuss the beliefs and practices found in other religions and atheism. 8. Graduates able to develop a practical theology and spirituality in the service and practice of social justice.

Graduates of the program should have acquired the following knowledge and skills:

1. A historical-critical approach to Scripture and tradition.
2. A historical sense of the development of the Catholic Church, including the Church in the United States.
3. The capacity for critical theological reflection and ethical judgment.
4. A personal, as well as ministerially oriented, spirituality through an exploration of the great schools and figures of Christian spirituality.
5. Appropriate skills for leadership in liturgical and ministerial service.
6. Use of pastoral technology for the work of evangelization and leadership.
7. A theological understanding of contemporary culture and its challenges to, and opportunities for, faith and ministry.

Master of Arts in Theology

Master of Arts in Theology

Program Components

- PHI 502 - Philosophical Foundations for Theology **3 credit hours**
- THY 501 - Hebrew Scriptures: History and Theology **3 credit hours**
- THY 502 - Christian Scriptures: History and Theology **3 credit hours**
- THY 513 - Worship, Sacraments, and Liturgy **3 credit hours**
- THY 521 - Christian Ethics I: Foundations **3 credit hours**
- THY 550 - History of Christianity **3 credit hours**
- THY 565 - Ecclesiology **3 credit hours**
- THY 575 - Christology **3 credit hours**
- THY 570 - Christian Spirituality: History and Praxis **3 credit hours**

Theology Electives

Complete 9 credit hours of additional Theology graduate level courses.

Total Credits: 36 hours

Graduate Certificate

Theology Graduate Certificate (On ground and Online)

Students may obtain a graduate certificate in theology by completing 18 credit hours of graduate work in theology. The six graduate courses needed for a graduate certificate should be selected with regard to the student's professional needs and interests and in consultation with the Director of the Graduate Program in Theology.

Chapter 3

Courses of Instruction

Business Administration

MBA ORI - Student Orientation

0 credit hours

This pass/fail course provides new MBA students with an overview of the Saint Leo University MBA Program. Topics include SLU history and core values; MBA program information; expectations; academic honesty; and SLU Portal sign-on, including access to eLion, eCollege, and Windows Live Student Email. Students are required to assess their current skill level in the Common Body of Knowledge (CBK) for business students. The course provides students with information and resources to enhance their knowledge in these areas. This is a required, not-for-credit course that must be completed by the end of the first term. Tuition fees will not be assessed.

MBA 525 - Professional Development

3 credit hours

Corequisites: MBA ORI.

This course is designed to give MBA students a tangible head start in acquiring and honing numerous core skills essential for success in the MBA program and the business world. The emphasis will be on the development of professional skills and perspectives, such as business writing, coaching and counseling, conflict resolution, effective business protocol, interviewing, intercultural awareness and sensitivity, negotiating agreement, and public speaking.

MBA 530 - Organizational Behavior

3 credit hours

Corequisites: MBA ORI.

This course is an advanced introduction to the major theories and issues in the study of human behavior in work organizations. Included are the topics of perception, motivation, leadership, job satisfaction, group dynamics, stress, organizational climate, and communication processes. Organization theory and design concepts are also incorporated to give the student a more complex framework for managerial decision making.

MBA 533 - Human Resource in Management

3 credit hours

Prerequisites: MBA 525.

Corequisites: MBA ORI.

This course is designed to focus on an in-depth analysis of the major functions of a manager dealing with human resource issues. Issues to be covered include, but are not specifically limited to, staffing, employee training and development, compensation and benefits, legal issues, union versus non-union issues, safety and health issues, and cross-cultural and expatriate issues.

MBA 535 - The Legal Environment of Business

3 credit hours

Prerequisites: MBA ORI.

This course is a comprehensive study of commercial law as it affects day-to-day business management. Emphasis is placed on development of a manager's ability to recognize the circumstances under which a legal professional should be contacted for advice and/or assistance.

MBA 540 - Managerial Economics

3 credit hours

Prerequisites: Undergraduate course in microeconomics strongly recommended.

This course explores the concepts of economic optimization, the estimation of demand, and cost and pricing analysis. An introduction to economic forecasting and decision making under conditions of risk and uncertainty is also included.

MBA 550 - Decision Support Systems

3 credit hours

Prerequisites: MBA ORI and undergraduate course in microcomputer applications or equivalent skills. Basic literacy regarding Windows and Microsoft Office (particularly Excel) is expected.

This course considers the study of decision science and its application in the business environment through the use of computers. This course is designed to provide the student with the theoretical knowledge and practical skills necessary to understand and use computerized decision support methodology in support of business requirements. The student will use commercial software packages (Microsoft Excel) to develop and use graphical and numerical outputs in business presentations for enhanced decision making.

MBA 560 - Financial and Managerial Accounting

3 credit hours

Prerequisites: MBA ORI, plus undergraduate course in financial accounting and managerial accounting is strongly recommended.

This course focuses on the study of accounting concepts and standards applicable to presentation of financial information to interested users, structure, uses and limitations of financial statements, and measurement systems related to income determination and asset valuation. The course also considers the discussion of internal and external influences on accounting decisions.

MBA 565 - Marketing

3 credit hours

Prerequisites: MBA 525.

This course considers the operational and strategic planning issues confronting managers in marketing. Topics include buyer behavior, market segmentation, product selection and development, pricing, distribution, promotion, market research, and international and multicultural marketing. Additional fee applies for marketing computer simulation.

MBA 570 - Corporate Finance

3 credit hours

Prerequisites: MBA 540 and MBA 560 or ACC 504.

This course considers the financial management decision-making role within the organization. Subjects include valuation concepts, including financial ratio analysis; short-term financial management, including the management of current assets and liabilities; management of long-term investments, including capital budgeting techniques; a discussion of leverage and its relationship to the capital structure; and an introduction to financial markets and financial institutions.

MBA 575 - Global Business Management

3 credit hours

Prerequisites: MBA 525.

The student will develop an understanding of international/multinational management by examining the challenges and opportunities of operating globally. Emphasis will be on developing an understanding of the complexities of dealing with diverse social, cultural, economic, and legal systems. The role of business in this dynamic world environment will be analyzed.

MBA 594 - Enterprise Resource Planning

3 credit hours

Prerequisites: MBA 533 - Human Resource in Management, MBA 560 - Financial and Managerial Accounting and MBA 565 - Marketing

The primary objective of the course is to analyze, design and propose IT solutions for the integration of business process throughout the enterprise. The emphasis will be on re-engineering, integration, standardization, and methodologies of ERP systems. The course will cover fundamentals of ERP systems, business functions, processes, data requirements, development, and management of ERP systems for sales, marketing, accounting, finance, production, supply chain, and customer relationship management.

MBA 595 - Current Issues in Leadership

3 credit hours

Prerequisites: MBA 525 and MBA 533.

This course is an advanced overview of more traditional approaches to understanding the leadership process and an in-depth look at recently developed perspectives on leadership of the future. Ethical issues pertaining to leadership are also incorporated.

MBA 597 - Entrepreneurship**3 credit hours**

Prerequisites: MBA 540 - Managerial Economics, MBA 560 - Financial and Managerial Accounting, MBA 565 - Marketing, and MBA 570 - Corporate Finance

Entrepreneurship and the entrepreneurial process are now, and will continue to be, the major economic force driving the national economies around the world. At the heart of this movement are men and women who demonstrate the courage to undertake the creation and management of new business ventures. Across the globe millions of new businesses are formed each year. Those individuals who possess the spirit of entrepreneurial leadership will lead the economic revolution that has proven to repeatedly raise the standard of living for people everywhere. In this class, students will be introduced to the essential components of entrepreneurship and the critical knowledge needed to start and manage a new business venture.

MBA 598 - Statistics**3 credit hours**

Descriptive and inferential statistical techniques are applied to practical business problems, while understanding the theoretical underpinning and real-world application of these techniques. Techniques include: central tendency, variability, correlation, hypothesis testing, probability, discrete and continuous distributions, two-sample analysis, sampling, ANOVA, and Linear Regression. SPSS or Excel will be used for analysis.

MBA 599 - Strategic Management**3 credit hours**

Prerequisites: MBA 525, MBA 533, or HRA 545; MBA 540, MBA 560, or ACC 504; MBA 565 or SPB 565; and MBA 575.

This capstone course integrates knowledge gained in previous graduate business courses. It centers on the theme that organizations achieve sustained success when their managers have astute, timely strategic game plans and they implement these plans with proficiency. Strategic management theory is used in the analysis of case studies of companies operating in the domestic and global marketplace. This course is to be taken in the student's last term, unless otherwise approved by the Director of the MBA Program.

MBA 625 - Internship**3 credit hours**

Prerequisites: MBA ORI and MBA 525.

This is an elective credit course (added on top of the basic MBA courses). MBA students, along with their designated faculty members, arrange for full- or part-time jobs in fields related to their MBA curriculum. Under the guidance of a designated

faculty member, students work to enrich their University experiences through a paid internship in order to practice master's-level business skills. Specific competency requirements (and the associated activities) are outlined by the designated faculty member and agreed upon with the internship site representative. The internship must last the entire term for which the student is registered (specific work hours to be agreed upon with the employer and faculty member). At least two site contacts will be completed by the faculty member to ensure that the outlined competency requirements are completed.

Business Administration: Accounting

ACC 504 - Fund Accounting for Government and Not-For-Profit Accounting

3 credit hours

Prerequisites: Undergraduate courses in Principles of Accounting I and II.

A study of financial and management accounting principles as they apply to governments and not for-profit organizations and health care organizations. Also, an overview of the characteristics of generally accepted government auditing standards and the single audit.

ACC 505 - Fraud Examination

3 credit hours

Prerequisites: Undergraduate courses in Principles of Accounting I and II.

Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Emphasis will be on fraudulent financial reporting, litigation support, and investigative auditing. Students will work through cases, developing investigative strategies and seeking to prove how fraud was committed.

ACC 512 - Contemporary Issues in Auditing

3 credit hours

Prerequisites: Undergraduate course in Auditing

An in-depth study of the theory and practice of professional auditing, including audit research, the economic function of auditing, current auditing techniques and services, professional standards, and malpractice. The course will include cases, research, and discussion.

ACC 522 - Federal Taxation for Business Entities

3 credit hours

Prerequisites: Undergraduate course in taxation

A study of income tax situations involving corporation and partnership taxation, including the tax effects on the different forms

of

businesses, taxable and tax-free reorganization, and an overview of the estate and gift taxes. Emphasis is on tax planning and research.

ACC 532 - Advanced Cost Accounting

3 credit hours

Prerequisites: Undergraduate course in Cost Accounting.

Emphasis is placed on measurements for decision making and strategic planning, including cost analysis, capital budgeting, activity-based costing, and other advanced cost accounting and managerial decision topics.

ACC 538 - Law and the Accountant

3 credit hours

Prerequisites: Undergraduate course in business law.

The purpose of the course is to provide the accountant and aspiring accountant a general understanding of U.S. jurisprudence and the application of U.S. law to the business sector. The course content was developed in consultation with members of the accounting profession, and it focuses on matters pertinent to the practitioner. It takes as a "given" the fact that most accountants will spend their professional time working with or for various types of business organizations, most often corporations.

ACC 540 - Accounting Theory

3 credit hours

Prerequisites: Undergraduate course in Intermediate Accounting I and II.

This course addresses the development of accounting theory, the conceptual framework, and international accounting. It also addresses topics in financial accounting theory including, but not limited to, the concept of income, the income statement, the balance sheet and the statement of cash flows, equity, and financial reporting disclosure requirements.

ACC 549 - Using Financial Accounting Information

3 credit hours

Prerequisites: Undergraduate courses in Intermediate Accounting I and II.

A study of financial statement analysis using accounting principles, measurement, and reporting practices. Also included are insights into income determination and methods for evaluating the firm through the balance sheet, income statement, statement of cash flows, and statement of changes in stockholders' equity.

Business Administration: Health Care Management

HCM 520 - Health Care Organization/Managed Care

3 credit hours

This is an overview of the contemporary health care system. It examines the historical antecedents, patients, providers, payers, and current health policies. It also provides an overview of the mission, environment, and organizational design of today's health services organizations. Finally, it describes and analyzes U.S. health insurance programs, including private and public insurers, health insurance demand, health plan types, premiums, and reimbursement systems.

HCM 530 - Community Health Evaluation/Epidemiology

3 credit hours

Prerequisites: HCM 520.

This course provides an overview of the various health reporting systems that are in use and required by the federal government. It stresses the importance of accurate reporting and the role that these reporting systems play in disease and death prevention and containment. It also examines the business costs of such approaches.

HCM 540 - Critical Issues in Health Care

3 credit hours

This is a course that explores the most significant issues in health care today. It considers corporate theory from a health care perspective as well as consent to care, malpractice in contemporary America, health care negligence, and liability. Special attention is given to an examination of health care and taxation, legal problems facing providers and patients, and ethical issues in human reproduction, genetics, and death.

HCM 550 - Health Care Management

3 credit hours

Prerequisites: HCM 520.

In this course, students will study the critical elements of contemporary health care management beginning with strategic planning, marketing, and information systems. The course will also examine other aspects of management as they relate to health care quality improvement methods and allied health professions such as human resource management for health care, communication management for health care, and process improvement techniques related to health care practice behavior in various settings.

HCM 560 - Consumer Health Care

3 credit hours

Prerequisites: HCM 520.

In this course, students will study the critical elements of contemporary consumer health care management beginning with an understanding of JCAHO's interest in and support for patient, client, customer, and employee satisfaction through communication. The course will also examine the role of communication as it relates to health care quality improvement methods and allied health professions such as communication as a central feature of customer satisfaction, communication management to support health care consumerism, process improvement techniques related to health care practice behavior, and the way these techniques are communicated to practitioners, agents, and patients.

HCM 590 - Health Policy and Evaluation

3 credit hours

Prerequisites: HCM 520, HCM 530, HCM 540, and HCM 550.

This course is a survey and a critical analysis of federal and state health policy processes. It focuses on the evaluation of health care outcomes and the effectiveness and efficiency of contemporary health services. Students analyze cases dealing with administrative and policy issues in health services including problem solving in ill-defined, multifaceted situations, operational health program evaluation models, and health planning documentation models.

Business Administration: Human Resource Management

HRA 539 - HR Strategic Training and Development

3 credit hours

Organizations today are turning to training and development as an option to meet today's workplace challenges because of complex technologies, a more diverse workforce, industry globalization, and a tight labor market. This course will provide advanced education into the concepts, processes, and issues associated with training and development. Myriad training and development content will be emphasized such as planning, designing, implementing, and evaluating training programs. Attention will also be devoted to broader issues such as employee development and training for specific needs.

HRA 545 - Administrative and Personnel Law

3 credit hours

This course is intended to provide an overview of the basic laws governing the employment relationship. The goals of the course are twofold: first, to familiarize students with the many issues and problems confronting employees, employers, supervisors, and human resources professionals; second, to help students in identifying the legal implications of personnel situations that may arise in the business and corporate environment.

HRA 549 - Recruitment, Selection, and Placement

3 credit hours

Prerequisites: HRA 545.

Focuses on processes and conceptual issues related to staffing organizations. Topics include recruitment and staffing models, policies, and legal compliance as well as practices related to attraction, selection, development, retention, and employment decision making for the most effective use of human resources.

HRA 562 - Total Compensation**3 credit hours**

Prerequisites: MBA 530.

This course is designed to enhance the student's knowledge of a strategically oriented comprehensive compensation system that would explore both direct and indirect compensation strategic design, development, implementation, administration, and evaluation. This will also include the effects of compensation system design on other HR functional areas, including but not limited to internal and external equity, pay for performance, and benefit administration.

HRA 596 - Strategic Issues in Human Resources**3 credit hours**

Prerequisites: HRA 545 and HRA 539 or HRA 549 or HRA 562.

This course is designed as the MBA HR concentration capstone course, to integrate previous HR core best practices into a business partnership by analyzing real-world strategic issues in a cohesive framework that leads to the achievement of organizational effectiveness through enlightened HR management and leadership.

Business Administration: Information Security Management**COM 510 - Management of Information Security****3 credit hours**

Information security is an essential part of any business plan, and managers need to be aware of the principles and methodology of managing information security. This course provides an in-depth view of the management of information security for government, corporations, and other institutions. Students will develop information security plans for sample organizations.

COM 520 - Systems Security Management**3 credit hours**

Prerequisites: COM 510.

Securing the systems that run our computers is the key to ensuring that our essential information remains safe and available.

This course provides a foundation in systems security principles, disaster recovery principles and planning, and the importance of incident response planning and execution to minimize downtime. A computer system with appropriate software will be required.

COM 530 - Network Security Management

3 credit hours

Prerequisites: COM 510.

Global and local networks provide capabilities for businesses and individuals that have become essential in the success of the world economy. Defending these systems against attacks is imperative. This course provides a solid foundation in the fundamentals of network security and some hands-on experience in network security. A computer system with appropriate software will be required.

COM 540 - Disaster Recovery Management

3 credit hours

Prerequisites: COM 510.

Disaster recovery planning and management is a major requirement for situations where terrorism, natural disaster, or other threats must be faced and dealt with. This course provides the student with the capabilities to develop and maintain disaster recovery plans and manage the recovery in the event of a disaster.

COM 545 - Web Security Management

3 credit hours

Prerequisites: COM 510.

Access to the World Wide Web and Internet for multiple purposes is one of the major components of most business operations. Many businesses also use the same protocols and processes to provide internal communications. Security of these assets is imperative for a successful business. This course provides the concepts and procedures of assessing and managing security for Web activities.

COM 590 - Strategic Planning for Information Security

3 credit hours

Prerequisites: COM 520 and COM 530.

This course describes and demonstrates the application of information security forecasting methods, their implementation within organizations, and the development of a competitive strategic plan.

Business Administration: Marketing

MKT 562 - Brand Management

3 credit hours

Prerequisites: MBA 565.

This course covers the basics of how to manage a brand and create brand equity. The purpose of the course is to provide detailed information regarding the design and implementation of marketing activities to create, enhance, sustain, measure, and leverage brand equity. In addition, the course links the process of creating and managing brand equity to the firm's other marketing activities and to the overall marketing strategy. Additional fee applies for marketing computer simulation.

MKT 563 - E-Marketing

3 credit hours

Prerequisites: MBA 565.

This course covers the basics of how to integrate Internet tools into a company's marketing strategy. The purpose of the course is to provide detailed information regarding the design and implementation of Internet-based marketing activities to create, enhance, sustain, and leverage customer relations by increasing customer value. In addition, performance metrics measuring these activities are covered in detail.

MKT 564 - Global Marketing

3 credit hours

Prerequisites: MBA 565.

This course focuses on the marketing of goods, services, and ideas including planning, pricing, promotion, and distribution. Attention is directed to international marketing, marketing ethics, and managing the marketing function. Additional fee applies for marketing computer simulation.

MKT 566 - Sales Management

3 credit hours

Prerequisites: MBA 565.

The course is designed to teach students the basic functions, techniques, and methods of sales force management and the ability to manage the sales force in such a way as to maximize the efficiency and effectiveness of the firm's resources invested in this critical function. Key topics include sales force effectiveness, deployment, motivation, organizational design, compensation, and evaluation. Special emphasis is given in linking sales management decisions to the overall marketing strategy as well as to the legal and ethical issues that exist in the practice of sales management.

MKT 567 - Marketing Research

3 credit hours

Prerequisites: MBA 565.

Marketing research is the way companies obtain critical information about their customers, competitors, and the environment. This course provides a rigorous experience in the key marketing research methods with the purpose of helping students to ask relevant marketing questions, search for the appropriate methodology, and make effective decisions based on the research output. Techniques of data collection, evaluation of alternative sources of information, methods for analyzing data and being aware of its limitations, and presenting the results are covered.

MKT 568 - Advertising and Promotion

3 credit hours

Prerequisites: MBA 565.

The course is designed to provide the student with the tools to apply the latest techniques in advertising and promotional activities to maximize the effectiveness and leverage of the firm's communication strategy. The objective is to make students aware of the variety of communication management problems, and to generate the necessary knowledge and experience to select the best possible methods to deal with them. Special emphasis is given to linking advertising and promotion decisions to the overall marketing strategy as well as to the legal and ethical issues that have risen due to the new media and communication technologies.

MKT 569 - Marketing Innovations and New Product Development

3 credit hours

Prerequisites: MBA 565.

This course covers the basics of how to develop, manage, and market new products and services with an emphasis on innovation management. The course covers all steps in the process of developing and successfully introducing new products, from the initial idea generation, concept development, design, production, target market selection, test marketing, positioning, promotion, and product launching

Business Administration: Marketing Research Social Media Analytics

COM 515 - Data Mining

3 credit hours

This course introduces basic concepts, tasks, methods, and techniques in data mining. The emphasis is on various data mining problems and their solutions. Students will develop an understanding of the data mining process and issues, learn various techniques for data mining, and apply the techniques in solving data mining problems using data mining tools and systems. Students will also be exposed to a sample of data mining applications.

MKT 570 - Gamification Applications in Marketing

3 credit hours

Prerequisites: MBA 565 - Marketing and COM 515 - Data Mining

The course provides a comprehensive training into gamification, a technique based on insights from games to make marketing exchanges more efficient. The students will learn how to use gamification concepts to increase customer involvement, purchases and loyalty. They will also be able to apply gamification concepts to increase salespeople and employee motivation, performance, and job satisfaction, as well as to increase employee involvement and learning.

MKT 575 - Web Analytics

3 credit hours

Prerequisites: MBA 565 - Marketing and COM 515 - Data Mining

The course explains what web analytics is, and provides key instructions on how to design a comprehensive web analytics strategy. It focuses on how to apply analytical techniques correctly, how to assess the effectiveness of social media and multichannel campaigns, how to optimize success by leveraging experimentation, and how to employ the proper tools and tactics for listening to your customers.

MKT 580 - Social Media Marketing

3 credit hours

Prerequisites: MBA 565 - Marketing, MKT 570 - Gamification Applications in Marketing and MKT 575 - Web Analytics

This course covers the key techniques and methods on how to design and manage marketing operations online. It focuses on presenting cutting-edge business strategies that generate value by applying and adjusting marketing techniques in the online environment and utilizing social media. Besides traditional social media, the course incorporates web analytic techniques as well as ideas from gamification as key components of the student skill set. The purpose of the course is to prepare the students to design, implement, and assess comprehensive social media marketing strategies in a way that maximizes a company's long-term competitive advantage.

Business Administration: Project Management

PRM 516 - Project Process Groups and Project/Product Life Cycles

3 credit hours

This course provides students with a comprehensive introduction to the five process groups of initiating, planning, executing, monitoring/controlling, and closing a project. Students will participate in activities associated with project selection and initiation principally. In addition, students will learn how the project life cycle (established phases to move a project from start to completion) can intersect with a product lifecycle at various stages of development from concept to retirement.

PRM 518 - Initiating, Planning and Executing a Project

3 credit hours

Prerequisites: PRM 516 - Project Process Groups and Project/Product Life Cycles

This course builds upon prior student development in initiating and planning a project by concentrating on project execution/control. Students will acquire skills necessary to execute the planned project tasks/procedures aimed at producing the deliverable: a product or service. In addition, students will employ procedures to manage, measure, and control project performance associated with risks/changes to cost, scope, schedule, and quality.

PRM 520 - Monitoring, Controlling and Closing Projects

3 credit hours

Prerequisites: PRM 518 - Initiating, Planning and Executing a Project

Students learn how to monitor, control, and close a project. Students are taught how to use tools and techniques to oversee the successful implementation and follow-through of the project management plan and its sub-plans, which include the communications plan, risk management plan, quality management plan, human resources plan, and procurement plan. In addition, students will learn how to effectively monitor and control the "triple constraint" which is measured in the scope, costs, and time/schedule baselines.

PRM 522 - Best Practices in Project Management

3 credit hours

Prerequisites: PRM 520 - Monitoring, Controlling and Closing Projects

This course introduces the nine project management knowledge areas which include integration, scope, time, cost, quality, human resources, communications, risk, and procurement. Students will apply the nine knowledge areas within a best practices project framework to manage the project and product life cycle. Students will attain a thorough understanding in how to use the various tools to manage the "triple constraint" for effective and efficient project completion. Lastly, the student will learn to apply a global perspective during the project's initiation, implementation, execution, monitoring, controlling, and closing activities.

PRM 524 - Applied Project Management Case

3 credit hours

Prerequisites: PRM 522 - Best Practices in Project Management

A project management capstone course which requires that students use the project management skills and abilities acquired in their previous courses to initiate, plan, execute, monitor, control, and close a successful project with the use of the project management information system (PMIS) called Microsoft Project. Project information is supplied to students throughout the

course based on real-world scenarios in which the student must deal with all aspects of project management. The student is given a specific project with specified stakeholders and faces problematic issues including schedule delays, costs increases, human resource shortages, and equipment failure to name a few. The student must demonstrate his or her competency by using the skills and abilities attained throughout the course to lead the project to a successful completion. Upon completion of this course, the student will be prepared to successfully manage a complete project.

Business Administration: Sport Business

SPB 510 - Foundations of Sport

3 credit hours

Introduces the student to the broad concept of sport business and provides an overview of professional, collegiate, interscholastic, recreational, Olympic, Paralympic, and international sport. Searching for professional positions in sport will also be discussed.

SPB 535 - Risk Management and Legal Concepts in Sport

3 credit hours

Prerequisites: SPB 510.

This course provides students with an opportunity to examine the most significant areas of risk management and law relevant to the various segments of the sport industry. Specific sport law concepts will focus on developments in negligence law, contract law, and constitutional law. Legal and risk considerations will be explored as related to managing operations including facilities and events, transportation, crowd control, and crisis situations, which create the framework for developing risk management strategies that will assist sport managers in setting guidelines, policies, plans, and procedures.

SPB 545 - Facility Planning and Management in Sport

3 credit hours

Prerequisites: SPB 510.

This course examines the various types of indoor and outdoor facilities for sport venues and related activities; examines the planning, scheduling, organizing, and controlling of sport facilities for sport related venues and their ancillary areas; and explores the connection between facility/venue management and event management, event operations and logistics, facility and event programming and scheduling, and facility and event marketing. Specific topics also include the development of strategic sport facility management plans, preparing and controlling facility logistics, and risk and crisis management issues.

SPB 565 - Sport Marketing

3 credit hours

Prerequisites: MBA 525 and SPB 510.

This course develops knowledge and skill in the marketing process as it relates to understanding the sport consumer, logistics, promotions, and public relations activities in traditional and specialized areas of the sport industry. Primary focus will be on the application of marketing principles to specific sport scenarios.

SPB 570 - Financial Aspects of Sport**3 credit hours**

Prerequisites: SPB 510 and MBA 560.

The course is intended to provide an overview of the sport industry and is divided into sections reflective of the major issues surrounding the financial management of sport organization in both nonprofit and profit contexts, with the emphasis on the latter. The first aspect of the course focuses on an analysis of the major professional and collegiate sport organizations in North America, with an emphasis on how economic factors have altered the face of sports and will continue to influence how leagues and collegiate conferences develop and evolve. The second unit examines ticket operations, pricing strategies and tactics, and revenues from broadcast rights, licensing, and concessions. The final unit covers fund raising and introduces corporate sponsorship in sport organizations with an emphasis on the evaluation of the sponsorship partnership as a lucrative revenue stream.

SPB 597 - Internship in Sport Business**6 credit hours**

Prerequisites: All MBA and SPB courses required for the MBA with a concentration in sport business. Course may be concurrently taken with one other required course. Its intent is to be the final culminating experience prior to the completion of the MBA with a concentration in sport business using the information learned in all previous courses. Students should understand that some organizations may require 40-hour workweeks and should consider having completed all coursework. . Students will be supervised by a sport business faculty member and sport organization on-site coordinator in an internship approved at least one month prior to the start of the intended semester. Students must work a minimum of 20 hours per week. However, it is strongly suggested that students seek out a paid 40-hour-per-week internship with a sport business in the selected field of their choice. This course cannot be taken by individuals currently working for a sport organization. Its purpose is to help individuals gain full-time employment with a sport organization. The internship shall last a minimum of 16 weeks and is a full academic course.

Criminal Justice**CRJ 500 - Special Topics****3 credit hours**

This course will focus on special topics that would be of educational interest for students in the graduate program. Topics for this course will vary and, if popular, will be submitted as a permanent addition to the program.

CRJ 501 - Terrorism in Israel

3 credit hours

This course provides a comprehensive overview of international and domestic terrorism, arising from either religious or secular roots. It will examine the historical and philosophical underpinnings of terrorism in general, and specifically in Israel. Terrorist organizations in Israel will be studied, and a special emphasis will be placed on that government's preventive and investigative techniques in dealing with terrorist attacks. In addition, the student will be exposed to the rationale used by terrorist groups in an attempt to justify their attacks on Israel.

CRJ 502 - Hostage Negotiations Phase I & II

3 credit hours

This course is designed to engage students in essential intellectual and practical questions relating to the study and practice of hostage negotiations and their impact of law enforcement. The students will participate in group activities that allow them to understand the positive and negative effects of hostage negotiations. The intent of such a course is to provide students with an understanding of the crisis team structure, the dynamics of negotiations, the value of using trained police negotiators as opposed to other civilians in the workforce, the psychology in hostage negotiations, the team concept behind negotiations, communicating with people in crisis, dealing with the media, negotiator stress, and practical role plays.

CRJ 503 - Preventing Terrorist Attacks

3 credit hours

This course provides a comprehensive overview of international and domestic terrorism, arising from either religious or secular roots. It will examine the historical and philosophical underpinnings of terrorism in general, and identified terrorist organizations in particular. The course will examine exploitable weaknesses of terrorists; terrorist typology; human factors as applied to terrorists; modus vivendi of terrorists; conspiratorial association theorems; weaknesses of terrorist groups; and proactive measures in support of terrorist investigations. The course will address current efforts in counter- terrorism, with special emphasis on the federal and state responses. As a Criminal Justice course, this study will consist of a hybrid of historical information and political information, and current, relevant information on counter-terrorism objectives and methods.

CRJ 510 - Criminal Sexual Behaviors

3 credit hours

This class evaluates the nature and etiology of the major categories of sex crimes and the justice system's responses to them. The policies used to control sex offenders, and evidence-based best practices regarding rehabilitate treatments and therapies for different categories of sex offenders will also be covered.

CRJ 512 - Investigative Methodologies of Violence

3 credit hours

This course will provide the criminal justice professional with an understanding of the systematic progression of violence and its correlations to behavior. Students will examine the many biological factors and psychological manifestations of violence that occur in society. They will produce an accurate diagnosis of human aggression and violence while systematically considering psychological methodologies and investigative techniques that will support a behavioral understanding and forensic documentation for legal resolutions. Students will learn current theoretical concepts, relevant psychological dynamics and systemic influences for aggression and violence which are the most accepted by the scientific and legal community. Validity and reliability issues regarding aggressive acts, violent crimes and radicalized behaviors will be explored. Specific areas to be covered include interpretation of biological and psychological behaviors, aggression, anger and hatred as related to psychopathology, mental disorder correlated to violent acts, crimes of violence and aggression, the radicalization process to form violent extremists and acts of terror and various methods and instruments for completing forensic risk assessments for violence.

CRJ 520 - Contemporary Issues in Community Corrections

3 credit hours

Underlying the community corrections movement has been an attempt to reduce the over-reliance on the use of incarceration by providing less serious offenders with community-based program alternatives. Proponents of community corrections argue that these alternatives are more humane, more cost effective, and generally more successful approaches to corrections than traditional incarceration. Some community based correctional programs operate on tradition instead of empirically based research on effective practices. The focus of this class will be to look outside the box, debunking common assumptions, and challenging students to look deeper into existing community-based programs to determine effective practices based upon sound research methodology.

CRJ 521 - Offender Treatment Methodology

3 credit hours

This course examines the "evidence-based practice" of the methodology of offender treatment and the evaluation of programs relevant to the administration of corrections and community-based programs. Emphasis is placed on risk assessment, treatment methodology, types of offender issues, and evaluation of treatment options.

CRJ 522 - Corrections Issues and Trends

3 credit hours

This course examines the evolution of corrections and the trends for the twenty-first century. Emphasis is placed on correctional technology, health care issues, accreditation, management, and the complex theories of incarceration.

CRJ 523 - Correctional Leadership

3 credit hours

This course explores contemporary corrections management and leadership. The field of corrections, which includes jails, prisons, probation, parole and community correctional organizations, has undergone dramatic changes in the last 20-30 years.

No longer is it acceptable to just house and care for this specific population; the public is demanding more from the correctional system. The focus of this class will be to look at how corrections management is changing and review best practices for managers and leaders.

CRJ 525 - Criminal Justice Policy Research and Evaluation

3 credit hours

This course will involve advanced exercises in assessing empirical research relevant to criminal justice policy making, the acquisition of sufficient research methodology skills and knowledge to assess the quality of such studies, and practice in the application of empirical findings to agency policies and procedures. Included in this course will be the principles and techniques of program evaluation and applications through focused case studies.

CRJ 526 - Research Methods in Criminal Justice I

3 credit hours

This course will expose the graduate student to the more common techniques and concepts used in criminal justice research and evaluation as these are applied to policy, procedures, practices, and programs. With the aim of creating an informed consumer of such information, the student will have the opportunity to practice the application of empirical findings to agency policies, procedures, practices, and programs as he or she is exposed to the principles and techniques of program evaluation and research. Such an understanding is critical for both the producer and consumer of data in the criminal justice system in order to critically evaluate new knowledge as it is generated and presented by others as well as themselves.

CRJ 527 - Research Methods in Criminal Justice II

3 credit hours

Prerequisites: CRJ 526.

Because the bulk of what is done in the criminal justice area depends heavily on things that have been tried in the past (the "data"), it is important to know how to treat data. This course will expose the graduate student to the more common statistical techniques and concepts used in criminal justice research and evaluation to treat the data generated by that system. The concentration will be on psychological and sociological statistics, for that is what is common in the field. Such an understanding is critical for both the producer and consumer of data in the criminal justice system in order to critically evaluate new knowledge as it is generated and presented by others as well as themselves.

CRJ 530 - Ethical Issues in Criminal Justice Administration

3 credit hours

This course examines the ethical issues relevant to the administration of criminal justice. The origins of ethical standards, the effect of these standards on the administration of justice, and issues of ethical leadership will be addressed. Emphasis will be placed on the integration of ethics into criminal justice policy making and the establishment of defined values as a means of agency direction and activity.

CRJ 535 - Management of Human Resources in Criminal Justice Agencies

3 credit hours

This course will examine the critical issues and strategic questions regarding managing human resources in criminal justice agencies. It will focus on human resource administration as a coherent, proactive management model. Current and future trends in personnel management will be examined in depth.

CRJ 540 - Planning and Financial Management in Criminal Justice Agencies

3 credit hours

This course is an examination of the interactive process of strategic planning and financial management within an agency. An emphasis will be placed upon this process as a system of organizational development, with program budgeting as the visible product. Topics will include identifying, developing, and securing fiscal resources; comparisons of levels of planning; distinguishing between operational and managerial plans; the political context of criminal justice planning/budgeting as it relates to preparation, presentation, executive and legislative approval, execution, and audit; and enhancements and alternatives to an agency's routine funding base.

CRJ 545 - Introduction to Forensic Science

3 credit hours

This course will serve as an introduction to the disciplines most recognized in the field of forensic science and how they apply to the criminal justice practitioner/administrator. This course is designed to offer information on the history of forensic science and "criminalistics" as well as the current technologies available today, including the procedures and methods of laboratory analysis. Methods to be covered include the recognition, protection, documentation, and collection of physical evidence; laboratory analysis of such physical evidence; and courtroom acceptance of new forensic technologies.

CRJ 546 - Advanced Forensic Science

3 credit hours

This course will review the forensic science disciplines covered in CRJ 545 and introduce the student to the scientific techniques used in processing evidence found at investigations and scenes. This course is designed to allow the student to complete hands-on exercises in the forensic disciplines most commonly used in today's criminal justice environment.

CRJ 547 - Forensic and Medicolegal Death Investigation

3 credit hours

This course will review the various forensic science disciplines that collectively represent the field of forensics known as forensic medicolegal death investigation. It will explore the complex relationship between law enforcement (the investigator) and the technical and often mysterious world of the medical professional (the pathologist and medical examiner). The course will survey investigative techniques currently having significant impact upon death investigation from a variety of perspectives, both legal and medical. These perspectives will include such areas as post mortem investigations by pathologists and on the scene investigations by the medical examiner, all determinative of how the law enforcement investigations will proceed. The

course is designed to introduce students to various specialized areas of medicolegal aspects of death investigation, such as childhood death. An additional purpose of this course is to expand the students' exposure and understanding of the various death scene situations that they may encounter from both a law enforcement perspective and a medical perspective when there may not be trained medical examiners available on the scene. Students will be introduced to the scientific and investigative techniques used in processing evidence and information found in death cases that are discovered and retrieved during autopsy, toxicology studies, anthropological opinions, and various other forensic disciplines.

CRJ 548 - Crime Scene Investigation and Management

3 credit hours

This course will introduce the student to the forensic techniques used in crime scene investigations (CSI), and the processing and retrieval of trace evidence such as DNA and other items of evidentiary value. Additionally, the course will introduce the student to accepted methodologies employed in contemporary crime scene management. Students will also explore and become familiar with commonly accepted forensic techniques, contemporary specialized techniques, and judicial expectations and requirements demanded by the judicial process relative to the admittance of evidence collected by forensic crime scene investigators.

CRJ 550 - Legal Issues in Criminal Justice Administration

3 credit hours

This course is an overview of the legal issues commonly facing managers in criminal justice agencies. Particular emphasis is placed on public employment law, including the hiring, promoting, disciplining, and discharging of employees; fair employment practices; and agency and administrator civil liability. Both state and federal statutory and case law will be examined.

CRJ 551 - Legal Issues in Criminal Justice Agencies II

3 credit hours

Prerequisites: CRJ 550.

This course is a continuation of CRJ 550. Offering further study of civil and administrative legal issues confronting today's law enforcement supervisors and managers, this course then addresses many of the criminal law issues that have become problematic in today's society. Many factors, including unprecedented scrutiny, a litigious society, greater awareness of individual rights, greater assertiveness of employee rights, and global media coverage (including the Internet and instant electronic media), contribute to the need for enhanced legal knowledge on the part of law enforcement managers. This course will address these numerous and complex issues. Through lectures, class discussions, written projects, case presentations, and examinations, students will develop a better understanding of the legal environment in which modern law enforcement supervisors and managers must operate successfully.

CRJ 552 - Criminal Advocacy and Judicial Procedure

3 credit hours

This course is the step-by-step study of the process of a criminal case, from the preliminary hearing to the sentencing hearing, including an in-depth study of the rules of evidence and motions. Students will be asked to examine hypothetical criminal cases

from both the prosecution and defense stand points. Additionally, students will be asked to become familiar with case law that has historically affected each of these processes and which have shaped our criminal justice system to the way it is structured today.

CRJ 553 - Fundamentals of Civil Litigation

3 credit hours

This course is a step-by-step study of the process of a civil case, from the filing of a complaint to the jury instructions, to include an in-depth study of the trial and post trial motions. Students will be asked to specifically examine the Constitutional Law and how it relates to their own workplace situations.

CRJ 555 - Information Resource Management for Criminal Justice Management

3 credit hours

This course includes techniques of data processing and information technology, with emphasis upon their use and application to criminal justice information management. Most particularly, the curriculum will examine the changing technology and systems available to criminal justice agencies, especially those that enhance interagency communications and coordination.

CRJ 560 - Public Policy Making in Criminal Justice

3 credit hours

This course is designed to increase the knowledge of the student about policy development in criminal justice. Of specific concern will be problem identification and the movement of an idea or issue into public policy, with special emphasis on the participants in the criminal justice policy-making process. Course content will include indicators of problems that cause concern in criminal justice and elevate that problem to such a level that public policy making is required, strategic management of criminal justice policy, and the role of the criminal justice executive as an agent of change.

CRJ 565 - Leadership Applications in Criminal Justice

3 credit hours

Prerequisites: CRJ 530 online only

Contemporary literature holds that "managers do things right; leaders do the right thing." This course will offer an analysis of the most effective theories of organizational leadership, with a focus on their appropriate applications within criminal justice. Of critical importance will be the identification and discussion of those critical leadership skills necessary to advance a criminal justice agency.

CRJ 570 - Future Studies in Criminal Justice

3 credit hours

Since Alvin Toffler's work in Future Shock, an increasing focus has been placed on "future studies," the analysis of trends and

conditions affecting society or specific organizations. This course will examine the social, technological, economic, environmental, and political issues shaping Florida, its communities, and its criminal justice agencies now and in the future. A particular emphasis will be on preparing the student to anticipate and identify such future conditions, trends, and issues.

CRJ 575 - Contemporary Issues in Criminal Justice Administration

3 credit hours

This course will provide in-depth informational coverage regarding various current issues relevant to the administration of criminal justice. The focus will be on the application of this knowledge to both public policy making and the effective management of criminal justice organizations.

CRJ 581 - Impact of Terrorism on Homeland Security

3 credit hours

This course is an introduction to political terrorism, ranging from low-level acts of threats and acts of violence that may represent significant risk to human life and property to large-scale acts of violence using "weapons of mass destruction" that may have devastating, long-term effects.

CRJ 582 - Management of Critical Incident Operations

3 credit hours

This course will explore the role of various public safety personnel in managing disaster response operations. The nature of disaster, the complexities of disaster response operations, and the roles and responsibilities of various emergency management personnel will be examined. Students will gain an understanding of common post-disaster problems and how the emergency management community may overcome these challenges.

CRJ 583 - Risk Identification and Assessment

3 credit hours

The overall goal of this course is to contribute to the reduction of the growing toll (deaths and injuries, property loss, environmental degradation, etc.) of disasters in the United States by providing an understanding of a process (the hazards risk management process) that provides a framework that may be applied at all levels of communities and governments to identify, analyze, consider, implement, and monitor a wide range of measures that can contribute to their well-being.

CRJ 584 - Psychological Aspects of Critical Incidents

3 credit hours

This course is an examination of the psychological trauma that one experiences when involved in a catastrophic event. The learner will examine terrorism and natural and man-made disasters. The learner will also examine how the aforementioned catastrophic events cause psychological trauma, related psychological and physiological disorders, sense of community trauma

and loss, and the impact of such incidents on the first responder. In addition, the course will examine preparedness and the role of the mental health profession, community response teams, peer support groups, critical incident stress management (CISM), and post-traumatic stress disorder (PTSD). The study of this phenomenon by first responders and emergency managers is essential in understanding the impact of trauma and allows for the development of treatment strategies that can effectively combat the debilitating effects of catastrophic events.

CRJ 590 - Applied Project in Criminal Justice Administration

6 credit hours

Prerequisites: CRJ 530, CRJ 550, CRJ 560, CRJ 565, and six electives.

This course is designed to be a capstone project in which the student will use all the skills, attitudes, and knowledge acquired from the program curriculum to address an important problem or launch a program initiative related to the administration of criminal justice. The objective of this course is primarily outcomes assessment for the Graduate Program. For successful completion of this course and the Master of Science in Criminal Justice degree requirements, students must demonstrate both a mastery of the curriculum content and an articulated ability to apply what has been learned to professional endeavors. The curriculum guide to be developed for this course will contain a grading rubric to ensure systematic evaluations of students' levels of mastery.

PSY 501 - Introductions to Forensic Psychology

3 credit hours

This course is an examination of the intersection of psychology and law. The learner will examine the role of psychology in civil and criminal courts, police and correctional settings, investigative techniques, criminal issues, sexual assault and victim services. In addition, the course will examine the behavioral science assessment tools used in working with courts, criminals, victims and law enforcement.

PSY 505 - Forensic Interviews and Interrogations

3 credit hours

This course examines the current practices, techniques and applications of interviewing and interrogation in a vast array of forensic settings including criminal investigations, psychological evaluations, behavioral analysis traumatology and victims (women, children and the elderly), military human exploitation programs, such as terrorists and High Value Target (HVT) interrogations. Students will learn current and relevant systemic influences for the solicitation of information which are the most accepted by the scientific and legal community. Ethical and reliability issues regarding torture and adverse conditioning factors will be explored. Specific areas to be covered include interpretation of verbal and physical behavior, causes of denial, deception and defensiveness as related to psychopathology memory enhancement, psychological theoretical models of confession, false confessions, critical analysis of interrogator intuitive judgments and ethical considerations involved with interviewing and interrogation.

PSY 510 - Psychopathology of Criminal Behavior

3 credit hours

This course explores the clinical aspects of psychological disorders as they relate to criminal behavior. The focus will be a practical approach to understanding these psychological disorders and how they impact people in ways that lead to various kinds of criminal behavior. Topics will include the implications for law enforcement in dealing with psychologically impaired criminals, the impact of substance abuse and the use of psychiatric medications.

PSY 515 - Courtroom Psychology**3 credit hours**

This course investigates the relationship between psychology and the courts. The course will provide the student with an in-depth understanding of the psychological issues and related to legal process in the courts, both civil and criminal. Topics include competency, civil commitment, insanity pleas, child custody. Jury consultations, jury selection, sentencing, and expert witness qualifications. The course examines the practical implications of the professional interface between forensic psychology and organizations such as law enforcement agencies, correctional facilities and the court systems.

Critical Incident Management**CIM 575 - Legal & Regulatory Aspects in Critical Incident Management****3 credit hours**

This course examines various legal and regulatory issues impacting the critical incident management arena. Provides a historical analysis of emergency management law, including various homeland security and emergency management legal issues since September 11, 2001. Students will examine the role of federal, state, and local governments within this legal framework.

CIM 576 - Financial Management**3 credit hours**

This course will examine various financial management and performance measurement concepts and techniques applicable to critical incident management. Students will analyze how the strategic management process impacts budgeting, financial management, and performance measurement. Case studies will be used to illustrate how governmental agencies are impacted by strategic planning and financial management strategies and outcomes.

CIM 577 - Policy & Politics in Critical Incident Management**3 credit hours**

This course will explore the political and public policy environment applicable to critical incident management. The course considers the political dynamics of critical incident management and how politics plays a role in all phases of emergency and

disaster management. Through the use of case studies, students will examine various public policy formulation and implementation issues, to include problem identification, stakeholder analysis, agenda setting, and interest groups.

CIM 578 - Leadership Application in Critical Incident Management

3 credit hours

This course is designed to provide students with an overview of contemporary organizational leadership theories and concepts. Special emphasis will be on effective leadership principles and practices applicable to the critical incident management arena. Students will analyze topics such as transformational leadership, motivation, effective organizational communication, group dynamics, how organizational culture impacts organizational climate, professional development, and individual and organizational ethics.

CIM 579 - Applied Research Methods

3 credit hours

This course will expose students to various techniques and concepts used in research and evaluation. Students will have the opportunity to practice the application of empirical findings to agency policies, procedures, practices, and programs applicable to critical incident management. This course will prepare students to identify a specific problem or program initiative for the Applied Project in Critical Incident Management (CIM 590).

CIM 585 - Social Dimensions of Disaster

3 credit hours

This course provides an overview of sociological research regarding disasters. Students will examine research findings relevant to individual, group, organization, and community responses to, and recovery from, disasters. Special focus will be on principles and concepts that govern the design and implementation of effective disaster warning systems, myths regarding disaster response and how people will behave, and theoretical principles and practices most applicable to the implementation of an effective local emergency management program.

CIM 586 - Hazard Mitigation

3 credit hours

An examination of the principles and practice of hazard mitigation at the local, state, regional, and federal levels. Students will explore the tools, techniques, and resources applicable to planning for and implementing successful hazard mitigation programs. Emphasis will be on the intergovernmental relationships and strategies necessary for preventing future losses of life and damage to both public and private property.

CIM 590 - Applied Project in Critical Incident Management

3 credit hours

Prerequisites: CIM 575, CIM 576, CIM 577, CIM 578, CIM 579, CIM 585, CIM 586, CRJ 581, CRJ 582, CRJ 583, and CRJ 584.

This course is designed to be a capstone course in which the student will use various knowledge and skills acquired from the program curriculum to address an important problem or launch a program initiative related to critical incident management. The objective of this course is tied to outcomes assessment for the Graduate Program. For successful completion of this course and the Master of Science in Critical Incident Management degree requirements, students must demonstrate both a mastery of the curriculum content and an articulated ability to apply what has been learned to professional endeavors.

Cybersecurity

COM ORI - Cybersecurity Orientation

This pass/fail course provides new Master of Science in Cybersecurity students with an overview of the programs. Topics include SLU history and core values; program information; expectations; academic honesty; and SLU Portal sign-on, including access to eLion, and Windows Live Student Email. The course provides students with information and resources to enhance their knowledge in these areas. This is a required, not-for-credit course that must be completed by the end of the first term. Tuition fees will not be assessed.

COM 504 - Cybersecurity Compliance and Legal Issues

3 credit hours

This course provides an in-depth examination of the law dealing with computers and the Internet. Topics will include such issues as US and international jurisdiction, computer security, intellectual property, electronic commerce, information privacy, freedom of expression, and cyber-crime. Included are detailed analyses of significant legal case studies plus review of applicable federal and state legislation as applied to compliance of standards such as those found in HIPPA, Sarbanes Oxley, FISMA, Data Breach Disclosure Laws, as well as selected international standards.

COM 506 - Database Security

3 credit hours

Prerequisites: Undergraduate course in Computer Systems.

Most database systems contain sensitive information that need to be protected from unauthorized disclosure and modification while providing availability to the legitimate users. This course will focus on issues related to the design and implementation of secure databases.

COM 508 - Software Security

3 credit hours

Prerequisites: Computer programming language course.

This course will examine why today's software is vulnerable to attack, and various vulnerabilities that are common in software systems and applications. The proper design techniques and best practices for developing new applications that are inherently secure will be discussed. Upon completion of this course, students will understand secure software concepts, methodologies and implementation of the software development lifecycle, while addressing software security through proactive design.

COM 512 - Cybersecurity Risk Management**3 credit hours**

Prerequisites: COM 510 - Management of Information Security

This course addresses the topic of risk management and how risk, threats, and vulnerabilities impact information systems. It includes an in-depth examination on how to assess and manage risk based on defining an acceptable level of risk for information systems. The course will incorporate cases in risk analysis derived from state and law enforcement agencies. Students will learn how to use a risk analysis matrix for performing both quantitative and qualitative risk analysis.

COM 514 - Cloud Computing Security**3 credit hours**

Prerequisites: COM 510 - Management of Information Security

The goal of this course is to introduce students to the principles, foundations, and applications of cloud computing. This paradigm presents significant technology trends to reshape information technology processes and the IT marketplace. In this course the different types of features, standards, services, and security issues in cloud computing will be discussed.

COM 546 - Ethical Hacking**3 credit hours**

Prerequisites: COM 520 - Systems Security Management and COM 530 - Network Security Management

This course provides an in-depth understanding of how to effectively protect computer networks. Students will learn the tools and penetration testing methodologies used by ethical hackers. In addition, the course provides a thorough discussion of what and who an ethical hacker is and how important they are in protecting corporate and government data from cyber-attacks. Students will learn updated computer security resources that describe new vulnerabilities and innovative methods to protect networks.

COM 548 - Advanced Networking & Protocols**3 credit hours**

Prerequisites: COM 520 - Systems Security Management and COM 530 - Network Security Management

This course covers the study of the modern networking protocols, including the TCP/IP protocol suite, addressing, IPv6, routing, security. This course will explore in detail the layers of the OSI reference model: link, network, transport, and application layers. Also, a thorough examination of the next Generation IP (IPv6, ICMPv6) will be covered.

Doctor of Business Administration (DBA) in Management

DBA ORI - Doctor of Business Administration Orientation

0 credit hours

This pass/fail course provides new Doctor of Business Administration students with an overview of the programs. Topics include SLU history and core values; program information; expectations; academic honesty; and SLU Portal sign-on, including access to eLion, and Windows Live Student Email. Students are required to assess their current skill level in the Common Body of Knowledge (CBK) for business students. The course provides students with information and resources to enhance their knowledge in these areas. This is a required, not-for-credit course that must be completed by the end of the first term. Tuition fees will not be assessed.

DBA 701 - Doctoral Success Lab: Resources, Processes and Support

3 credit hours

This course is an introduction to the doctoral program, the school, and the university. Topics include an introduction to the doctoral programs faculty and staff, a discussion of program policies and procedures, a demonstration of computer and technology resources available to students, a tour of main campus facilities, a review of the Common Body of Knowledge (CBK) topics, and tutorials on the use of the Microsoft Office software. Other topics will include how to do research (literature review and also research thought processes), an overview of academic writing, online Library Resources, and the APA writing style. Pass/Fail

DBA 705 - A History of Applied Management Theory

3 credit hours

As an introduction to the Doctor of Business Administration (DBA) in Management program, this course exposes graduate students to notable management theories within their proper historical context. Emphasis is placed on the application of management theory based on foundational research in the field of study to current management practice. There are several opportunities to analyze cases and to synthesize theories with the aim of applying lessons-learned to present-day management dilemmas.

DBA 710 - Global Leadership and Ethics

3 credit hours

Prerequisites: DBA 701 - Doctoral Success Lab: Resources, Processes and Support

This course is an advanced exploration of the significance of values and ethics as they relate to global leadership. Students will explore how the values and ethics of an organization are established and managed, and how ethical behavior in the organization is influenced by the personal beliefs, values and ethical standards of the leader. Students will also examine how an organization and its leaders can induce changes in the community in order to encourage ethical behavior and social responsibility.

DBA 715 - Organizational Behavior and Social Responsibility

3 credit hours

Prerequisites:

DBA 701 - Doctoral Success Lab: Resources, Processes and Support , DBA 705 - A History of Applied Management Theory , DBA 710 - Global Leadership and Ethics

This course is an advanced introduction to the major theories and issues in the study of human behavior in organizations. It focuses on the theoretical and practical implications of organizational behavior, as addressed from a social science perspective. It seeks to explore, understand and articulate the behaviors, thoughts and emotions of individuals within the context of work relationships, teams, organizational and community settings. This course wants students to learn the major concepts in the field, such as diversity in the workplace, perception and attribution processes, motivation and individual differences in organizations, group dynamics and decision making, team work, leadership, and quality improvement programs. These concepts are aimed to create more goals for socially responsible organizations.

DBA 720 - Management of Financial Resources

3 credit hours

Prerequisites: DBA 701 - Doctoral Success Lab: Resources, Processes and Support

This course connects managerial decisions to applicable financial theories and practical financial management actions. Managers are encouraged to focus on value creation because a firm that does not create value for its shareholders will not survive to create value for society at large. The importance of capital markets to the success of a company and transparency (or honest, open management) to capital markets is emphasized. This course teaches that financial theory can help managers to assess alternatives, make choices, and make the right decision when facing ethical dilemmas. Modern cases set in the year 2000 or later are used to demonstrate correct managerial actions when faced with a variety of financial and ethical decisions in a global business environment. Students will learn how to assess and forecast firm performance, allocate resources, manage debt

and cash flows, reward firm shareholders (owners), make practical financial decisions (e.g. lease or buy, hedge risks or not), and make merger decisions. The importance of making ethical decisions in socially responsible ways is stressed throughout the course.

DBA 725 - Business Innovation & Entrepreneurship

3 credit hours

Prerequisites:

DBA 701 - Doctoral Success Lab: Resources, Processes and Support , DBA 705 - A History of Applied Management Theory , DBA 715 - Organizational Behavior and Social Responsibility

This course examines the nature of learning, creativity and innovation and through entrepreneurial leadership the ability to identify market opportunity based on thinking new things. Detailed attention is given to the entrepreneurial process: The concepts, skills, know-how and know-who, information, attitudes, alternatives and resources that entrepreneurs need to manage creatively in the process of developing something with tangible economic value.

This class also addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business. The goal is to provide a comprehensive background with practical application of important concepts applicable to entrepreneurial environment. In addition to creative aspects, key business areas of finance, accounting, marketing and management will be addressed from an entrepreneurial perspective. The course relies on classroom discussion, participation, guest speakers, case analysis, the creation of a feasibility plan, and building a business plan to develop a strategy for launching and managing a business. Students will need to draw upon their business education and experience, and apply it to the task of launching a new venture. Creativity is typically described as the process of generating new ideas, while innovation takes creativity a step further by being a process that turns those ideas into reality. Innovation is often the basis on which entrepreneurship is built because of the competitive advantage it provides.

DBA 730 - Research Methods-Qualitative

3 credit hours

Prerequisites:

DBA 701 - Doctoral Success Lab: Resources, Processes and Support , DBA 705 - A History of Applied Management Theory

The course examines and explores the essential concepts that are required for completing doctoral-level qualitative research. The student researcher is encouraged to strive toward innovative techniques with a focus on the development critical thinking skills aimed at social responsibility. Student researchers are immersed in research techniques, applications, design, measurement, and analysis that are essential in the qualitative research methodology. The subject matter in the course is designed to guide the student through his or her selection of an operative paradigm within their functional area of business and includes significant coverage of areas specific to data collection, data reduction, data display, drawing conclusions, and verification. The student researcher is guided through a practical and applied research skills approach that will enable them to become effective academic researchers.

DBA 735 - Research Methods-Quantitative Research Foundation

3 credit hours

Prerequisites:

MBA 598 or an introductory course in statistics at the Undergraduate level, DBA 715 - Organizational Behavior and Social Responsibility

This course concentrates on quantitative research methods to enable researchers to conduct a disciplined inquiry and allow the measurement, assessment, critique, and judgment of data in a systematic investigation. The results of which can be reported, evaluated, or replicated to determine whether others would come to the same conclusion given similar circumstances. This course includes an overview of quantitative research methods, concepts relative to descriptive and inferential statistics, and research design. The course will focus on non-parametric and parametric statistical procedures and quantitative research methods to include the selection of an appropriate research method and strategies associated with quantitative research methods.

DBA 740 - Analytics For Decision Making

3 credit hours

Prerequisites: MBA 598 or an introductory course in statistics at the Undergraduate level. Basic knowledge of Microsoft Excel is highly recommended.

Advances in information technology have made it possible to collect vast amounts of data from numerous sources including organizations, the Internet, and social media. This course will focus on utilizing a number of software tools and techniques to analyze data in order to aid business organizations in making better decisions based on the facts' and to give them competitive advantages. It will involve analyzing and solving a variety of business related problems. The course will provide students with hands-on experience in using computer software tools such as Microsoft Excel and several add-ins developed for specific applications.

DBA 745 - Global Perspectives in Human Resource

3 credit hours

Prerequisites:

DBA 701 - Doctoral Success Lab: Resources, Processes and Support , DBA 705 - A History of Applied Management Theory , DBA 710 - Global Leadership and Ethics , DBA 715 - Organizational Behavior and Social Responsibility , DBA 725 - Business Innovation & Entrepreneurship

This course is an advanced introduction to the major theories and issues currently addressed in the study, use and development of human resources in multinational organizations. The course will focus on the theoretical and practical implications of the increasingly intertwined concerns of organizations to be better, more efficient, while dealing with continuing and growing demands for speed and profitability; while concurrently dealing with a rapidly changing multinational and multicultural workforce. Additionally, the course will delve into the need to localize top quality managers while simultaneously recognizing

that local firms need to be enhancing their global leadership competencies. Given the speed with which the global workplace is changing, primarily due to technology and expanded international contacts, employers and employees alike need to recognize the value and need for continuous training and updating workplace skills. Upon completion of this course, it is expected that students will have mastered the concepts for continued expansion of workplace skills. These skills will include but not be limited to such areas as; human resource planning, recruiting and selection, compensation and benefits, incentives, recruitment and selection, cultural awareness and many of the legal aspects of dealing with different nationalities, different laws, standards and expectations.

DBA 750 - Strategic Management in Global Organizations

3 credit hours

Prerequisites:

DBA 701 , DBA 705 , DBA 710 , DBA 715 , DBA 720 , DBA 725 , DBA 730 ,DBA 730 , DBA 735 , DBA 740 , DBA 745

This is an advanced course in Strategic Management. The course is a blending of research-based findings for use in practical applications. Major topics include the research foundations for the elements of strategic management, the processes and content of strategic management, the analysis of internal and external environments, the assessment of organizational capabilities, the necessity for competitive advantage and assessing firm performance, the value of different types of strategic approaches, the importance of matching plans to strategies, the importance of global markets in strategic management today, the importance of organizational design, structures, culture and control mechanisms, and the importance of ethical governance in socially responsible ways via strategic leadership.

DBA 755 - Management Learning Seminar

3 credit hours

Prerequisites:

DBA 705 , DBA 710 , DBA 715 , DBA 725 , DBA 730 , DBA 740 , DBA 745 , DBA 750

This course provides an overview of the fundamentals required for a teaching career in the discipline of management. This is inclusive of the various management teaching methods generally exhibited in the classroom including lectures, case studies, business simulations, experiential field studies, group and project work, and consulting projects. The course will cover the implementation of these management teaching methods in terms of the range of pedagogical approaches within the various management disciplines. In addition, the course will provide insights into management curriculum development, relevant assessments of management learning, and critical thinking concepts applied in terms of management theory and practice.

DBA 760 - Management Teaching Practicum

3 credit hours

Prerequisites:

DBA 755 - Management Learning Seminar

This course provides students the opportunity to teach a management course. Major topics include effective management teaching strategies, student engagement techniques, and classroom management. Students will be given the choice of teaching an 8 week online course or the first 8 weeks of an on ground course. Under both situations the student will work

under the guidance of the Saint Leo University faculty member assigned to the course. Students will be assigned to courses based upon their interests and academic and work experiences under the direction of a terminally qualified faculty member.

DBA 765 - Doctoral Written Comprehensive Exam

3 credit hours

Prerequisites:

DBA 701 , DBA 705 , DBA 710 , DBA 715 , DBA 720 , DBA 725 , DBA 730 , DBA 735 , DBA 740 DBA 745 , DBA 750 , DBA 755 , DBA 760

The Comprehensive Exam is an independent course of study designed not only as a culmination of the student's doctoral studies, but also as preparation for the student's advance to candidacy in dissertation research and the writing to follow. The doctoral candidate will be required to call upon the knowledge gathered throughout the preceding courses of doctoral studies as well as utilize such knowledge in the preparation of relevant research questions, formulation of the foundational review of the existing literature and a proposal of new research in the field of study. Display of substantive knowledge in the field along with both qualitative and quantitative research techniques will be examined throughout these exams.

DBA 770 - Dissertation Seminar

3 credit hours

Prerequisites:

DBA 765 - Doctoral Written Comprehensive Exam . Identification of a Faculty Dissertation Advisor. Successful completion of the Comprehensive Examination.

DBA770 is convened by the DBA Program Director or by his or her designated representative who is referred to as the professor of the class. This course functions to emphasize social responsibility, innovation, and accountability to foster a new form of leadership focused on creating vibrant and sustainable organizations as an integral part of the dissertation and the DBA program as a whole. Candidates are required to attend this seminar.

DBA 780 - 789 - Directed Research

12 credit hours

Prerequisites: Candidacy Status. Committee identified and charged. DBA 770 completed.

During continued enrollment in DBA 780-9, the student will complete the submission of an approved proposal including Chapters 1, 2, and 3, and complete the submission of an approved manuscript including chapters 4 and 5. The student will also conduct the research for the dissertation in keeping with guidance prescribed by the Institutional Review Board, University policy, School of Business policy, and the rules of ethics. This course functions to emphasize social responsibility, innovation,

and accountability to foster a new form of leadership focused on creating vibrant and sustainable organizations as an integral part of the dissertation and the DBA program as a whole.

DBA 801 - Dissertation Oral Defense

0 credit hours

Prerequisites:

Completion of DBA 780-9.

This course functions to emphasize social responsibility, innovation, and accountability to foster a new form of leadership focused on creating vibrant and sustainable organizations. It fosters Saint Leo University core values including specifically excellence, community, and integrity.

Education

EDU 501 - Teaching Students with Exceptionality

1 credit hours

This course focuses on current issues in exceptional student education. Topics will include legislation and its impact on students with exceptionalities and current trends in special education in Florida.

EDU 523 - Introduction to Instructional Design

3 credit hours

An introduction to the systematic design of instruction. Topics include goal analysis, subordinate skills analysis, determining entry behaviors, contexts for learning, performance objectives, formative assessment, summative assessments, and motivational activities.

EDU 524 - Program Evaluation

3 credit hours

Prerequisites: EDU 630 - Measuring Learning & Performance

This course will introduce learners to the process of gathering and interpreting data applicable to various aspects of improving human performance for the purpose of making management and instructional decisions. Topics include training/learning needs assessments, and best practices for assessing knowledge, comprehension, and transfer of knowledge, in relation to workplace learning and how these relate to return on investment.

EDU 525 - Data Driven Instructional Decisions

3 credit hours

Develops an understanding of various types of data used in school settings and methods for analyzing and displaying these data sets to impact and measure student learning. Students will analyze measures of central tendency and develop a presentation for a data set using Web 2.0 technology. Learners will disaggregate student data sets and create a professional development plan to address student needs and ensure timely dissemination to information to students, faculty, and parents.

EDU 526 - Human Perspective in Instructional Design

3 credit hours

This course is designed to help students extend their knowledge of instructional design theory by incorporating knowledge of how instructional designers can become active listeners, effective communicators, and successful collaborators in order to increase their empathic course development. Students will explore the human dimension in instruction and learning through investigation of applicable learning theories in order to design innovative and engaging learning interactions. Additionally students will learn how to accommodate for diversity while incorporating ethics and values in today's learning environment. Learners will engage in a variety of individual as well as team-based learning activities to complete the course requirements.

EDU 527 - Adult Learning Theory

3 credit hours

This course is designed to give Master of Science in Instructional Design students the opportunity to explore various psychological theories of learning. There will be an emphasis on the application of these theories in adult settings in education, training, and professional development. Using both group and individual projects, the students will gain the ability to apply the principles of instructional design in educational, military, and corporate settings.

EDU 528 - Educational Governance and Professional Ethics

3 credit hours

This course provides students with knowledge of the organization and governance of U.S. education. Included are the study of political systems and their impact on public schools; historical antecedents and their influence on democratic values; and the study of the major education philosophies and their impact on curriculum. Current education issues and trends are presented. The program of study examines the legal rights and responsibilities of students and teachers, with a focus on the professional code of ethics and the responsibilities of teachers.

EDU 529 - Decision Making for Instructional Leadership

3 credit hours

Prerequisites: EDU 525 - Data Driven Instructional Decisions

Principles central to data driven decision making are examined in the context of student learning, teacher proficiency and continuous improvement. The relationship between data, standards, curriculum, assessment and instructional decisions is explored. Technology integration and standards of leadership for effective school improvement are studied.

EDU 530 - Special Topics in Curriculum

3 credit hours

Prerequisites:

This course examines emerging, contemporary and/or controversial curriculum topics or issues. The program of study is an intensive individual study in particular aspects of the school curriculum not covered in regular course offerings. Requests for enrollment must be made prior to registration in the form of a written proposal. Approval of faculty or Director of Graduate Studies required.

EDU 532 - Instructional Strategies

3 credit hours

Prerequisites: EDU 523 - Introduction to Instructional Design and EDU 557 - Project Management for Instructional Design

Applies learning theory to course development. Topics include the use of media for teaching/ learning, active learning, instructional theories, and best practices for development of both synchronous and asynchronous courses.

EDU 541 - Production of Educational Media

3 credit hours

Prerequisites: EDU 523.

This course will serve as an introduction to the effective use of instructional technology and media. Topics include planning for use of instructional media, graphics, audio and motion media, one-way and two-way communications, audio conferencing, videoconferencing, computers as tools for learning, producing, and evaluating the effectiveness of instructional technology and media.

EDU 542 - Methods in Instructional Technologies

3 credit hours

This course explores the theory, research, and practice required for the effective application of instructional technologies in the classroom. Computer hardware and software applications to classroom teaching are included.

EDU 543 - Advanced Instructional Design

3 credit hours

Prerequisites: EDU 523, EDU 532.

This course is designed to help students explore the fundamentals of the instructional design process, including application of the principles of learning theory and instructional strategies to the instructional design process. Students will analyze, evaluate, and apply the principles of instructional design to develop educational and training materials for the resolution of instructional problems. Learners will engage in a variety of individual as well as team-based learning activities to complete each phase of the instructional design process as well as develop prototype instructional products.

EDU 544 - Graphics and Design Concepts in eLearning

3 credit hours

Prerequisites: EDU 523 - Introduction to Instructional Design

This course will focus on design principles of instruction and how to apply and evaluate them in online designs. Students will apply design principles to develop effective instructional graphics. As well as, develop storyboards for linear and branched instruction, use current technologies, and illustrate their design knowledge by developing various instructional graphics for online learning. Students will also learn practical methods to apply to instructional interactions to motivate learners.

EDU 546 - Reading in the Content Areas

3 credit hours

Students will examine current research and instructional approaches that focus on improving student reading skills. Students will learn to develop an understanding of the challenges students face while reading, how to identify reading demands in content areas, identify the appropriate use of narrative and expository text in the content area classroom, develop strategies that enhance student learning of domain vocabulary, and how to develop lessons to include reading skills in the content area classroom. Field experience is required. Complete Field Experience Log.

EDU 548 - e-Learning

3 credit hours

This course addresses the complex and multifaceted issues associated with the design, development, and implementation of e-learning programs. Students will explore instructional strategies and tools for development and delivery as well as teaching strategies, and management issues from both the faculty and institutional perspectives.

EDU 551 - Leadership in a Learning Culture

3 credit hours

This course focuses on leadership and the learning culture in a school organization. School systems are considered and analyzed for learning with a goal of high expectations for growth, student engagement, and engaged stakeholders making efforts to close performance gaps. The course provides students with strategies for effective leadership in the change process to structure and monitor school learning environments that improve learning for all diverse students.

EDU 552 - Diffusion and Adoption of Innovations: Change Management

3 credit hours

This course examines the theories of diffusion and adoption of innovations including models of change, research-based practice, adaptation due to contextual constraints, and the challenges particular to the adoption of technology in educational settings. Students learn how to apply change management principles in various settings, to collect and analyze data, and to select appropriate interventions to facilitate the adoption of innovative practices.

EDU 553 - Leading Curriculum for Special Populations

3 credit hours

Strategies to align curriculum, instruction and monitoring student progress for diverse populations in inclusive, diverse, democratic and global environments are studied. Students will explore strategies to monitor student progress and promote continuous improvement and to meet the cultural and developmental issues related to student achievement gaps.

EDU 555 - School Management

3 credit hours

School Management topics such as school law, safe school facilities, and school finance are examined in this course. School law addresses state and federal case, statutory, regulatory, and Constitutional law pertaining to student rights and responsibilities, torts, student services, student records, and the relationship between church and state. Student discipline, school building utilization, and safe facilities are explored in the safe school facilities section of the course. The process of planning, developing, justifying, implementing, and evaluating a school budget is studied within the framework of Florida public school financing. Accounting and auditing strategies and practices are considered.

EDU 557 - Project Management for Instructional Design

3 credit hours

Prerequisites: EDU 523 - Introduction to Instructional Design , EDU 526 - Human Perspective in Instructional Design , EDU 532 - Instructional Strategies EDU 541 - Production of Educational Media , EDU 524 - Program Evaluation

This course focuses on the project management skills required of instructional designers working in K-12, higher education, military, and corporate training environments. Topics addressed include the tasks related to project initiation, planning, execution, and closeout with specific focus on communication and decision-making throughout the process. Students work individually and in small teams to complete assigned work.

EDU 561 - ESOL Survey Course

3 credit hours

Prerequisites:

This course provides an overview of the five areas pertinent to teaching English language learners (ELLs) in order to (a) promote an understanding of first and second language acquisition processes, (b) facilitate the development of culturally and linguistically appropriate instructional and assessment skills, and (c) present effective means for modifying curricula. The five areas are (1) Applied Linguistics and Second Language Acquisition, (2) Cross-Cultural Communication and Understanding, (3) Methods in Teaching English to Speakers of Other Languages (ESOL), (4) Curriculum and Materials Development, and (5) Testing and Evaluation of ESOL. This course meets the 60-hour ESOL education requirement for social studies, math, and science teachers (Category II teachers) as determined by the Florida Department of Education. A field experience is required.

Field experiences is required.

EDU 562 - Culturally Responsive Instruction & Applied Linguistics

3 credit hours

Prerequisites: 9 graduate credits or the permission of the Director.

This course is designed to provide pre-service teachers at the graduate level a knowledge base in the areas of Culture and Applied Linguistics to provide research-based classroom instruction to linguistically and culturally diverse English Language Learners (ELL) students in the state of Florida. Specifically the course will covers Domains 1 and 2 of the ESOL Teacher Standards 2010 in the state of Florida. The focus is on developing cross-cultural understanding and knowledge of Applied Linguistics. Learning about culturally responsive pedagogy and about the elements of language (phonology, morphology, syntax, semantics, pragmatics and classroom discourse) will help candidates build the foundation of knowledge to effectively address ELLs students literacy and learning needs. This course also addresses the mandates of the Consent Decree and the theoretical underpinnings that address the relationship between first and second language acquisition and development. Field experience is required. Field experience is required.

EDU 563 - ESOL: Methodology, Curriculum, and Assessment

3 credit hours

Prerequisites: EDU 562.

This course is designed to provide pre-service teachers at the graduate level a knowledge base in the areas of TESOL Methodology, Curriculum Development and Assessment to provide research-based classroom instruction and assessment to linguistically and culturally diverse English Language Learners (ELL) students in the state of Florida. Specifically the course will covers Domains 3, 4 and 5 of the ESOL Teacher Standards 2010 in the state of Florida. The focus is on developing a strong knowledge base of ESOL Research and History, Planning for Standards-Based ESL and Content Instruction, Effective Use Instructional Resources and Technology, and Assessment Issues for ELL students, including language-proficiency based assessment and classroom-based assessment. Field experience is required. Field experience is required.

EDU 565 - Literacy Assessment and Intervention

3 credit hours

This course focuses on providing teachers with formal and informal assessment measures to use to determine students' literacy levels. This course also provides the students with the knowledge and use of effective scientifically based intervention strategies. Field Experience is required.

EDU 570 - Values and Ethics in Educational Leadership**3 credit hours**

This course is grounded in the themes of the Saint Leo University Core Values, Catholic Intellect, and the Code of Ethics and Principles of Professional Conduct of the Education Profession in the State of Florida which can be used to guide ethical leadership. These themes will be studied to allow deep knowledge, reflection, and action, which will guide educational leaders as they are concerned not only with the many individual ethical dilemmas of their daily professional lives, but also with systemic moral issues, as well as personal development as ethical leaders who work with a set of core values. The overall goal of the course is to contribute to the improvement of ethical leadership practices in schools and organizations.

EDU 576 - Applied Project in Instructional Design**3 credit hours**

This course is designed to be a capstone project in which the student will use all the skills, attitudes, and knowledge acquired from the program curriculum to address an important problem or launch a program initiative related to the field of instruction design. The objective of this course is primarily outcomes assessment for the Graduate Program. For successful completion of this course and the Master of Science in Instructional Design degree requirements, students must demonstrate both a mastery of the curriculum content and an articulated ability to apply what has been learned to professional endeavors.

EDU 580 - Internship**3 credit hours**

Prerequisites: 27-30 (depending on content specialty) hours completed in program or permission of the Director; passing score on FTCE: General Knowledge and Professional Education.

Corequisites: EDU 550 .

The internship is a full-time practice teaching experience in the classroom, which is taken in one of the two final semesters under the supervision of a qualified teacher and a University supervisor. Students apply the knowledge and skills acquired in professional preparation. The program of study involves a time block coinciding with daily schedules of teachers, usually from 8:00 a.m. to 3:30 p.m. The course is available only to students who have applied and been approved for student teaching through the office of Graduate Studies in Education. This is a pass/fail course. This course is offered over two consecutive terms.

EDU 602 - Foundations in Reading**3 credit hours**

This course provides the education major with the investigation of basic theories underlying traditional and recent approaches to the teaching of reading. It includes the study of the six essential components of the reading process: oral language,

phonemic awareness, phonics, fluency, vocabulary development, and comprehension. The course also include how these six essential components are integrated in the student reading development to lead to the end goal in reading which in comprehension. Field experiences required. Complete Field Experience Log.

EDU 605 - Elementary Reading Assessment and Intervention

3 credit hours

This course focuses on providing teachers with formal and informal assessment measures to use to determine students' literacy levels in the elementary school. This course also presents the students with knowledge and use of effective scientifically based intervention strategies. Field experience is required. Complete Field Experience Log.

EDU 607 - Theories and Practices of Curriculum

3 credit hours

This course is designed to provide insight in the historical, philosophical, social, and psychological foundations of curriculum. It will examine ways in which curricular theories and research inform curricular decisions, designs, and policies. Factors that impact curriculum development, implementation, and evaluation are studied. The purpose of the course is to help future and current administrators become instructional leaders.

EDU 610 - Secondary Literacy, Assessment and Intervention

3 credit hours

This course focuses on providing teachers with formal and informal assessment measures to use to determine students' literacy levels in the secondary school. This course also provides the students with the knowledge and use of effective scientifically based intervention strategies. Field experience is required.

EDU 612 - Language and Literacy

3 credit hours

Prerequisites: EDU 602 - Foundations in Reading

Increase teacher knowledge of theories and research regarding the development of language and literacy in children. Increase teacher knowledge to identify and analyze the role of oral language in the literacy process to design and/or locate scientifically research based activities to develop oral language at all levels for all students including ELLS, students with disabilities and students with 504 plans. Field Experiences required. Complete Field Experience log.

EDU 615 - Instructional Leadership: Theory and Practice

3 credit hours

Scientifically based research best practices, within the context of current curricula models, to ensure student learning, with an

emphasis on reading, and achievement through efficient and effective classroom management; instructional design, strategies, and materials; and evaluation practices are examined.

EDU 620 - Special Education: An Introduction to Law, Ethics, Placement, and Diversity

3 credit hours

Laws governing special education, ethics, diversity/overrepresentation, and federal classification categories and placement are targeted in this course. Additionally, general information regarding high- and low-incidence disabilities will be covered.

EDU 621 - Psychology of Learning

3 credit hours

This course provides an overview of the cognitive and social/emotional development of the child, young adult, and adult. The major focus of the course is a study of current psychological theories of learning, including motivation, cognitive processing, brain-based theories, recent concepts of intelligence, and the role of the education leader in fostering student learning and effective teaching.

EDU 622 - Managing Classroom Diversity

3 credit hours

This course examines the nature and needs of special student populations, including multicultural and exceptional students; the response of K-12 education to these diversity issues; adaptive strategies for the teacher or administrator that foster the development and learning in each student; and the management of these adaptations in an inclusive classroom. Offered once every two years.

EDU 623 - Psychology of Reading

3 credit hours

Prerequisites: EDU 546, EDU 602, EDU 605, and EDU 610 or permission of the Director.

The course will examine the psychological substructure of reading. The course will examine the movement from traditional views of reading based on behaviorism to an understanding of reading and readers based on cognitive psychology. The course will also cover various models of reading and literacy development, the history of reading instruction as well as theories underlying approaches to specific reading difficulties.

EDU 624 - Instructional Leadership: ESE

3 credit hours

Strategies to align curriculum, instruction, and assessment, using research-driven best practices for ESE students. The schooling needs of ESE students are examined, as well as the tools and strategies used by schools to meet those needs within the context of state and federal law and community expectations and resources.

EDU 625 - Foundations in Language and Cognition

3 credit hours

This course provides the Exceptional Education Major with the investigation of the basic theories and underlying recent approaches to the teaching of reading. It includes the study of the six essential components of the reading process: oral language, phonemic awareness, phonics, fluency, vocabulary development, and comprehension. This course also includes how these six essential components are integrated into the K-12 students reading development to assist the students to the end goal of reading which comprehension is. Field experiences required.

EDU 626 - Communication Skills & Technology for Instructional Designers

3 credit hours

This course explores the theory, research, and practices required for effective application of verbal and written communication skills needed by instructional designers in their varied roles. Computer hardware and software applications relevant to instructional design and effective communication are included.

EDU 627 - Literature for Children and Adolescents

3 credit hours

This course will provide an overview of children and adolescent literature for use in the K-12 reading program. Students will learn how to choose effective literature from various genres and formats, including the use of literature to address the issue of diversity in the K-12 classroom. Additionally, strategies for the effective use of the literature with various levels of readers will be presented and discussed.

Field experience is required.

EDU 628 - Educative Assessment and Accountability

3 credit hours

Research-based models for ensuring school effectiveness, accountability, and continuous quality improvement are examined. Considered are norm-referenced and criterion-referenced testing, standardized test score interpretation, data mining, data analysis, data reporting, and using data-based decision making to improve student achievement. Florida's system of school accountability and grading is studied.

EDU 629 - Current Theory and Practice in Reading

3 credit hours

Prerequisites: EDU 546, EDU 602, EDU 605, and EDU 610 or permission of the Director.

This course will examine current theory and research that has shaped the direction of reading instruction from the 1960's to

present day, along with its application to instruction and program development. Students will also be discussing and analyzing the many controversies and politics surrounding reading instruction across the nation.

EDU 630 - Measuring Learning & Performance

3 credit hours

This course considers introductory classical and modern measurement theory and practice, classroom test construction and improvement, and standardized testing applications.

EDU 632 - Research Methods

3 credit hours

The purpose and role of educational research in informing educational policy and decision making are studied. The research process, sampling strategies, and threats and controls to research design integrity are considered. Designs studied are non-experimental; pre-, true-, and quasi-experimental; single subject; and qualitative.

EDU 633 - Theories and Methods for Mild to Moderate Populations

3 credit hours

This course focuses on etiology, theory, and intervention for students with specific learning disabilities and emotional disturbance. Attention is placed on theoretical implications for the educational planning, instructional management, and delivery of educational services in K-12 settings. Field experience is required.

EDU 635 - Technology for Instruction and Leadership

3 credit hours

This course explores standard and emergent technologies related to effective instruction and administrative operations within a school. Reliable and effective Web-based communication and modalities of e-learning are examined, including the development of a school technology plan.

EDU 636 - Application of Theory and Strategies for Students with Mild and Moderate Disabilities

3 credit hours

Using course content, online discussions, field-based experiences and application assignments students will demonstrate knowledge of instructional interventions and accommodations for students with disabilities and ELLs through the application of differentiated research-based methods and strategies. Students will integrate reading and ESOL best practices across the course content through the implementation of instructional strategies and differentiated lessons and assignments for students with mild or moderate disabilities who may also be ELLs.

EDU 640 - Managing Students with Exceptionality

3 credit hours

This course examines the theories of behavior management in exceptional student education, with a focus on positive behavioral support. Students learn how to apply behavior management principles in the K-12 exceptional education classroom, to collect and analyze data, and to select appropriate interventions. Field experience is required.

EDU 641 - Remediation and Correction

3 credit hours

This course focuses on providing teachers with concrete methods for locating and correcting reading difficulties. Emphasis is also placed on the use of strategic approaches to the teaching of reading.

EDU 645 - Methods to Integrate Reading and Writing

3 credit hours

Prerequisites: EDU 546, EDU 602, EDU 605, and EDU 610 or permission of the Director.

This course emphasizes the blend of theory and current best practices in integrating reading and writing for elementary, middle grades, and high school classrooms. Students will learn and practice the essential characteristics of good writing and effective writing instruction, including the integration of reading activities and strategies. Students will also learn how to create a positive reading/writing learning environment that fosters literacy development. Field experience is required.

EDU 646 - Assessment for ESE: Evaluation, Interpretation, and Placement

3 credit hours

Prerequisites: Twelve graduate hours.

This course introduces the basic concepts of testing and measurement theory and explains the nature of assessment and evaluation. The course presents commonly used testing instruments and assessment procedures (both formal and informal and traditional and alternative assessments) used with exceptional students (K-12). Emphasis is on the selections of an appropriate comprehensive battery of tests and assessment measures, practice in administration and assessment activity, practice in scoring and interpretation for diagnosis and instruction, practice in reporting results, ability to establish a test environment, and training in ethics and requirements of fair testing, assessment and evaluation. Field experience is required.

EDU 647 - School Operations

3 credit hours

Prerequisites/Corequisites: EDU 649, EDU 659, EDU 688, and EDU 662.

May not be taken in conjunction with EDU 661 and/or EDU 678.

This course provides the student the opportunity to research issues of school operations, through professional readings, experiences of application, and reflection by peer and preceptor review. The field experiences are conducted over one semester (16 weeks) with a minimum of 120 hours to be invested in various required real-world learning experiences. Working with a high performing principal or assistant principal is a critical component of this course. The student is responsible for securing his or her mentor and necessary participation agreements.

EDU 649 - Building School/Community Relations

3 credit hours

Strategies to promote school and community relations supporting the vision are examined. Effective communication methods with teachers, students and parents, and community stakeholders are considered and planned as part of leadership for school improvement. Opportunities for change, models for active participation and recognition in school improvement, and analysis of school data are considered with means to communicate expectations and performance indicators.

EDU 653 - Collaborating in Inclusive Settings

3 credit hours

Prerequisites: Twelve graduate hours.

This course is designed to prepare special education majors with the knowledge of theories and research pertaining to consultation, working with teams of other professionals and collaborating with parents and professionals. Additionally, this course is designed to teach special education teachers skills for working with others in both collaborative and consultative models.

EDU 656 - Transition Planning for Students with Exceptionality

3 credit hours

Prerequisites: Twelve graduate hours.

This course explores the process through which students with exceptionality make the transition from school to adult life. The stages of career development, domains of transition planning, family and community roles in transition, and transition IEPs are discussed.

EDU 658 - Leadership in the Development of Reading Programs

3 credit hours

Prerequisites: EDU 602, EDU 546, EDU 605, EDU 610 or permission of the Director.

This course focuses on the planning and coordination of school-based/system-based reading programs from a leadership perspective. Students will design a sample program that could be implemented in a K-12 school setting. The role of the reading coach will also be discussed. Field experience is required. Complete Field Experience Log.

EDU 659 - Public School Law

3 credit hours

Examined are state and federal case, statutory, regulatory, and constitutional law pertaining to student and teacher rights and responsibilities, torts, student services, student and teacher records, and the relationship between church and state.

EDU 660 - School Leadership: Theory and Practice

3 credit hours

The historical development of American public education organization is examined. School organizational models, policy issues, development, planning, and policy-making are studied from the systems and continuous quality improvement theories perspective.

EDU 661 - Managing the Learning Environment

3 credit hours

Prerequisites/Corequisites: EDU 615, EDU 624, EDU 628, and EDU 635

May not be taken in conjunction with EDU 647 and/or EDU 678

Research, theory, and best practices for improving the instructional program of the school, increasing student achievement, and improving the process the learning environment are thoroughly examined. Students will engage in field experiences to apply the theory and best practices. The field experience is conducted over one semester (16 weeks) for a minimum of 120 hours to demonstrate mastery of the required competencies and skills. The student is responsible for securing his/her mentor (high performing principal or experienced assistant principal), and necessary participation agreements.

EDU 662 - Human Resource Development in Education

3 credit hours

This course focuses on understanding and applying current research-based best practices in human resource management related to recruitment, selection, induction, professional development, and assessment/evaluation. There is a particular emphasis on using human resources to foster student learning and teacher growth through principles of assessment design, and strategically using formative and summative assessment results to support student and teacher growth. The course approach models best practices in professional learning community development. There is a field experience required for the student to acquire practical experience in applying course content and is built into course assignments.

EDU 665 - Educational Governance

3 credit hours

Studied are contemporary education issues, national educational reform initiatives, and the politics of education. The program of study examines the legal rights and responsibilities of students and teachers, including the professional code of ethics and the responsibilities of teachers.

EDU 669 - Principalship: Theory and Practice

3 credit hours

Prerequisites: Second year course. 30 credits or director of graduate education approval.

Corequisites: EDU 678

Presented is a detailed examination of the instructional and managerial leadership roles, knowledge, values, and skills of a high performing school principal, who employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data. The course will focus on realistic experiences designed to prepare the graduate for transition into administration and models best practices in professional learning.

EDU 670 - Theory and Practice in Research

3 credit hours

This course is designed to introduce students to action research, a qualitative approach to research. Students will develop an understanding of research statistical foundations, design analysis and evaluation.

EDU 671 - Research in Education

3 credit hours

Prerequisites: Completion of at least 24 credit hours or permission of the Director.

This course allows students to engage in a research project within their professional area. Under the supervision of a faculty mentor, students will select an area of interest and design and complete a graduate-level project geared toward developing in-depth understanding of the selected topic. Typical projects can be research papers or applied projects within a selected school. This is a pass/fail course that may require some fieldwork.

EDU 672 - Instructional Design for Exceptional Student Education

3 credit hours

Prerequisites: 24 graduate hours or permission of the Director and passing scores on the FTCE and the ESE Subject Area Exam.

Corequisites: EDU 674.

The purpose of this course is to equip educators with valuable instructional strategies for working with diverse learners with mild and moderate disabilities. Methods from a broad domain of effective teaching practices will be identified, developed, and implemented in the teacher's classroom. Teachers will collect data on students' performance to evaluate their teaching strategies and improve their practice. This course will be offered in an 8-week format and must be taken concurrently with EDU 674.

EDU 673 - Supervised Practicum in Reading

3 credit hours

Prerequisites: EDU 546, EDU 602, EDU 605, and EDU 610 or permission of the Director.

This course requires the graduate student to work with several K-12 students in a classroom setting - diagnosing, prescribing, and implementing a reading plan for improvement. Students will apply 'best practices' in reading instruction based upon concepts and research acquired in the prerequisite courses in the Reading Program. Field Experience Required. Please complete your Field Experience Log Field experience is required.

EDU 674 - Practicum in ESE**3 credit hours**

Prerequisites: 24 graduate hours or permission of the Director and passing scores on the FTCE.

Corequisites: EDU 672.

Exceptional education students are required to complete a supervised practicum in a preK12 classroom that serves the needs of students with exceptionality and who are ELLs. This practicum may be completed in an inclusive or self-contained environment. During this practicum, students are expected to complete an action research project that has been approved by the university supervisor. This project must focus on improving outcomes for students with exceptionality. In addition, the graduate student will work with several K-12 students in a classroom setting - diagnosing, prescribing, and implementing a reading plan for improvement. Students will apply 'best practices' in reading instruction based upon concepts and research acquired in the prerequisite courses in the Reading Program. Grade is pass or fail. This course is offered across two consecutive terms and must be taken concurrently with EDU 672.

EDU 676 - A Practicum in School Leadership**3 credit hours**

Under the guidance of a high-performing school leader (preceptor), the student engages in a 120- hour leadership practicum, employing the Educational Leadership Constituent Council (ELCC) Standards for the preparation of school administrators. Within the practicum, the student must successfully complete three applied projects that impact (1) curriculum and instruction; (2) student achievement; and (3) the school community. The student is responsible for arranging his or her practicum setting and preceptor and must satisfy all University and practicum setting requirements. Grading is pass/fail.

EDU 678 - The Practicum**3 credit hours**

Prerequisites: 30 credits of coursework or Director's permission.

Corequisites: EDU 669.

Under the guidance of a high-performing school/district leader (principal/assistant principal/district supervisor) and graduate education faculty member, the student will engage in a 150 hour leadership practicum employing all ten of the Florida Principal Leadership Standards. Within the practicum, the student must successfully complete three applied school improvement assignments that impact: (1) the school curriculum and instructional programs; (2) student achievement; and (3) the school's role within the community. The student is responsible for arranging his or her practicum setting, high-performing mentor and must satisfy all University and practicum setting requirements. There is a field experience required for the student to acquire practical experiences in applying course content and is built into course assignments.

EDU 688 - Public-School Financial and Facilities Management

3 credit hours

The funding of education in the United States and Florida is examined. The process of planning, developing, justifying, implementing, and evaluating a school budget is studied. Accounting and auditing strategies and practices are considered. School building use and safety are examined.

EDU 701 - Ensuring Quality ESE Services

3 credit hours

The legal, research, and programmatic frameworks for ESE services are explored as are prevailing best practices. The responsibilities and role of the principal in ensuring the delivery of high-quality ESE services are thoroughly examined.

EDU 702 - Effective Reading & ESOL Instruction

3 credit hours

Research-based strategies for effective reading and ESOL instruction and prevailing best practices are studied. The specific role of the principal in ensuring effective reading and ESOL instruction across the school program is examined.

EDU 703 - Applied Educational Statistics

3 credit hours

This course considers the computation and interpretation of applied descriptive (e.g., measures of central tendency, variability, and position) and inferential statistics (e.g., t-tests, correlation, ANOVA, and multiple regression) used in education.

EDU 704 - Assessment & Accountability

3 credit hours

State and federal accountability frameworks are studied as is the use of assessment data to improve curriculum, instruction, and student achievement. Strategies to communicate assessment data to various stakeholder groups are explored. Emphasis is based on Florida's public education accountability system.

EDU 705 - Fostering High Quality Teaching

3 credit hours

Teacher selection, induction development, retention, and discipline are thoroughly examined as is the essential role of the principal in ensuring high quality ethical teaching.

EDU 706 - Instructional Technology

3 credit hours

The role of instructional technology as well as the role of the principal in ensuring effective deployment of such technology to foster improved curriculum, instruction, and student achievement is examined, with special attention given to reading, math, and science education.

EDU 707 - Leading the School Organization

3 credit hours

The historical development of public K-12 education in the United States and internationally is reviewed. The modern U.S. K-12 school is thoroughly examined as is the role of the principal in fostering a school culture and ethic supportive of continuously improving curriculum, instruction, and student achievement.

EDU 708 - Building Partnerships

3 credit hours

The theory, research base, strategies, and prevailing best practices for building partnerships to support a school's education program are thoroughly explored. The principal's centrality to effective partnership building, incorporating a community's diversity, is examined.

EDU 711 - School Leadership

3 credit hours

Prerequisites/Corequisites: EDU 707 and EDU 708

Studied are leadership theory, research, and application; leadership ethics; strategic planning, ensuring a high-quality, safe learning environment; the school and school district relationship; and effective instructional and administrative leadership. The course includes an 80-hour practicum component.

EDU 712 - School Leadership Topics

3 credit hours

Prerequisites: Permission of Director.

Under the guidance of a high-performing school leader and faculty member, the student engages in a 160-clock-hour leadership experience employing all ten of the Florida School Leadership Standards. An applied project aimed at improving a specific school's curriculum, instruction, or student achievement is conducted.

EDU 713 - Program Evaluation: Introduction

3 credit hours

Examined are evaluation ethics and methods and models of inquiry used by educational organizations. Classroom, action, quantitative, and qualitative program evaluation methods are considered.

EDU 714 - Program Evaluation: Instrumentation and Analytics**3 credit hours**

Studied are the ethical application of introductory descriptive, inferential, and correlation procedures commonly used in program evaluation. Emphasis is on the use of statistical data in decision making to improve curriculum, instruction, and student achievement.

EDU 715 - Program Evaluation: Design**3 credit hours**

The application of continuous quality improvement policies, models, and research to educational products, processes, programs, and services is examined.

EDU 716 - American Higher Education**3 credit hours**

The historical development and current system of higher education in the U.S. is studied. Focus is upon institutional diversity, state and federal roles in funding and management, demographic trends, and higher education's public image. Also examined are the various state systems of higher education.

EDU 717 - Student Affairs Administration**3 credit hours**

This course is designed to provide an introduction to student affairs work in the college and university setting through a review of its historical context; philosophical and practical bases; organization and administration; specific programs; roles and responsibilities; contemporary issues and trends; and implications for student affairs professionals. Characteristics and attitudes of contemporary "traditional" and "non-traditional" students and how those are influenced by the various higher education environments are examined.

EDU 718 - Higher Education Enrollment Management**3 credit hours**

The course considers current concepts, techniques, and practices used in effective enrollment management programs, higher education recruitment programs, prospective student choice making patterns, using financial aid and scholarship tools to promote enrollment, evaluating current recruitment effectiveness, and effective student retention strategies.

EDU 719 - Higher Education Curriculum

3 credit hours

Curricular development in colleges and universities is examined with emphases on historical influences, curricular trends, academic planning, and development. Strong emphasis is placed on serving students with disabilities.

EDU 720 - Higher Education Law

3 credit hours

This course will enable students to form a functional understanding of the American legal system, the Florida and U.S. court structure, major legal issues in higher education, due process in handling legal issues in a higher education setting, tort law in a higher education, and contract law.

EDU 721 - Higher Education Governance

3 credit hours

Examined are leadership and managerial concepts and practices, organizational theories, decision making, strategic planning, and policy formulation applicable to American higher education. Also examined are the American professoriate, faculty development, and faculty governance.

Human Services

HUS 505 - Management & Leadership in Human Service Organizations

3 credit hours

This is a course intended to give students a broad overview of the management and leadership challenges of the human services sector. The course content is designed for students who not only plan to lead human services organizations but participate on boards. This course will examine the history and scope of the human services sector, the need for human services, as well as, contemporary theories of nonprofit and profit enterprise, governance and leadership, ethics, social entrepreneurship, and new decision-making models.

HUS 510 - Legal and Ethical Issues in Human Services

3 credit hours

In this course both legal and ethical principles of operating a human services organization will be reviewed. Students will learn about the professional code of ethics from the National Organization of Human Services. Case examples of ethical issues in agencies will be presented.

HUS 515 - Community Needs Assessment and Program Evaluation

3 credit hours

Prerequisites: HUS 505

This course provides a practical approach for evaluating programs in the human services field. Creating new services and maintaining existing services in a community requires the use of applied research methods. Students will learn how to develop a needs assessment to determine what services are lacking in a community as well as evaluate those programs that currently provide client services.

HUS 520 - Working in Human Services Administration

3 credit hours

Prerequisites: HUS 510

This course introduces students to the field of management in human services organizations. It focuses on the knowledge and skills required by those who supervise employees on a daily basis. Employee and agency rights as well as legal issues pertaining to employment will be discussed as well as how to recruit and train volunteers for the workforce.

HUS 530 - Creating New Human Services Organizations

3 credit hours

Prerequisites: HUS 505 and HUS 515

This course teaches Human Services graduate students how to develop new human services in their community by creating a private-for-profit, or private-non-profit organization, or a social entrepreneurship. Students will analyze a community needs assessment to determine where the gaps in service exist and then proceed to create a new program to meet the needs not served. They will develop a business plan with legal documents such as a 501(c)(3) application, agency by-laws, mission statements, budgets, and job descriptions. Students will learn how to establish funding, find loans or investors, create a board of directors for a non-profit organization and how to apply for tax-exempt status.

HUS 540 - Funding Sources for Human Services Organizations

3 credit hours

Prerequisites: HUS 505

This graduate Human Services course identifies a variety of funding sources available for private-for-profit and private-non-profit organizations, as well as for a social entrepreneurship. This includes grants, fundraising events, public and private contracts, fees for service, bond markets, venture capital, loans, and solicitation of donations. Management of these funding sources and an explanation of accounting principles will be covered.

HUS 550 - Advocacy and Policy Analyses

3 credit hours

Prerequisites: HUS 505

Administrators in Human Services agencies need to understand public policy and how to implement laws that effect their services. This course provides a framework for analyzing both the cost effectiveness and efficiency of a policy. Methods of client and agency advocacy will be covered.

HUS 560 - Grantsmanship

3 credit hours

Prerequisites: HUS 540

This course applies the basic principles of grantsmanship using a step-by-step approach. Students will develop their own grant proposals and learn how to search for public and private monies. They will be able to distinguish between grants and contracts, locate private foundations and corporate funding, as well as grants, and federal money. Students will create a Cover Letter, Abstract, Needs Statement, Program Description, Budget, and Evaluation.

HUS 565 - Marketing in Human Service Organizations

3 credit hours

Prerequisites: HUS 505

This course covers the principles of planning, execution and assessment of strategic marketing in human service organizations. Students will learn the theory and methods of marketing a business and discuss the application for human services organizations. They will learn how to develop a customer centered framework; incorporate marketing activities into organizational structures; evaluate target audience characteristics and desires; develop and launch new offerings; achieve effective market segmentation, positioning, and branding; identify various elements of the marketing mix, and evaluate effectiveness of marketing initiatives.

HUS 570 - Field Placement in Human Services Administration

3 credit hours

Prerequisites: Completion of all HUS coursework except HUS-590

This course is a supervised field placement in a human service organization for a minimum of 175 hours during the term and is intended to provide students with the opportunity to learn the roles, skills, and methods of human services administration. Students should become familiar with the administrative processes of the organization.

HUS 590 - Graduate Project in Human Services Administration

3 credit hours

Prerequisites: Complete of all HUS coursework except HUS-570

This course allows students to use the research and administrative skills they have learned and implement them in a human services agency. Students can choose to complete a community based research project, work with an agency on developing a grant, major fundraising event, or marketing plan. This can be completed in conjunction with the Field Placement in Human Services Administration or done as an individual graduate project

MAcc

MAC ORI - Master of Accounting Orientation

0 credit hours

This pass/fail course provides new Master of Accounting students with an overview of the programs. Topics include SLU history and core values; program information; expectations; academic honesty; and SLU Portal sign-on, including access to eLion, and Windows Live Student Email. The course provides students with information and resources to enhance their knowledge in these areas. This is a required, not-for-credit course that must be completed by the end of the first term. Tuition fees will not be assessed.

Social Work

SWK 510 - Human Behavior in the Social Environment I

3 credit hours

This course is built on a liberal arts foundation and based on the assumption that students enrolled in this course already have grounding in the liberal arts, especially in the social sciences, humanities, and philosophy. The intent will be to prepare students to understand human development across the life cycle, focusing on the interactions between and among dimensions (cultural, biological, social, psychological and spiritual) that impact human behavior. This course will also address how larger systems such as families, groups, communities, and organizations function and how they impede or enhance a person's development through the life cycle. Issues such as diversity, social and economic justice, oppression, discrimination, and resilience are a few factors which will be underscored throughout. In addition, students will evaluate human behavior theories in light of the impact of class, sexual orientation, poverty, sexism, ageism, physical ability, racism, ethnicity, and culture and their utility and danger in explaining and predicting human behavior. Students will examine their own values and ethics as they relate to social work values and ethics and to the **Saint Leo University Values of Personal Development and Responsible Stewardship.**

SWK 520 - Social Welfare Policy

3 credit hours

A description of the major components of the social welfare system in the United States. This course includes the historical development and philosophy behind our present social welfare system and uses current social welfare programs as examples. This is a course designed to focus on the policy making process within the social welfare system. The primary emphasis of this course is on macro systems, not micro systems. The course will describe what social policy is and explore the various ideas,

philosophies, beliefs, and attitudes that have led to the development of various social welfare programs in the United States. Recognizing the fundamental duty of the social work profession to promote social equity and justice, this course looks at the values that underlie various policy approaches and identifies policy shifts rooted in recurring tensions or controversies. Consequences of different policy approaches are examined in light of their impact on racial and ethnic minorities, gay men and lesbians, women, the poor, and persons with mental and/or physical challenges. The student will also look at international policy as a comparison.

SWK 530 - Methods of Social Work Practice with Individuals and Families

3 credit hours

This is the first required practice course in the graduate social work curriculum. Employing a generalist practice perspective, this course introduces students to social work values, knowledge, and skills essential for beginning social work practice with diverse populations. This course will introduce the student to generalist practice in social work, emphasizing the differences among micro, macro, and mezzo approaches. Building upon the liberal arts foundation courses, it is the first course in the social work practice sequence. Students will become familiar with the foundation of professional social work knowledge, values, and skills and will explore closely the ethical dilemmas inherent in social work practice. The NASW Code of Ethics will be used to study professional values. This course will examine systems theory, the ecological perspective, and the problem solving method in micro level practice. Students will begin to develop skills through the use of case presentation, role-play situations, videotaping and feedback, and class discussions. Micro practice skills will be emphasized with particular attention given to the development of skills in working with ethnically, racially, and gender sensitive cases. This course will present practice content on people of color, women, children, the aged, disabled, and gay and lesbian persons. It will emphasize the impact of discrimination, economic deprivation, and oppression of these groups.

SWK 540 - Social Work Research Methods

3 credit hours

This course provides a detailed examination of the techniques and methods of social research as they relate to evaluation of social services and social work practice. The course is designed to introduce students to the scientific method of inquiry within the context of advanced generalist practice and research problems. Special attention will be given to applied research methodologies that will enhance the student's use of evidence-based social work knowledge and skills. The following topics are explored: hypothesis construction; formulating a research design; measurement; data collection methods; elementary and social statistical data analysis; and the ethics, politics, and uses of social research. Students are introduced to the various ways in which these underpinnings are designed to aid in the development of the appropriate language, knowledge, and skills for the application of research methods associated with advanced generalist social work practice.

SWK 560 - Methods of Social Work Practice with Groups

3 credit hours

Prerequisites: SWK 530.

This course builds on SWK 530 in preparing students for a generalist approach to social work practice. This methods course is designed to provide students with an understanding of social work practice with groups using the classroom as a laboratory for developing group leadership skills. SWK 560 expands basic knowledge, values, ethics, and skills, with an emphasis on mezzo level problem solving. This course includes theories and techniques for planning, assessment, direct intervention, and advocacy with small groups and families. The strengths and problem solving methods of practice with small groups and families are

emphasized. SWK 560 illustrates the relationship between micro and mezzo skills and continues an emphasis on ethical decision making and issues of diversity in social work practice. The goal of the course is to provide students with experiential learning opportunities for skill development in leading and becoming effective members in a variety of groups.

SWK 570 - Methods of Macro Social Work Practice

3 credit hours

Prerequisites: SWK 530 and SWK 560.

This course introduces macro practice concepts to the clinical social work student. The focus is on the exploration of leadership, administrative, planning, and community roles in social work practice. SWK 570 emphasizes the use of generalist skills in macro practice. The application of practice skills in problem identification and definition, assessment, data collection, planning, implementation, and evaluation are applied to macro intervention throughout the coursework. The course illustrates the relationship between, and the integration of, micro, mezzo, and macro skills, and continues the emphasis on ethical decision making and issues of diversity in social work practice. Various social work roles including that of advocate, activist, broker, and case manager will be explored.

SWK 580 - Field Practicum I

5 credit hours

The purpose of Field Practicum I is to give students the opportunity to apply theory to social work practice. The student will engage in implementing generalist social work practice skills. Students are expected to participate at their field agency placement two days a week (16 hours a week). A seminar will be offered in conjunction with the field practicum. It will facilitate the process of integrating social work knowledge, skills, values, and a liberal arts base into a set of practice competencies necessary for the performance of beginning social work practice. The seminar will meet two hours per week for sixteen weeks.

SWK 590 - Field Practicum II

4 credit hours

Prerequisites: SWK 580.

The purpose of Field Practicum II is to give students the opportunity to apply theory to social work practice. The student will engage in implementing generalist social work practice skills. Student are expected to participate at their field agency placement two days a week (16 hours a week). A seminar will be offered in conjunction with the field practicum. It will facilitate the process of integrating social work knowledge, skills, values, and a liberal arts base into a set of practice competencies necessary for the performance of beginning social work practice. The seminar will meet one and one half hours per week for sixteen weeks.

SWK 610 - Leadership

3 credit hours

Prerequisites: Successful completion of all foundation courses.

The purpose of this course is to help students become more effective leaders and to better understand the demands of leadership. The student will learn leadership knowledge and skills required to succeed in the workplace. The course defines

leadership as a process of influencing an organized group to accomplishing its goals. Major research findings will be presented that can give leaders insight about how to become more effective in analyzing and responding to situations. The course builds on macro content taught in social work courses and theories of individual and group behavior presented in foundation courses on human behavior in the social environment.

SWK 615 - Advanced Clinical Practice with Individuals

3 credit hours

Prerequisites: Successful completion of all foundation courses and Leadership course.

This course builds upon the comprehensive understanding of the interactions of human behavior and the social environment explored in foundation practice courses. SWK 615 is designed to facilitate competent practice in the planned change process with greater depth and breadth and specificity for generalist social work practice. It provides increased knowledge and skills for the integration of values and ethics that will enable students to practice using an ecological perspective at the advanced level. Evidence-based practice is emphasized in the application of theory and the evaluation of practice.

SWK 620 - Ethical Foundations in Social Work Practice

3 credit hours

Prerequisites: Successful completion of all foundation courses.

This course builds upon the basic concepts and methods of scientific inquiry used to facilitate knowledge and evaluate practice. The following topics are explored: single case designs, needs assessment, program evaluation, and application of evaluation methods results to social work practice in both clinical and managerial settings.

SWK 625 - Psychopathology

3 credit hours

Prerequisites: Successful completion of all foundation courses.

This course is an advanced practice class that is required in both the advanced clinical practice and management concentrations. The course provides an overview of mental health assessment and diagnostic tools, including the Diagnostic Statistical Manual diagnostic criteria, and examines treatment strategies and techniques. Particular attention is paid to the relationship between the social environment, cultural influences, and emotional and mental health.

SWK 630 - Advanced Clinical Practice with Couples and Families

3 credit hours

Prerequisites: Successful completion of all foundation courses and SWK 610, SWK 615, SWK 620, SWK 625, SWK 635 or SWK 655.

This course links theory and practice in consideration and application of the major models of family therapy. Family and couples issues of gender, ethnicity, empowerment, and multiculturalism are explored, as are intervention strategies in correcting maladaptive couple and family interactive patterns. The course illustrates the relationship between, and the integration of, micro and mezzo, with an emphasis on ethical decision making and issues of diversity in social work practice.

SWK 633 - Advanced Clinical Social Work Practice with Older Adults

3 credit hours

Prerequisites: Successful completion of all foundation courses and SWK 610, SWK 615, SWK 620, SWK 625, SWK 635 or SWK 655, SWK 630, SWK 640, SWK 645.

This course provides an intensive examination of practice issues related to strengths based, empowerment-oriented social work practice with older adults and their families. Students gain an understanding of developmental issues of adulthood and late life, as well as the application of empirically- supported assessment and interventions in real life situations. Students will apply a cultural competent approach by gaining an increased understanding of the needs, strengths and sociocultural diversity of older adults and their caregivers and applying culturally competent assessments, interventions, and evaluations.

SWK 635 - Social Work Practice in the Military

3 credit hours

Prerequisites: Successful completion of all foundation courses and SWK 610.

This course provides a comprehensive and in-depth examination of the practice of military social work. This course provides a historical context and a thorough review of the specific practice of social work with the branches of the U.S. military. The course examines the unique culture of the military community and the issues facing military service members and their families.

SWK 640 - Evidence Based Social Work Research Methods

3 credit hours

Prerequisites: Successful completion of all foundation courses and SWK 610, SWK 615, SWK 620, SWK 625, SWK 635 or SWK 655.

This course builds upon the basic concepts and methods of scientific inquiry used to facilitate knowledge and evaluate practice. The following topics are explored: single case designs, needs assessment, program evaluation, and application of evaluation methods results to social work practice in both clinical and managerial settings.

SWK 645 - Field Practicum III

4 credit hours

Prerequisites: Successful completion of all foundation courses and SWK 610, SWK 615, SWK 620, SWK 625, SWK 635 or SWK 655.

The purpose of Field Practicum III is to give the student the opportunity to implement advanced social work practice theory and skills in either the advanced clinical practice concentration or the management concentration. The student is expected to participate at their field agency placement two days a week (16 hours a week). The student is expected to carry a caseload of 3-5 cases in order to implement interventions integrating advanced theories and interventions on all levels: micro, mezzo, and macro. Students will be prepared for autonomous advanced social work practice. A seminar will be offered in conjunction with the field practicum. It will facilitate the process of integrating social work knowledge, skills, values, and a liberal arts base into a set of practice competencies necessary for the performance of advanced social work practice. The seminar will meet one and one half hours per week for sixteen weeks.

SWK 647 - Social Work Practice with Deployed and Re-Deployed Military Members and Their Families

3 credit hours

Prerequisites: Successful completion of all foundation courses and SWK 610, SWK 615, SWK 620, SWK 625, SWK 635 or SWK 655, SWK 630, SWK 640, and SWK 645.

This course provides an in-depth examination into the impacts of deployments on military members and their families. It includes a comprehensive review of new and emerging evidence-based individual, family, and community interventions designed to help military members and their families recover and adapt to these deployments. Students will obtain a thorough understanding of combat related Acute Stress Disorder (ASD) or Post Traumatic Stress Disorder (PTSD), mild Traumatic Brain Injury (mTBI), Secondary PTSD, along with suicidality, substance abuse, and domestic violence among these member and their families. This course will enable graduate students to understand the prevalence, severity, impacts, and treatments of these conditions and problems. Students will be able to apply material from this course to their future clinical practice with active duty, National Guard, Reserve, retired, and separated military members and their families. They will be equipped for entry-level social work within on-post/base mental health and social service clinics/ hospitals, Veteran's Affairs clinics/hospitals, community social service/mental health agencies, and private practice clinics.

SWK 648 - Social Work Practice with Veterans**3 credit hours**

Prerequisites: SWK 610 - Leadership and all foundation courses

This course prepares graduate social work students for assessing, treating, and coordinating care/services for US military veterans and their families. Specific attention is given to training participants on how to provide social work services within organizations dedicated to caring for and supporting veterans and their families such as the Veterans Administration (VA) and other veteran service organizations. This includes learning to assess and treat homeless veterans. Participants will learn and practice frequently utilized social work skills for working with veterans such as psychosocial assessment, case management and crisis intervention. The course purposely seeks to assure participants repeatedly apply research-supported clinical practice theories and approaches to a broad range of veteran case scenarios. It incorporates the Saint Leo University Core values of community and respect by preparing future clinical social workers to treat and inclusively care for members of society who have been impacted by military participation.

SWK 655 - Substance Abuse Assessment and Intervention (elective)**3 credit hours**

Prerequisites: Successful completion of all foundation courses and SWK 610.

This is an elective course which is available to MSW students who have completed the foundation curriculum. The course provides a comprehensive introduction to the assessment and treatment of persons with substance-related disorders. Attention is directed to the pharmacology and etiology of substance abuse and dependence, assessment tools and processes, and treatment options. Other topics explored in the course will include family dynamics, adult children of alcoholics, co-occurring disorders, and populations at risk of substance-related disorders.

SWK 657 - Evaluation and Treatment of Trauma-Related Conditions**3 credit hours**

Prerequisites: SWK 610 - Leadership

This course provides an in-depth examination into the impacts of trauma on adults, couples/partners, families and communities. Specific attention is given to learning how to access and treat individuals who have been exposed to recent or previous traumatic events. Using multiple case scenarios, participants will be introduced to empirically-supported interventions for treated Acute Stress Disorder and Post-traumatic Stress Disorder. They will also learn about the impacts of these conditions on partner relationships and other family members. The course also outlines known efforts to foster resiliency among these individuals and families. This course is not intended to train clinicians how to assess or treat trauma-related conditions among children. The course incorporates Saint Leo University Core Values of community and respect preparing future clinical social workers to treat and inclusively care for all members of society who have been harmed by traumatic events or situations.

SWK 660 - Field Practicum IV

4 credit hours

Prerequisites: Successful completion of all foundation courses and SWK 610, SWK 615, SWK 620, SWK 625, SWK 635 or SWK 655, SWK 630, SWK 640, and SWK 645.

The purpose of Field Practicum IV is to give the student the opportunity in implementing advanced social work practice theory and skills in either the advanced clinical practice concentration or the management concentration. The student is expected to participate at their field agency placement two days a week (16 hours a week). The student is expected to carry a caseload of 3-5 cases in order to implement interventions integrating advanced theories and interventions on all levels: micro, mezzo, and macro. Students will be prepared for autonomous advanced social work practice. A seminar will be offered in conjunction with the field practicum. It will facilitate the process of integrating social work knowledge, skills, values, and a liberal arts base into a set of practice competencies necessary for the performance of advanced social work practice. The seminar will meet one and one half hours per week for sixteen weeks.

Theology

PHI 502 - Philosophical Foundations for Theology

3 credit hours

This course is a survey of the Western philosophical tradition from its beginnings in Greek thought to the twentieth century; it includes the reading and analysis of texts by Plato, Aristotle, Augustine, Aquinas, Descartes, Kant, and Nietzsche.

THY 501 - Hebrew Scriptures: History and Theology

3 credit hours

This course is a critical introduction to the history of ancient Israel through a literary-historical analysis of the biblical text, including a more focused study of key books, passages, and theological themes (e.g., covenant and prophecy). The course provides the students with adequate tools to pursue further study of the Hebrew Scriptures.

THY 502 - Christian Scriptures: History and Theology

3 credit hours

This is a critical introduction to the history and theology of the New Testament, including employment of contemporary tools of interpretation.

THY 513 - Worship, Sacraments, and Liturgy**3 credit hours**

This course continues the Christian ecclesial and personal understanding regarding worship, ritual, and sacraments.

THY 521 - Christian Ethics I: Foundations**3 credit hours**

This introduction to moral theology explores the basic principles and methods that will enable individuals to assess moral arguments and to give a credible theological defense of one's position on current moral issues. Christian ethics lays the foundations for discerning and living Christian life.

THY 522 - Christian Ethics II: Social Justice and Public Ethics**3 credit hours**

This course explores the Catholic social teaching and social justice issues in business and politics. This course explores the great Catholic social teaching beginning with the papal encyclicals and then the letters of the American Bishops on peace, the economy, capital punishment, etc. (Students may substitute REL 523 for this course with permission of the Director.)

THY 523 - Christian Ethics III: Medical-Moral Issues**3 credit hours**

This course studies the ethical principles related to medical-moral concerns, such as abortion, stem cell research, sexual reproduction, and end-of-life issues.

THY 532 - Theology of St. Paul**3 credit hours**

This course is an introduction to the academic study of the life of Paul, the Pauline literature of the New Testament, and Paul's theology. The course studies: the historical context of Paul and the Pauline Epistles; Paul's life, work, and theology; the content of the Pauline Epistles, as well scholarly findings concerning them. Multiple scholarly and methodological approaches are surveyed.

THY 540 - History and Theology of Catholic-Jewish Relations

3 credit hours

This is a critical, dialogical introduction to the history and theology of Catholic-Jewish relations, including reflections on the meaning and art of interreligious dialogue and how dialogue with Jews helps Christians to understand their Christianity more deeply.

THY 545 - Homiletics (Offered only through the Diocese)**3 credit hours**

An introduction to the nature, theology, and process of lectionary preaching. Students will study the exegetical, hermeneutical, theological, and pastoral dynamics of preaching, and the week-to-week specifics of the homiletic task relative to liturgical and sacramental preaching in the Roman Catholic tradition.

THY 550 - History of Christianity**3 credit hours**

This is an inquiry into theological, spiritual, and institutional history of Christianity from the time of Jesus until the present.

THY 555 - American Catholicism: Theology, Spirituality, Culture, and History**3 credit hours**

This course is a more in-depth look at the life and history of the Catholic Church in America, including its particular contributions to theology, spirituality, and liturgy. This course will also examine the cultural challenges to and misunderstandings of faith in the American Catholic context.

THY 565 - Ecclesiology**3 credit hours**

Within the framework of systematic theology, ecclesiology examines the nature of the church and its emerging challenges. This course considers both classic insights and new directions in ecclesiology, including reflections on the nature and exercise of ministry in the church. Central to the course is a critical examination of two documents of the Second Vatican Council: The Dogmatic Constitution on the Church (*Lumen gentium*) and The Pastoral Constitution on the Church in the Modern World (*Gaudium et spes*). In many respects, the entire course is an extended dialogue with these two foundational documents.

THY 566 - History, Theology & Spirituality of the Diaconate**3 credit hours**

This course offers the students an opportunity to examine the diaconate by examining its biblical, patristic, and canonical roots, its decline, and its ultimate renewal, authorized by the Second Vatican Council. The emergence of contemporary theologies of

the diaconate will also be explored, based on a spirituality of the diaconate which is grounded in the deacon's sacramental initiation and ordination, coupled with an approach to diaconal ministry which is at once similar yet distinct from the sacerdotal ministry of the episcopate and presbyterate.

THY 568 - Catechesis/Religious Education: Theory and Practice

3 credit hours

This course explores the theory and practice of catechesis, including such topics as theological foundations of catechesis and evangelization, learning theory and catechesis, the catechetical process and methods, adult faith formation, media and technology in catechesis, cultural contexts, and means of communication. Students will also explore how Christian evangelization is influenced by different cultural contexts.

THY 570 - Christian Spirituality: History and Praxis

3 credit hours

The Catholic Church has a rich tradition of saints, heroes, and religious families who model how to live fully the Christian faith. This course will explore both the history and the theology of some of the great movements and schools, including Benedictine tradition as well as contemporary spiritual expressions.

THY 575 - Christology

3 credit hours

This course will take students on a systematic investigation of the life, person, and work of Jesus of Nazareth. Participants will survey and analyze the revelation of Jesus in scripture, historical perspectives in Christology (including controversies, councils, and significant individuals), and contemporary perspectives.

THY 580 - Theology and Spirituality of Ministry

3 credit hours

This capstone course examines the biblical and historical understandings of the theology and spirituality of ministry. It then looks at contemporary challenges and issues in ministry. The final outcome looks to articulate an apostolic as well as personal theology and spirituality of the minister. This course will include reflection on the student's ministry experience.

THY 582 - Finding God in All Things: The Apostolic and World-Embracing Spirituality of Ignatius Loyola

3 credit hours

This course will study the life and history of Ignatius of Loyola and will explore the Spiritual Exercises as a developmental approach to his apostolically based spirituality. Ignatian spirituality is "the mysticism of everyday life." (There will be opportunities outside of this course to make the Spiritual Exercises in everyday life.)

THY 587 - Spiritual Direction

3 credit hours

This course will explore the role of the spiritual director or guide in helping directees follow the lead/direction of the Holy Spirit in their life. Besides exploring the art and principles of spiritual direction, the students will explore important themes that recur in spiritual direction—e.g., healthy and unhealthy images of God and of oneself, "spiritual darkness," and crisis and tragedy in the context of the pastoral mystery. Contributions coming from humanistic psychology will be integrated into the presentations to help understand the mystery of the human person coming for spiritual direction.

THY 589 - World Religions

3 credit hours

Vatican II recognized God's presence in other religions and thus emphasized understanding and dialogue with them. This course studies a primal religion, Judaism, Islam, Hinduism, Chinese thought, and Buddhism.

THY 598 - Introduction to Latin for Theology

3 credit hours

This course introduces students to the vocabulary, grammar, and syntax which will enable them to read Latin passages related to the study of religion and theology, especially as found in critical texts of ecclesiastical worship, teaching, theology, and canon law. This course is being taught in an intensive format. Each class meeting will be two hours in length. The major objective of the course is to develop the ability to read and comprehend Latin in its ecclesiastical and theological usages. In order to do that, students will need to know and understand the vocabulary, forms, functions, and syntax of the language. Another objective is to improve English vocabulary and writing skills through knowledge of Latin words from which many English words are derived, an introduction to Latin expressions still in use, and a more solid understanding of grammar and language use.

THY 599 - Youth Ministry

3 credit hours

This course examines key socio-cultural and faith-development characteristics of adolescent life today and the broad foundations for doing youth ministry with and for young people. Participants will be encouraged to reflect upon and articulate their own vision of and hopes for youth ministry in their local contexts.

THY 601 - Management/Human Resources for Ministry

3 credit hours

This hands-on course in parish management includes the study of solid business and management principles integrated into a Catholic atmosphere of respect and dignity for each person on staff.

THY 700 - Life and Writings of Paul

3 credit hours

Prerequisites: THY 502

This course is an introduction to the academic study of the life of Paul, the Pauline literature of the New Testament, and Paul's theology. The course studies: the historical context of Paul and the Pauline Epistles; Paul's life, work, and theology; the content of the Pauline Epistles, as well scholarly findings concerning them. Multiple scholarly and methodological approaches are surveyed.

THY 700 - Special Topics

3 credit hours

This is a course in a particular theological or pastoral area.

Chapter 4

Administration and Faculty

Board of Trustees

Officers

Dennis Mullen '76, Chair

Mary O'Keefe '76, Vice Chair

Thamir A. R. Kaddouri, Jr. , '94, Secretary

Marcia Malia, Assistant Secretary

Eric Weekes, Treasurer

Dr. William J. Lennox, Jr., President

Trustees

Sr. Roberta Bailey O.S.B. '57 Saint Leo, Florida

Noel Boeke Tampa, Florida

Anthony Borrell, Jr. Tampa, Florida

Cynthia Brannen '92 Inverness, Florida

Robert Cabot '71, '06 San Antonio, Florida

Abbot Isaac Camacho, O.S.B. '95 Saint Leo, Florida

Anthony Gerbino '74 Houston, Texas

Virginia M. Judge University Park, Florida

Thamir A.R. Kaddouri, Jr. '94 Tampa, Florida

Paul Lehner '74 Spartanburg, South Carolina

William J. Lennox, Jr. (LTG, Ret.) Tampa, Florida

Terrence Linnert Charlotte, North Carolina

Michael Lombardy '73 Spring Lake, New Jersey

Allan "Jody" Luihn '83	Cary, North Carolina
Bishop Robert N. Lynch '97	St. Petersburg, Florida
Nadeem Mazhar	Houston, Texas
Sheila McDevitt '60	St. Petersburg, Florida
D. Dewey Mitchell	New Port Richey, Florida
Alfredo Molina	Paradise Valley, Arizona
Rev. Msgr. Robert F. Morris '79	St. Petersburg, Florida
Dennis Mullen '76	Pittsford, New York
Mary O'Keefe '76	Yonkers, New York
John O'Leary '83	Westfield, New Jersey
Robert L. Padala '73	New York, New York
Mary Palazzo '72	Monmouth Beach, New Jersey
Thomas Peschio '59	Vero Beach, Florida
John Picciano '69	Windemere, Florida
Brian Quinn	Palm Harbor, Florida
William Reagan '73	Naples, Florida
Kathryn Simpson '06	Trilby, Florida
Pat Thompson '87	Webster, Florida
Scott Tonn	Paradise Valley, Arizona

Trustees Emeriti

Thomas Dempsey '08	Wesley Chapel, Florida
Glen Greenfelder '61, '63, '09	Dade City, Florida
Hjalma Johnson '07	Dade City, Florida
Mark T. Mahaffey	St. Petersburg, Florida
Marvin Mulligan '54	Houston, Texas
Donald R. Tapia '05, '07, '14	Paradise Valley, Arizona

Administration

President's Office

President	Dr. William J. Lennox
Senior Executive Assistant	Marcia Malia
Special Assistant to the President	Molly-Dodd Adams
Assistant to the President for University Ministry	Rev. Stephan Brown, SVD

Financial Aid

Assistant Vice President for Financial Aid	Melinda Clark
Director of Financial Aid Compliance	Brenda Clark
Director of Financial Aid Support	Lisa Davidson
Associate Director of Communication and Financial Literacy	Amanda Black
Assistant Director of Financial Aid Processing	Amy Kraminski
Assistant Director of Financial Aid Reconciliation and Reporting	Lorna Holden
Assistant Director of Student Financial Support Center	Nicholle Renaud
Associate Director of Reporting and Technology	James Wingate
Financial Aid Manager	Tricia Coursey
Financial Aid Manager	Omar Mohammed

Academic Affairs

Vice President for Academic Affairs	Dr. Michael Nastanski
Associate Vice President, Institutional Effectiveness	Dr. Jeffrey Anderson
Associate Vice President/Chief Innovation Officer, Teaching and Learning Innovation	Dr. Jeff Borden
Associate Vice President, Regional Accreditation Officer	Dr. Patricia A. Parrish
Assistant Vice President, Learning Design	Dr. Karen A. Hahn
Dean, School of Arts and Sciences	Dr. Mary T. Spoto
Dean, Donald R. Tapia School of Business	Dr. Balbir Bal
Dean, School of Education and Social Services	Dr. Carol G. Walker
Associate Dean, Donald R. Tapia School of Business	Dr. Lorrie McGovern

Associate Dean, School of Education and Social Services	Dr. James D. Whitworth
Director, Academic Administration	Joseph M. Tadeo
Director, Academic Advising	Michelle Tracey
Director, Academic Assessment	Dr. Robert Lucio
Director, Academic Student Support Services	Dr. Joanne MacEachran
Director, Bridge Program	Dr. Iona Sarieva
Director, Catholic and Jewish Studies	Dr. Matthew Tapie
Director, First Year Experience	Jennifer M. Garcia
Director, Honors Program	Dr. Jacquelyn A. White
Director, Leadership Development	Dr. Ashlee Castle
Director, Graduate Studies in Creative Writing	Dr. Steven Kistulentz
Director, Graduate Studies in Education	Dr. Fern S. Aefsky
Director, Graduate Studies in Human Services; Chair, Department of Human Services	Dr. Susan Kinsella
Director, Graduate Studies in Public Safety Administration; Chair, Department of Criminal Justice	Dr. Robert Diemer
Director, Graduate Studies in Theology	Dr. Randall Woodard
Director, Graduate Studies in Social Work	Dr. Cindy S. Lee
Director, Library Services	Brent Short
Director, ROTC	Captain Fernando Sostre Aleman
Director, Market Research	William Hamilton
Associate Director, Graduate Studies in Public Safety Administration	Dr. Ernest G. Vendrell
Assistant Director, Graduate Studies in Business	Colette LaBruzzo

Admissions

Vice President for Enrollment and Online Programs	Dr. Kathryn B. McFarland
Assistant Vice President of Enrollment	Reggie Hill
Assistant Vice President of Instructional Technology	TBA
Director of Graduate Admissions	Joshua Stagner
Director of Undergraduate Admissions	Peter Littlefield

Director of Enrollment Communications	Christine "CJ" O'Donnell
Director of Enrollment Information Systems	Mark Jones
Enrollment Management Market Analyst	Jordan Story
Assistant Director of Enrollment Communications	Sarah Garcia
Web Project Manager	Jason Kinney
Senior Associate Director of Graduate Admissions	Jennifer Sessa Shelley
Associate Director of Admissions	Michael Halligan
Associate Director of Admissions	Nicholas Macchio
Associate Director of Events and Campus Visits	Brandilyn Bolden
Assistant Director of Admissions - International Recruitment	Maribeth Giese
Assistant Director-Transfer Admissions	Misty Rhoden
Assistant Director	Karen Coradin
Assistant Director	Alex Curran
Assistant Director	Hortencia Gomez
Assistant Director	Meahgan Jameyson
Assistant Director	Nicole Lesko
Assistant Director	Justin Prengaman
Affiliate Faculty for Admissions	Peter Marian
Associate Director of Graduate Re-enrollment	Erica Sachs
Associate Director of Graduate Admissions	Shakedra Hudson
Associate Director of Graduate Admissions	Kristina Phipps
Assistant Director	Traci Dougherty
Assistant Director	Glenn Sanchez

Advancement

Vice President for University Advancement	Denny Moller
Director, Advancement Services	Susan Barreto
Director, Alumni and Parent Relations	Eddie Kenny
Assistant Director, Alumni and Parent Relations	Amanda Laffin

Director, University Communications	Lucia Raatma
Executive Director, Development	Dawn M. Parisi
Senior Development Officer	Francis Crociata
Associate Director, Sustained Giving	Elizabeth Barr
Development Officer	Denyve Boyle
Development Officer	Stephen Kubasek
Alumni and Parent Relations Assistant	TBA
Applications Specialist	Annie Thornton
Prospect Research Analyst	Michelle Macchiavello
Grant and Stewardship Officer	Victoria Reece
Art and Design Manager	Ben Watters
Staff Writer and Media Coordinator	Kim Payne
Academic Communications Manager	Jo-Ann Johnston
Senior Graphic Designer	Renee Gerstein
Staff Writer	Mary McCoy

Athletics

Director, Athletics	Fran Reidy
Associate Athletic Director/SWA	Michelle Edwards
Associate Athletic Director	Chris Lahey
Assistant Director of Athletics/Facilities	Michael Madagan
NCAA Faculty Athletic Representative	Dr. Carol G. Walker
Baseball Head Coach	Sean O' Connor
Basketball Head Coach (Men)	Lance Randall
Basketball Head Coach (Women)	Missy West
Soccer Head Coach (Men)	Keith Fulk
Soccer Head Coach (Women)	Ged O'Connor
Tennis Head Coach (Men and Women)	Chris Frusci
Volleyball Head Coach (Women)	Sam Cibrone, Jr.

Trainer, N.A.T.A./Assistant Athletic Director	Barbara Wilson
Golf Head Coach (Men)	Chris Greenwood
Golf Head Coach (Women)	Tommy Baker
Cross Country/Track Head Coach (Men and Women)	Melissa Mangen
Lacrosse Head Coach/Assistant Athletic Director	Bradley Jorgensen
Softball Head Coach	Erin Kinberger
Swimming Head Coach (Men and Women)	Paul Mangen

Business Affairs

Vice President of Business Affairs and Chief Financial Officer	Eric B. Weekes
Associate Vice President for Business Affairs and General Counsel	Dr. Kelly De Hill
Associate Vice President of Finance and Controller	James DeTuccio
Associate Vice President/Chief Information Officer	Steven Carroll
Assistant Vice President Business Services	Patrick Malnory
Director, Information Security	David Overton
Director, Information Systems	Linda Blommel
Director, Network and System Services	Ellen Sheridan
Manager, Campus Store	Maureen Tarpey
Director, Internal Audit	Monica Moyer
Director, Sodexo-Physical Plant	Jose Caban
Director, Professional Development	Joseph Arner
Director, Health and Wellness Center	Teresa Dadez

Center for Catholic/Jewish Studies

Executive Director TBA

Continuing Education and Student Services

Vice President for Continuing Education and Student Services	Dr. Edward Dadez
Associate Vice President for Continuing Education	TBA
Associate Vice President for Student Services	Kenneth Posner
Associate Vice President of Marketing	Ed Austin

Assistant Vice President for Continuing Education	Stephen Hess
Assistant Vice President for Continuing Education	Jack Nussen
Assistant Vice President for Continuing Education	Susan Paulson
Assistant Vice President for Distance Learning	Dr. John Cain
Assistant Vice President for Student Services	Ana DiDonato
Registrar	Karen Hatfield
Associate Registrar	Lora Lavery-Broda
Assistant Registrar	Genny Sikes
Assistant Director, Supplemental Instruction	Shannon Greer
Assistant Director, Disability Services	Christine Georgallis
Regional Librarian	Viki Stoupenos
Regional Librarian	Steven Weaver

Adult Education Center at University Campus (includes PHSC Education Offices)

Director	Laura "Beth" Lastra
Assistant Director	Brooke Paquette
Academic Advisor/Recruiter	Jennifer Booker
Academic Advisor/Recruiter	Derek Saunier
Assistant Professor of Criminal Justice	Dr. Timothy A. Powers

Center for Online Learning

Associate Vice President-Enrollment & Support Services	Jeffrey C. Walsh
Director-Undergraduate Student Services	Shadel Hamilton
Associate Director of Student and Faculty Operations	David Ososkie
Assistant Director-Faculty Services	Katrina Wahlstrom
Associate Director-Undergraduate Student Advising	Dr. Phebe H. Kerr
Associate Director-Undergraduate Student Advising	Zaheda Herman
Associate Director-Undergraduate Student Advising	Robert Seidler
Undergraduate Student Services Manager	Erzulie Mendoza

Associate Director of Undergraduate Admissions	Amanda Stacey
Associate Director of Undergraduate Admissions	Shardae Thorne
Associate Director of Undergraduate Admissions	Jennifer Maiolo-Ferran
Associate Director of Undergraduate Admissions	Mark Russum
Associate Director of Undergraduate Admissions	Stacy Grant
Associate Director of Undergraduate Admissions	Brett Terzynski

Columbus Education Center, Mississippi

Director	Dew White
Academic Advisor	Harriett Drummond

Distance Learning Program

Assistant Vice President	Dr. John Cain
Assistant Director	Diana Fiermonte
Manager	Susan Boyd

Fort Lee Education Center, Virginia

Director	Nancy Story
Assistant Professor of Criminal Justice	Dr. Delmar P. Wright
Assistant Professor of Management	Dr. Kenneth Moss

Gainesville Education Center, Florida

Director	Dr. Caroline Le
Assistant Director	Felton Sheffield
Academic Advisor	Farresa Allen-Rutledge
Academic Advisor	Holly Fremen
Assistant Academic Advisor	Rosalba Vassalo
Associate Professor of Education and Associate Chair of Education	Dr. Joanne Roberts
Associate Professor of Education	Dr. Nancy Nussbaum-Ryan
Assistant Professor of Psychology	Dr. Lara Ault
Assistant Professor of Human Services	Dr. Nancy E. Wood
Assistant Professor of Business	Dr. Charles Oden

Regional Academic Director (Florida Region); Associate Professor of Criminal Justice Dr. Christine A. Sereni-Massinger

Associate Professor of Social Work

Susan Kurner-Johnson

Gwinnett Education Center, Georgia

Director

Nancy King

Assistant Director

Ann Dabrowski

Assistant Director

De Etta Peter

Regional Academic Director (Central Region); Associate Chair of Business and Management Dr. Craig S. Cleveland

Associate Professor of Criminal Justice

Dr. Phillip Neely

Assistant Professor of Health Care Management

Dr. Rafael Rosado-Ortiz

NAS Corpus Christi Education Center, Texas

Director

Sara Heydon

Academic Advisor/Recruiter

Grace Moreno

Academic Advisor

Alma Martinez

Assistant Professor of Business

Dr. John Bennett

Key West Education Center, Florida

Director

Melissa Houston

Assistant Director

Dr. Paul Tontz

Assistant Professor of Business

Dr. Webster Baker

Lake City Education Center, Florida

Director

TBA

Assistant Academic Advisor

Jessica Markham

Lakeland Education Center, Florida

Director

Alena White

Madison Education Center, Florida

Director

Christy Roebuck

Assistant Academic Advisor

Lisa Burnham

Associate Professor of Education

Dr. Brian O'Connell

Marietta Education Center, Georgia

Director

Mary Estes

Assistant Director

Dietlinde Dial

Academic Advisor

Cassandra Williams

Associate Professor of Human Services

Dr. Felicia Wilson

Morrow Education Center, Georgia

Director

Michelle Myrick-Simmons

Assistant Director

Denise Broadhurst

Academic Advisor

Michelle Allen

Associate Professor of Criminal Justice

Dr. Darrien Bush

North Charleston Education Center, South Carolina

Director

Elizabeth Heron

Academic Advisor/Recruiter

Rene Gutierrez

Associate Professor of Management

TBA

Assistant Professor of Religion

Dr. Daniel Lloyd

Northeast Florida Education Center, Florida (includes Palatka, Orange Park, St. Augustine, and Mayport Offices)

Director

Jessica Starkey

Assistant Director

James Barnette

Assistant Director

TBD

Academic Advisor

Julius Collins

Academic Advisor

TBD

Assistant Professor of Education

Dr. Alexandra Kanellis

Ocala Education Center, Florida (includes Lake-Sumter and Citrus Offices)

Director	Katie Degner
Assistant Director	Rena Thomas
Academic Advisor/Recruiter	TBA
Academic Advisor	Chantae Cook
Assistant Academic Advisor	Nathalie Ray
Instructor of Human Services	TBA
Assistant Professor of Education	TBA
Professor of Psychology	TBA

San Diego Education Center, California

Director	Cathryn Davis
Assistant Director	Monique Norton

Savannah Education Center, Georgia

Director	Candis Lott
Assistant Director	Lan Pham
Assistant Director	Stephanie Stinski
Academic Advisor	Joseph Sero
Academic Advisor	TBA
Assistant Professor of Management	TBA
Regional Academic Director (Central Region); Professor of Human Services	Dr. Susan Kinsella
Visiting Assistant Professor of Criminal Justice	TBA
Assistant Professor of Psychology	Dr. Scot Hamilton

Shaw Education Center, South Carolina

Director	Harry Dross
Academic Advisor/Recruiter	Fatima David
Assistant Professor of Business	Dr. Richard A.Weil
Associate Professor of Human Services	Dr. Katheryn Sullivan-Ham

South Hampton Roads Education Center, Virginia (includes Chesapeake, Little Creek, Norfolk, and Oceana Offices)

Director	Larry Jones
Associate Director, South Hampton Roads Center	TBA
Associate Director, Chesapeake	Charlene Cofield
Assistant Director, NAS Oceana	Nancy Rechkemer
Assistant Director, NS Norfolk	Connie Morgan
Academic Advisor	Robert Colbert
Academic Advisor	Elliott Seagraves
Academic Advisor	Dennis Weber
Academic Advisor	Mark Craft
Academic Advisor	Robert Batchelder
Assistant Academic Advisor	Richard Crothers
Assistant Academic Advisor	James Jones
Associate Professor of Management	Dr. Hakan Kislal
Assistant Professor of Theology/Religion	Dr. Michael McLaughlin
Assistant Professor of Health Care Administration	Dr. Christine Dedowitz-Gordon
Regional Academic Director (Virginia Region); Assistant Professor of Management	Dr. Pamela Lee
Assistant Professor of Theology	Dr. James T. Cross
Assistant Professor of Human Resource Management	Dr. Barry Hoy
Associate Professor of Criminal Justice	Dr. Ramona D. Taylor, Esq.
Professor of Sociology	Dr. Eileen O'Brien
Assistant Professor of Computer Information Systems	Dr. Okey Igbonagwam
Associate Professor of Criminal Justice	TBA

Synchronous Learning

Director Tyler Upshaw

Tallahassee Education Center, Florida (includes Eglin Office)

Director	Matthew Hollern
Assistant Academic Advisor	Meshundria Turner

Assistant Academic Advisor, Eglin

Melissa Sheaks

Assistant Professor of Sport Business

Dr. Steven Carney

Tampa Education Center, Florida (includes MacDill and St. Petersburg Offices)

Director

Kenneth Gonzalez

Associate Director

Edward Steele

Assistant Director

Michael Raimondi

Academic Advisor

Tabitha Raj

Assistant Director of Admission

Jimmy Surin

Academic Advisor, MacDill

Dr. David Skaer

Instructor of Criminal Justice

Robert Sullivan

Virginia Peninsula Education Center (includes Fort Eustis, Langley, and Newport News Offices)

Director

William "Bud" Hayes

Associate Director, Langley

Mark Morgan

Associate Director, Fort Eustis

William "Frank" Staples

Associate Director, Newport News

Jennifer Markham

Assistant Director Newport News

Michael Godfrey

Senior Academic Advisor, Fort Eustis

Frances Volking

Senior Academic Advisor, Langley

TBA

Academic Advisor, Langley

Paul Sevigny

Assistant Academic Advisor, Newport News

Susan Koch

Assistant Professor of Accounting

Dr. Lamine Conteh

Assistant Professor of CIS

Dr. Kingsley C. Nwosu

Regional Academic Director (Virginia Region); Assistant Professor of Psychology

Dr. Maureen Mathews

Associate Professor of Business

Dr. Shannon O. Jackson

Professor of Biology

Dr. Robin F. Van Tine

Assistant Professor of Criminal Justice

Dr. Delmar Wright

Assistant Professor of Human Resource Management

Dr. Sheri Bias

Regional Academic Director (Virginia Region); Assistant Professor of Human Services

Dr. Amina Abdullah

Assistant Professor of Project Management

Dr. Craig Winstead

Assistant Professor of Management

Dr. Sherrie S. Lewis

Assistant Professor of Criminal Justice

Dr. Robert D. Pratt

Virginia Admissions

Associate Director of Admission

Susan Craft

Assistant Director of Admission

Linda Isaac

Assistant Director of Admission

Andrea Pierce

Student Services

Associate Vice President for Student Services

Kenneth Posner

Assistant Vice President for Student Services

Ana DiDonato

Director, Campus Security and Safety

TBA

Director, Multicultural & International Services

Paige Ramsey-Hamacher

Director, Residence Life

Sean VanGuilder

Associate Director, Residence Life

Kimberly McConnell

Assistant Director, Residence Life

Regina Seguin

Associate Director, Student Activities

Justin Yates

Director, Counseling Services

Lawson Jolly

Assistant Director, Counseling

Krista Jones

Prevention Counselor

Megan Yoder

Director, Career Services

Robert Liddell

Assistant Director, Career Services

Tiffany Nelson

Assistant Director, Career Services

Matthew Battista

Director, Dining Services

Richard Vogel

Service Manager, Dining Services

Virginia Lavallo

Catering Manager, Dining Services

Donna Sturgis

Executive Chef, Dining Services

Justin Bush

Retail Supervisor	Stan Kuszuba
Director of First Year Experience	Jennifer Garcia
Director of Leadership Development	Dr. Ashlee Castle
Director of the Center for Values, Service and Leadership	TBA
Director of Veteran Services	TBA

University Ministry

Assistant to the President for University Ministry Rev. Stephan Brown, S.V.D.

Assistant Director for University Ministry	Christina Smolynsky Humphries
Campus Minister	Matthew Cranley

Emeriti

President Emeritus

Arthur F. Kirk, Jr.
B.A., M.A., Kean College of New Jersey; Ed.D., Rutgers University

Vice President Emeritus

Maribeth Durst
B.A., St. Mary's University; M.A., Syracuse University; M.S.W., University of South Florida; Ph.D., New School for Social Research

Professors Emeriti

Leland Tyson Anderson
B.A., University of Colorado; M.A., Catholic University of America; Ph.D., Temple University

Frank Arnold
B.S., University of Connecticut; M.P.A., Auburn University; D.P.A., Nova University

Ann H. Bagley
B.A., M.A., Florida State University; Ed.D., University of Tennessee

Richard G. Bryan
B.A., Northwestern University; M.S., Ph.D., Rutgers University

Richard R. Cabbage
B.A., Lincoln Memorial University; M.Div., Emory University; Ph.D., University of Aberdeen

Laurel G. Cobb

B.A., University of Florida; C.P.A., M.Acc., Ph.D., University of South Florida

Frederick W. Colby

A.A., Pasco-Hernando Community College; B.A., Saint Leo College; M.P.A., University of South Florida

Thomas "Tim" J. Crosby

B.A., Saint Leo College; M.Ed., University of Southern Mississippi

David G. Cuppett

C.P.A., Assistant Professor of Business Administration (MacDill Office); B.S., West Virginia University; M.B.A., University of Utah

George M. Dooris

B.S., St. Peter's College; M.S., Seton Hall University; Ph.D., University of Georgia

Maribeth Durst

B.A., St. Mary's University; M.A., Syracuse University; M.S.W., University of South Florida; Ph.D., New School for Social Research

Mark K. Edmonds

B.A., University of Michigan-Flint; M.A., D.A., University of Michigan

Charles "Chuck" L. Fisk

B.A., University of Florida; M.A., Duke University

Lucille A. Fuchs

B.S., University of Dayton; M.A., The Ohio State University; M.S., Florida State University; Ph.D., University of South Florida

John E. Higgins

B.A., M.A., Morehead State College

Julius Hornstein

B.A., Georgia Southern College; M.S.W., University of Georgia; Ph.D., Florida Institute of Technology

Norman D. Kaye

B.S., M.S., Northern Illinois University

Arthur F. Kirk, Jr.

B.A., M.A., Kean College of New Jersey; Ed.D., Rutgers University

Anthony B. Kissel

B.S., Saint Meinrad College; M.A., University of Innsbruck; Ph.D. (S.T.D.), Catholic University of Leuven, Belgium

Edward F. Leddy

B.S., Manhattan College; M.P.S., Long Island University; Ph.D., Fordham University

Rachel O. Longstaff

B.A., Northwestern University; M.S. (L.I.S.), Drexel University

Marilyn M. Mallue

B.A., University of Florida; B.A., University of Central Florida; M.S., Ph.D., Oklahoma State University

Frances Martin

A.B., Webster College; M.A., University of Notre Dame; M.A., New York University; M.S.S.W., University of Tennessee

Mayes D. Mathews

B.S., West Virginia University; M.B.A., Old Dominion University; Ph.D., Virginia Commonwealth University

Mark G. Newton

B.A., University of Florida; M.A., Ph.D., University of South Florida

Walter P. Poznar

B.A., M.A., New York University; Ph.D., Indiana University

Henry J. Purchase

B.S., Cornell University; M.Ed., University of New Hampshire

Thomas B. Rothrauff

B.A., Saint Francis College; M.P.A., Golden Gate University; D.P.A., Nova Southeastern University

Carolyn B. Schoultz

B.A., University of California at Santa Cruz; M.A., University of Massachusetts at Amherst; Ph.D., University of South Florida

John H. Swart

B.S., M.S., Illinois State University

Sara A. Thrash

B.A., Carson Newman College; M.A., University of South Florida; Ed.S., University of Florida; Ph.D., Brunel University, Oxford, England

Marvin T. Travis

B.A., Emory University; M.B.A., Arizona State University; D.P.A., Nova University

Ernie M. Williams

B.A., Auburn University; M.A., Ph.D., Florida State University

James E. Woodard Jr.

B.A., M.A., University of the Americas; Ph.D., University of New Mexico

Jeanne Wright

B.S., Fontbonne College; M.S., Ph.D., University of Notre Dame

Peter R. Wubbenhorst

B.A., Guilford College; J.D., Cumberland School of Law, Samford University

George P. Zagursky

B.S., Mississippi State University; M.B.A., University of Miami; D.B.A., Nova Southeastern University

University Campus – Full-Time Faculty

Joshua D. Adams—Instructor of Computer Science & Information Systems

B.A., B.A.S., University of South Florida; M.B.A., Saint Leo University

Fern S. Aefsky—Associate Professor of Education; Director of Graduate Studies in Education

B.S. University of Maryland; M.Ed. Marymount College of Virginia, Ed.D. Nova Southeastern University

Elisabeth C. Aiken—Assistant Professor of English; Chair, Department of Language Studies and the Arts

B.A., James Madison University; M.A., Western Carolina University; Ph.D., Indiana University of Pennsylvania

Galo E. Alava—Assistant Professor of Health Care Administration

M.B.A., University of Phoenix; M.D., Universidad Central del Ecuador

Laura F. Altfeld—Associate Professor of Biology/Ecology

B.S., Eckerd College; M.S., Ph.D., University of South Florida

Victoria A. Anyikwa—Associate Professor of Social Work

B.A., Queens College; M.S.W., New York University; Ph.D., Barry University

Darla C. Asher—Assistant Professor; Online Resources Librarian

B.S., Ball State University; M.A. (L.I.S.), University of South Florida

Douglas M. Astolfi—Professor of History

B.A., Tufts University; M.A., University of Rochester; Ph.D., Northern Illinois University

Holly S. Atkins—Assistant Professor of Education

B.A., M.A., Ph.D. University of South Florida

Stephen L. Baglione—Professor of Marketing

B.A., Queens College; M.A., Ph.D., University of South Carolina

Webster B. Baker—Assistant Professor of Business Management

B.A., University of West Florida; M.S.M, Troy State University; D.B.A., Argosy University; J.D., Nova Southeastern University

Balbir Singh Bal—Professor of Computer Science; Dean, Donald R. Tapia School of Business

B.Sc., Punjab Agricultural University, Ludhiana, Punjab, India; Post Graduate Diploma, M.Sc., University of Wales, Swansea, U.K.; Ph.D., University of Aston, Birmingham, U.K.

Darin Bell—Assistant Professor of Chemistry

B.A., Dartmouth College; Ph.D., Wake Forest University

Linda L. Bergen-Losee—Instructor of Biology

B.A., M.A., University of South Florida

Siamack Bondari—Professor of Mathematics; Chair, Department of Mathematics and Sciences

B.S., M.S., Ph.D., Iowa State University

Jacalyn E. Bryan—Associate Professor and Reference/Instructional Services Librarian

B.A., Mary Washington College; M.A., Columbia University; M.A. (L.I.S.), University of South Florida

Karen M. Bryant—Assistant Professor of Fine Arts and Humanities; Assistant Chair, Department of Language Studies and the Arts

B.A., University of West Florida; M.A., Indiana State University; Ph.D., The Union Institute and University

Barbara J. Caldwell—Associate Professor of Economics; Chair, Department of Accounting, Economics, and Finance

B.S.I.E., Georgia Institute of Technology; M.A., M.B.A., Ph.D., University of South Florida

Brian D. Camp—Assistant Professor of Mathematics

B.S., M.S., Ph.D., Virginia Tech

Patricia M. Champion—Associate Professor of Global Studies and Sociology; Global Studies and Institutional Review Board (IRB)

M.A., Ph.D., Louisiana State University

Howard F. Carey—Associate Professor of Biology, Pre-Med Professional Advisor

B.S., Spring Garden College; M.S., University of Bridgeport; D.C.M., Cleveland Chiropractic College

Greg Carlson—Associate Professor of Healthcare Management; Chair, Department of Healthcare Management

B.A., Southwest Minnesota; M.A., University of Pittsburgh; Ph.D., University of South Carolina

Melinda B. Carver—Associate Professor of Education

B.A., Wheaton College; M.Ed., College of New Jersey; Ph.D., Walden University

Nancy A. Cerezo—Associate Professor of Education

B.A., University of Florida; M.S., North Carolina A&T University; Ph.D., University of North Carolina Greensboro

Cheryl L. Clauson—Assistant Professor of Biology

B.A., Illinois Wesleyan University; Ph.D., Emory University

Russell W. Clayton—Assistant Professor of Management

B.S., Auburn University; M.Ed., Middle Tennessee State University; Ph.D., University of Mississippi

Jose E. Coll—Professor of Social Work

B.S.W., Saint Leo University; M.S.W., University of Central Florida; Ph.D., University of South Florida.

Joseph S. Connors—Assistant Professor of Economics

B.S., Sata Clara University; M.S., Florida State University; Ph.D., Florida State University

Michael W. Cooper—Assistant Professor of Religion

A.B., Loyola University of Chicago; M.A., Fordham University; M.Div., Jesuit School of Theology of Chicago; S.T.D., Institut Catholique de Paris

Alicia B. Corts—Assistant Professor of Dramaturgy

B.A., Wheaton College; M.A., Bethel University; Ph.D., University of Georgia

Patrick J. Crerand—Associate Professor of English, Undergraduate Academic Standards Committee

B.A., Ohio State University; M.F.A., Bowling Green State University; Ph.D., University of Louisiana

Christopher J. Cronin—Professor of Psychology

B.S., University of Wisconsin; M.A., Ph.D., University of Delaware

Joanne M. Crossman—Professor of Education

B.A., M.Ed., Rhode Island College; Ed.D., University of Sarasota

Terry A. Danner—Professor of Criminal Justice

B.A., M.A.T., M.A., University of South Florida; Ph.D., University of Florida

Passard C. Dean—Professor of Accounting

B.A., Queens College; M.A., University of South Florida; D.B.A., Argosy University

Pamela P. Decius—Instructor of Humanities

B.S., MacMurray College; M.L.A., University of South Florida

Robert J. Diemer—Professor of Criminal Justice; Director, Graduate Studies in Public Safety Administration; Chair, Department of Criminal Justice

B.A., Saint Leo University; M.Ed., National Louis University; Ph.D., Union Institute

Iain Duffy—Assistant Professor of Biology

B.Sc., University College Cork; Ph.D., Queen's University of Belfast

Kathryn L. Duncan—Professor of English

B.A., University of Florida; Ph.D., Tulane University

William L. Ellis—Associate Professor of Biology; Assistant Chair, Department of Mathematics and Science

B.S., University of Florida; M.S., University of South Carolina; Ph.D., University of South Florida

Kenneth Embry—Associate Professor of Communication Management

B.A., M.A., Western Kentucky University; Ph.D., University of Memphis

Anthony V. Esposito—Assistant Professor of History

B.A., M.A., Ph.D., University of Connecticut

Lucia D. Farriss—Instructor of Economics

B.S., M.A., University of South Florida

Aaron A. Fehir—Associate Professor of Philosophy and Religion

B.A., Geneva College; Ph.D., Purdue University

David Felsen—Associate Professor of International Business, Executive Director of International Programs

B.S., M.A., McGill University; Ph.D., Oxford University

Robert Fernandez—Assistant Professor of Reference/Instructional Services Librarian;

B.A., University of South Florida; M.A., (L.I.S.), University of South Florida

Susan B. Foster—Professor of Sport Business

B.S., Florida State University; M.S., Eastern Illinois University; Ph.D., The Ohio State University

Janet E. Franks—Assistant Professor of Reference/Instructional Services Librarian

B.A., University of New Mexico; M.A. (L.I.S.), University of South Florida

Christopher R. Friend—Assistant Professor of English

B.A., M.Ed., Ph.D., University of Central Florida

Richard S. Glaesser—Instructor of Social Work

B.A., University of Toronto; M.S.W., University of South Florida

Nataliya V. Glover—Instructor of English for Academic Purposes

M.A., Saint Leo University; M.A., State Institute of Foreign Languages, Gorlovka Ukraine

Andrew H. Gold—Associate Professor of Management

B.A., Ohio State University; Ph.D., University of North Carolina

Renee H. Gould—Assistant Professor; Catalog/Metadata Librarian - Southern Region

B.A., Saint Francis University; M.S., Long Island University

Eva Groudas—Instructor of Computer Science

B.S., Eckerd College; M.C.S., University of South Florida

Karen A. Hahn—Associate Professor of Education; Assistant Vice President of Learning Design

B.A., M.S., College of New Rochelle; Ed.S., Ph.D., University of South Florida

Charles D. Hale—Professor of Education Leadership

B.S., University of Southern Mississippi; M.A., Ed.D., University of Florida

June C. Hammond—Associate Professor of Mathematics and Music

B.M., B.S., Furman University; M.M., M.A., University of Georgia; D.M., Florida State University

John D. Harding—Assistant Professor of Writing/Research

B.A., M.A., Louisiana State University

Philip Hatlem—Instructor of Sport Business

B.A., St. Olaf College; M.A., The Ohio State University

Sandra L. Hawes—Associate Professor; Reference Librarian - Florida Region

B.S., George Mason University; M.Ed., Saint Leo University; M.A. (L.I.S.), University of South Florida

John E. Heather—Visiting Instructor of International Tourism and Hospitality Management

B.A., University of Colorado; M.I.M., Thunderbird School of Global Management

Elizabeth C. Henry—Associate Professor; Technical Services Librarian

B.A., Indiana University of Pennsylvania; M.A. (L.I.S.), University of South Florida

Kimberly A. Higdon—Associate Professor of Education

B.B.A., University of Texas; M.A.T., University Puget Sound; Ph.D., Texas State University

Burgsbee L. Hobbs—Associate Professor of English

B.A., University of South Alabama; M.L.A., Spring Hill College; Ph.D., Indiana University of Pennsylvania

Judy L. Holcomb—Assistant Professor of International Tourism and Hospitality Management, Chair, Department of Sport Business, International Tourism, and Hospitality Management

B.S., M.S., Ph.D., University of Central Florida

Thomas Humphries—Assistant Professor of Theology; Assistant Director Honors Program

B.A., B.S., University of the South; M.A., Catholic University of America; Ph.D., Emory University

Robert L. Imperato—Professor of Religion

B.S., New York University; M.A., Columbia University; M.A., Ph.D., Fordham University

Angel L. Jimenez—Instructor of Writing and Research

B.A., M.A., University of South Florida

Keith C. Jones—Associate Professor of Marketing

B.S., M.B.A., Northeast Missouri State University; Ph.D., Memphis State University

Timothy Jussaume—Assistant Professor of Philosophy

B.A., College of the Holy Cross; M.A., Ph.D., Villanova University

Elana D. Karshmer—Associate Professor; Instructional Librarian

B.A., Rhodes College; M.A., New Mexico State University; M.A. (L.I.S.), University of South Florida

Valerie E. Kasper—Instructor of English

B.S., University of Florida; M.A., University of South Florida

Kevin M. Kieffer—Professor of Psychology

B.S., Indiana University; M.S., University of Southern Mississippi; Ph.D., Texas A&M University

Monika Kiss—Associate Professor of Mathematics

B.A., Kean University; M.A., Ph.D., University of Hawaii at Manoa

Steven Kistulentz—Associate Professor of English; Director of Graduate Studies in Creative Writing

B.A., College of William and Mary; M.F.A., University of Iowa; Ph.D., Florida State University

Emil Koren—Instructor of Accounting

B.B.A., Cleveland State University; M.B.A., University of Northern Colorado; M.A., University of Colorado at Boulder

Vyas Krishnan—Assistant Professor of Computer Science; Lead Academic Technologist

B.S., Mangalore University, India; M.S., Ph.D., University of South Florida

Jodi A. Lamb—Associate Professor of Education

B.S., M.A., Ph.D., University of South Florida

Antonio V. Laverghetta—Associate Professor of Psychology

B.A., University of South Florida; M.A., Ph.D., University of Florida

John R. Lax—Instructor of Marketing

B.A., M.B.A., M.S., University of South Florida

Cindy S. Lee—Associate Professor of Social Work; Director, Graduate Studies in Social Work

B.A., Trinity College; M.S.W., University of Wisconsin; Ph.D., Florida State University

Agnieszka E. Leesch—Lecturer of English

B.A., M.A., University of South Dakota

Joseph A. Little, Jr.—Assistant Professor of Business Law

B.A., University of South Florida; J.D., Thomas M. Cooley School of Law

B. Tim Lowder—Associate Professor of Business Administration

B.S., Pfeiffer University; M.B.A., Winthrop University; Ph.D., Capella University

Matthew D. Luckie—Instructor of Health and Wellness

B.S., University of South Florida; Georgia Southern University

Srekanth Malladi—Associate Professor of Computer Science

B.E., Osmania University, Hyderabad, India; Ph.D., University of Idaho

Peter M. Marian—Instructor of International Tourism and Hospitality Management; Affiliate Faculty for Admissions

B.S., Florida International University; M.B.A., Saint Leo University

Ronda Mariani—Assistant Professor of Management & Marketing; Chair, Department of Management and Business Administration

A.A.S., State University of New York (SUNY); B.S., New York Institute of Technology; M.S., Dowling College; D.B.A., Argosy University

Allyson D. Marino—Assistant Professor of English/ Fine Arts; Undergraduate Academic Standards Committee

B.A., State University of New York College at Fredonia; M.A., State University of New York College at Buffalo; Ph.D., Indiana University of Pennsylvania

Rande W. Matteson—Associate Professor of Criminal Justice

B.A., University of Central Florida; M.S., Rollins College; Ph.D., Lynn University

Lorrie A. McGovern—Associate Professor of Business Administration, Associate Dean, Donald R. Tapia School of Business
B.A., Virginia Intermont College; M.A., Tusculum College; D.B.A., Argosy University

Marguerite C. McInnis—Associate Professor of Social Work; Chair, Department of Social Work
B.A., Thomas A. Edison State College; M.S.W., Ph.D., Florida State University

Marissa McLargin—Visiting Instructor of English
B.A., Mercer University; M.A. University of South Florida

Carol M. McLeish—Instructor of Education
B.S., University of Cincinnati; M.A., University of South Florida

John J. McTague Jr.—Professor of History
B.A., Siena College; M.A., Fordham University; Ph.D., SUNY at Buffalo

Christopher J. Miller—Professor of Biology and Environmental Science
B.A., University of Texas-Austin; M.S., University of Florida; Ph.D., University of Georgia

Debra A. Mims—Instructor of Criminal Justice
M.A., Saint Leo University

Derek Mohammed—Associate Professor of Computer Information Systems; Chair, Department of Computer Science and Information Systems
B.S., University of the West Indies; M.B.A., City University; Ph.D., Nova Southeastern University

Leon J. Mohan—Associate Professor of Sport Business
B.A., M.A., Ph.D., North Carolina State University

Diane M. Monahan—Associate Professor of Communications Management; Chair, Department of Communication, Marketing, and Multimedia Management
B.S., Florida State University; M.A., University of Central Florida; Ph.D., Temple University

Carol Ann Moon—Professor; Reference/Instructional Services Librarian
B.A., Bucknell University; M.A., University of Florida; M.A. (L.I.S.), University of South Florida

Michael O. Moorman—Professor of Computer Science
B.S., United States Military Academy; M.S., Arizona State University; M.B.A., University of Northern Colorado; Ph.D., East Texas State University

Keya Mukherjee—Assistant Professor of Education
B.A., M.A., Bethune College, Calcutta, India; M.A., Ph.D., University of South Florida

Kevin T. Murphy—Assistant Professor of Mathematics
B.A., Augustana College; Ph.D., University of Iowa

Patrick R. Murphy—Associate Professor of Economics
B.S., M.S., Ph.D., Florida State University

Michael Nastanski—Professor of Management and Marketing; Vice President, Academic Affairs
B.S., Wayne State University; M.A., Central Michigan University; D.B.A., University of Sarasota

M. Dorothy Neuhofer, O.S.B.—Professor, Library; University Archivist and Special Collections Librarian
B.S., Barry College; M.A. in L.S., Rosary College; M.Ch.A., Catholic University of America; Ph.D., Florida State University

Manh Van Nguyen—Assistant Professor of Computer Science

B.Sc., Western Sydney University; M.S., McNeese State University; Ph.D., University of Louisiana at LaFayette

Michael A. Novak—Assistant Professor of Theology

B.A., Northern Illinois University; M.A., University of Notre Dame; Ph.D., Marquette University

Eloy L. Nuñez—Associate Professor of Criminal Justice

B.A., Florida International University; M.S., St. Thomas University; Ph.D., Lynn University

Stephen M. Okey—Assistant Professor of Theology/Divinity

B.A., Georgetown University; M.A., University of Chicago; Ph.D., Boston College

Elaine M. Omann—Assistant Professor of Education

B.S., St. Cloud State College; M.A., Lesley University; Ph.D., University of Denver

Marwan Omar—Assistant Professor of Computer Science

B.S., University of Mosul; M.ISM., University of Phoenix

Leo E. Ondrovic—Associate Professor of Physics; Pre-Med Professional Advisor

B.S.E., M.S.E.S., Ph.D., University of South Florida

Francis Orlando - Instructor of Political Science

B.A., Michigan State University, M.A., Duke University

Veronika Ospina-Kammerer—Associate Professor of Social Work

B.S., M.S.W., Ph.D., Florida State University

Ioannis Pantzalis—Associate Professor of International Business and Marketing

Diploma in Civil Engineering, Munich University of Technology; M.B.A., Ph.D., University of Arizona

Heather R. Parker—Associate Professor of History; Chair, Department of Social Sciences

B.A., M.A., Ph.D., University of California, Los Angeles

Patricia A. Parrish—Professor of Education; Associate Vice President-Regional Accreditation Officer

B.A., Flagler College; M.A., Ph.D., University of South Florida

David W. Persky—Professor of Criminal Justice and Education

B.A., Southern Methodist University; M.S., Miami University; Ph.D., Florida State University; J.D., Stetson University College of Law

Janis A. Prince—Assistant Professor of Sociology

B.A., Queens College; M.M.F.T., M.A., Ph.D., University of Southern California

Lisa A. Rapp-McCall—Professor of Social Work

B.A., LeMoyne College; M.S.W., State University of New York at Buffalo; Ph.D., State University of New York at Buffalo

Bryan B. Reagan—Associate Professor of Computer Information Systems

B.S., M.S., Ph.D., University of Illinois at Chicago

Hudson G. Reynolds—Associate Professor of Political Science

B.A., Claremont McKenna College; M.A., Ph.D., New School for Social Research

Thomas A. Ricard—Assistant Professor of Engineering/Physical Science

B.S., University of South Florida; M.S., Syracuse University; Ph.D., University of South Florida

Marco Rimanelli—Professor of Political Science and International Studies

B.A., M.A. Universita Sapienza Roma Italy; M.A., Ph.D., Johns Hopkins University

Jacqueline Robbins—Visiting Lecturer of Chemistry and Physical Sciences

B.S., George Mason University; M.S., University of South Florida;

Candace A. Roberts—Professor of Education; Chair, Department of Education

B.A., Emory University; M.Ed., Ph.D., University of South Florida

Michael B. Rogich—Professor of Computer Information Systems

B.A., Loyola College; M.Ed., Johns Hopkins University; J.D., University of Baltimore; Ph.D., University of Maryland

Gianna Russo—Instructor of English

B.A., M.A., University of South Florida

Iona I. Sarieva—Assistant Professor of English; Director, Bridge Program

B.A., M.A., Saint Kilment Ohridski University; Ph.D., University of South Florida

Kelly L. Schuttig—Instructor of Management

B.A., M.B.A., Saint Leo University

Diane E. Scotland-Coogan—Instructor of Social Work

B.S.W., Saint Leo University; M.S.W., University of South Florida

Ricky W. Scott—Assistant Professor of Finance

B.A., University of Georgia; M.S., Keller Graduate School; M.S., Georgia State University; Ph.D., University of South Florida

Cynthia S. Selph—Assistant Professor of Music

B.A., Huntington College; M.M., Ph.D., University of South Florida;

Patricia T. Senger—Associate Professor of Social Work

B.S., University of the State of New York; M.S.W., Yeshiva University; Ph.D., Capella University

Suzanne M. Seymoure—Associate Professor of Accounting

B.S., Ball State University; M.S., Notre Dame; Ph.D., Virginia Tech

Jonathan A. Shoemaker—Associate Professor of Human Resource Management

B.A., The College of William & Mary; M.S., Georgia College & State University; Ph.D., University of South Florida

Audrey C. Shor—Associate Professor of Biology

B.S., West Chester University; M.P.H., Ph.D., University of South Florida

Brent Short—Assistant Professor; Director of Library Services

B.A., Taylor University; M.Ed., Bowling Green State University; M.S.L.S., Catholic University of America

Denise M. Skarbek—Professor of Education

B.S., M.S., University of South Bend; Ph.D., University of South Florida

Mary T. Spoto—Professor of English; Dean, School of Arts and Sciences

B.A., M.A., Ph.D., University of South Florida

Matthew Tapie—Assistant Professor of Theology; Director of Catholic and Jewish Studies

B.S., M.Div., Abilene Christian University; M.A., Baylor University; Ph.D., The Catholic University of America

Leonard Territo—Distinguished Professor of Criminal Justice

B.A., M.A., University of South Florida; Ed.D., Nova Southeastern University

Michael J. Tkacik—Associate Professor of Religious Studies

B.A., Auburn University; M.A., Providence College; Ph.D., Duquesne University

Jennifer L. Toole—Assistant Professor of Multimedia Management

B.A., Fairleigh Dickinson University; M.A., Florida State University

Daniel J. Tschopp—Professor of Accounting

B.S., M.B.A., Ph.D., State University of New York at Buffalo

Doris J. Van Kampen—Professor, Systems Librarian; Faculty Union President

B.A., M.A. (L.I.S.), University of South Florida; Ed.D., University of Central Florida

Marcela Van Olphen—Associate Professor of Spanish and Portuguese

B.A., Instituto Superior de Formacion Docente No10. Tandil, Buenos Aires, Argentina; Universidad Nacional del Centro de la Provincia de Buenos Aires. Tandil, Buenos Aires, Argentina; M.A., Ph.D., Purdue University

Ernest G. Vendrell—Professor of Criminal Justice/Critical Incident Management; Associate Director, Graduate Studies in Public Safety Administration

B.S., M.S., Florida International University; M.S.M, Saint Thomas University; Ph.D., Union Institute

Astrid M. Vicas—Associate Professor of Philosophy

B.A., M.B.A., University of Ottawa; M.A., Ph.D., McGill University

Rhondda F. Waddell—Professor of Social Work

B.A., University of Florida; M.S.W., Ph.D., Florida State University

Carol G. Walker—Associate Professor of Education; Dean, School of Education and Social Services

B.S., Radford University; M.Ed., Virginia State University; Ph.D., Union Institute

Moneque S. Walker-Pickett—Associate Professor of Criminal Justice

B.A., University of Miami; J.D., University of Florida; Ph.D., University of Miami

Shawn A. Weatherford—Assistant Professor of Physics

B.A., Elon College; M.Sc., Ph.D., North Carolina State University

Jacquelyn A. White—Professor of Mathematics; Director, Honors Program

B.A., Rollins College; M.A., University of California-Santa Barbara; Ed.D., University of Central Florida

James D. Whitworth—Associate Professor of Social Work; Associate Dean, School of Education and Social Services

B.S.W., Bethel University; M.S.W., Barry University; Ph.D., Florida State University

Courtney Wiest—Assistant Professor of Social Work

B.A., Saint Leo University; M.S.W., University of Central Florida; Ed.D., Argosy University

Jerome K. Williams—Associate Professor of Chemistry

B.S., Ph.D., University of South Florida

Dené J. Williamson—Assistant Professor of Sport Business

B.S., University of Central Missouri; M.S., Ed.D., St. Thomas University

T. Lynn Wilson—Professor of Management

B.B.A., M.B.A., Marshall University; D.I.B.A., Nova Southeastern University

Kurt V. Wilt—Professor of English

B.A., Queens College, City University of New York; M.F.A., Vermont College of Norwich University; M.A., Concordia University; Ph.D., Lancaster University

Timothy R. Wiseman—Associate Professor of Accounting

B.A., Illinois College; M.B.A, City University; J.D., University of Illinois; D.B.A., University of Sarasota/Argosy University

Kate J. Wittrock—Instructor of Education

B.A., University of St. Thomas; M.A., Hamline University

Christopher Wolfe—Assistant Professor of Psychology

B.A., Hanover College; M.A., Georgia State University; Ph.D., Georgia State University

Randall J. Woodard—Associate Professor of Theology and Religion; Director, Graduate Studies in Theology; Chair, Department of Philosophy and Religion

B.A., Franciscan University; M.A., Providence College; M.Ed., University of Manitoba; Ph.D., Duquesne University

Valerie S. Wright—Professor of Education

B.A., M.A., Ph.D., University of South Florida

Tammy D. Zacchilli—Associate Professor of Psychology

B.S., Kennesaw State University; M.S., Augusta State University; Ph.D., Texas Tech

Continuing Education — Full-Time Faculty

Amina M. Abdullah—Assistant Professor of Human Services; Regional Academic Director (Virginia Region), Newport News Education Center

B.S., M.M., University of Phoenix; Ph.D., Capella University

Lara K. Ault—Associate Professor of Psychology; Assistant Chair, Department of Social Sciences, Gainesville Education Center

B.A., University of Florida; M.A., Ph.D., University of Louisville

John Bennett—Assistant Professor of Management, Corpus Christi Education Center

B.S., M.S., Duquesne University; Ph.D., Regent University

Sheri K. Bias—Assistant Professor of Human Resource Management, Langley Office

B.A., Saint Leo College; M.A., George Washington University; M.B.A., College of William and Mary; M.A., Ph.D., Fielding Graduate University

Megan Britt—Associate Professor of Education, Lake City Education Center

B.A., Boston College; M.A.T., Union College; Ph.D., Old Dominion University

Darrien R. Bush—Associate Professor of Criminal Justice, Morrow Education Center

B.A., Saint Leo University; M.A., Columbus State University; Ph.D., Walden University

Steven R. Carney—Assistant Professor of Sport Business, Tallahassee Education Center

B.S., University of South Carolina; M.S., Brooklyn College; Ph.D., Florida State University

Cheri Chambers—Associate Professor of Criminal Justice, Newport News Education Center

B.A., Michigan State University; A.B.A., Roosevelt University; M.C.J., University of South Carolina; Ph.D., Carolina State University

Craig S. Cleveland—Assistant Professor of Management, Regional Academic Director (Central Region), Gwinnett Education Center

B.S., Armstrong State Atlantic University; M.B.A., Shorter College; D.B.A., Argosy University

Lamine J. Conteh—Assistant Professor of Accounting, Langley Office

B.A., North Carolina Central University; M.B.A., High Point University; D.B.A., Argosy University

James T. Cross—Assistant Professor of Theology, Chesapeake Office

B.A., M.A., Seton Hall University; Ph.D., Duquesne University

Christine T. Dedowitz-Gordon—Assistant Professor of Health Care Administration, South Hampton Roads Education Center

B.S., National Louis University; M.S., National College of Education; Ph.D., Old Dominion University

Francis K. Githieya—Assistant Professor of Religion, Marietta Education Center

B.Th., Christian International College; M.Div., Interdenominational Theological Center; M.T.S., Ph.D., Emory University

Scot Hamilton—Assistant Professor of Psychology, Savannah Education Center

M.A., University of Glasgow; Ph.D., Georgetown University

Nicole Hawkins—Assistant Professor of Human Resource Management, Morrow Education Center

B.A., M.S., Ball State University; Ph.D., Regent University

C'Lamt Ho—Assistant Professor of Accounting, Tampa Education Center

B.A., Ohio State University; B.S., M.B.A., Franklin University; D.B.A., Argosy University

Barry A. Hoy—Associate Professor of Human Resource Management, South Hampton Roads Education Center

B.S., Southern Illinois University; M.S., Troy University; Ph.D., Walden University

Okey A. Igbonagwam—Assistant Professor of Computer Information Systems, South Hampton Roads Education Center

B.S., M.S., Southern University; Ph.D., Nova Southeastern University

Shannon O. Jackson—Professor of Business Administration, Fort Eustis Office

B.S., Arizona State; M.M.C., Arizona State; Ph.D., Old Dominion University

Alexandra M. Kanellis—Assistant Professor of Education, Northeast Florida Education Center

B.S., Anatolia College of Thessaloniki, Greece; M.S., Ph.D., Indiana State University

Susan K. Kinsella—Professor of Human Services; Regional Academic Director (Central Region); Director, Graduate Studies in Human Services; Chair, Department of Human Services, Savannah Education Center

B.S.W., Pennsylvania State University; M.S.W., Marywood University; Ph.D., Fordham University

Hakan Kislal—Associate Professor of Management, South Hampton Roads Education Center

B.A., Gazi University; M.S.M., State University of New York at Oswego; Ph.D., Keio University

Pamela L. Lee—Assistant Professor of Management; Regional Academic Director (Virginia Region), Chesapeake Office

B.S., Norfolk State University; M.A., Old Dominion University; Ph.D., Regent University

Sherrie G. Lewis—Assistant Professor of Management, Fort Eustis Office

B.A., M.B.A., Hampton University; Ph.D., Argosy University

Daniel T. Lloyd—Assistant Professor of Theology, **North Charleston Education Center**
B.A., University of Scranton; M.T.S., Weston Jesuit School of Theology; Ph.D., Marquette University

Helen MacLennan—Assistant Professor of Management, **Tampa Education Center**
B.S., University of Phoenix; M.B.A., Maryhurst University; Ph.D., Sullivan University

Angela M. Manos-Sittnick—Assistant Professor of Criminal Justice, **Gwinnett Education Center**
B.S., Georgia State University; M.S., University of Central Texas; M.M.A.S., Command and General Staff College; M.S., Industrial College of the Armed Forces; Ph.D., University of Kansas

Maureen A. Mathews—Assistant Professor of Psychology; **Regional Academic Director (Virginia Region), Langley Office**
B.A., Eastern Washington University; M.S., Ph.D., Virginia Commonwealth University

Michael T. McLaughlin—Associate Professor of Religion, **South Hampton Roads Education Center**
A.B., Dartmouth College; M.Div., St. Meinrad School of Theology; S.T.D., Gregorian University (Rome)

Kenneth M. Moss—Assistant Professor of Management, **Fort Lee Education Center**
B.S., Columbus State College; M.S., Troy State University; Ph.D., Regent University

Phillip R. Neely—Associate Professor of Criminal Justice; **Associate Chair Department of Criminal Justice, Gwinnett Education Center**
M.S., Central Michigan University; Ph.D., Walden University

Nancy R. Nussbaum—Associate Professor of Education, **Gainesville Education Center**
B.S., Goshen College; M.Ed, University of Arizona; Ph.D., The Ohio State University

Kingsley C. Nwosu—Assistant Professor of Computer Science, **Newport News Office**
B.S., University of Louisiana; M.S., University of Oklahoma; Ph.D., Syracuse University

Eileen T. O'Brien—Associate Professor of Sociology; **Assistant Chair, Department of Social Science, South Hampton Roads Education Center**
B.A., College of William and Mary; M.A., The Ohio State University; Ph.D., University of Florida

Brian D. O'Connell—Associate Professor of Education, **Madison Education Center**
B.S., Wayne State University; M.P.A., Troy State University; Ed.D., University of West Florida

Charles D. Oden—Assistant Professor of Management, **Gainesville Education Center**
B.S., University of Mississippi; M.S., Troy State University; D.B.A., Nova Southeastern University

Ebony N. Perez—Instructor of Social Work, **Adult Education Center/Springhill**
B.A., Cedar Crest College; M.S.W., University of Pittsburgh

Carletta Perry—Assistant Professor of Psychology, **South Hampton Roads Education Center**
B.A., Norfolk State University; M.A., Ph.D., Regent University

Robert D. Pratt—Assistant Professor of Management, **Fort Eustis Office**
B.S., Regent University; M.S., M.B.A., D.M., University of Maryland

Marc A. Pugliese—Assistant Professor of Theology, **Richmond Virginia**
B.A., University of Delaware; M.Div., Biblical Theological Seminary; M.Phil., Ph.D., Fordham University

Tammy L. Quick—Instructor of Education, **Ocala Education Center**
B.S., M.Ed., Saint Leo University; Ed.S.

Joanne B. Roberts—Associate Professor of Education; Associate Chair Department of Education, Gainesville Education Center
B.A., M.Ed., Ed.D., University of Florida

Rafael A. Rosado-Ortiz—Assistant Professor of Health Care Management, Gwinnett Education Center
B.S., Charter Oak State College; M.B.A., Saint Leo University; M.D., Universidad Centro de Investigacion Social Medical School (UCIFAS), Santo Domingo, Dominican Republic

Vasse J. Rose—Assistant Professor of Management, Morrow Education Center
B.S., M.S., National Louis University; Ph.D., Capella University

Christine A. Sereni-Massinger—Associate Professor of Criminal Justice; Regional Academic Director (Florida Region), Gainesville Education Center
B.A., Saint Joseph's University; J.D., Widener University School of Law

Michael F. Singer—Instructor of Criminal Justice, Adult Education Center
B.A., M.A., University of South Florida

Margaret C. Snead—Assistant Professor of Sociology, Marietta Education Center
B.A., M.A., Ph.D., University of Alabama

Viki Stoupenos—Assistant Professor; Academic Support/Reference Central Region Librarian
B.S.W., University of Georgia; M.L.S., Texas Woman's University

Robert J. Sullivan—Instructor of Criminal Justice; Director of Education Center Safety, Tampa Education Center and MacDill
B.A., M.S., Saint Leo University

Katheryn V. Sullivan-Ham—Associate Professor of Human Services, Shaw Education Center
B.A., University of South Carolina; M.S., Francis Marion University; Ph.D., Walden University

Ramona D. Taylor—Associate Professor of Criminal Justice, Chesapeake Office
J.D., University of Pennsylvania

Robin F. VanTine—Professor of Biology, Fort Eustis Office
B.S., M.S., University of Florida; Ph.D., College of William and Mary

Steven G. Weaver—Assistant Professor, Academic Support/Reference Librarian-Virginia Region, Langley Office
B.A., Warren Wilson College; M.A., University of Virginia; M.S.L.S., University of North Carolina at Chapel Hill

Richard A. Weil—Associate Professor of Management, Shaw Education Center
B.A., Saint Leo University; M.S., Troy University; D.B.A., Argosy University

Felicia L. Wilson—Associate Professor of Human Services, Marietta Education Center
B.S.W., Alabama State University; M.S.W., Florida State University; Ph.D., Capella University

Craig N. Winstead—Assistant Professor of Project Management, Langley Office
B.A., Bowdoin College; M.S., Duquesne University; Ph.D., Capella University

James M. Womick—Assistant Professor of Marketing, Newport News Education Center and Chesapeake Office
B.S., Virginia Commonwealth University; M.A., Antioch University; D.B.A., Argosy University

Nancy E. Wood—Assistant Professor of Human Services; Associate Chair Department of Human Services, Gainesville Education Center
B.A., Indiana University; M.H.R.M., M.B.A., Keller Graduate School of Management; Ph.D., Capella University

Delmar P. Wright—Assistant Professor of Criminal Justice, Fort Lee Education Center

B.S., M.S., Ph.D., Virginia Commonwealth University

Administrators

Elisabeth C. Aiken—Chair, Department of Language Studies and the Arts; Assistant Professor of English

B.A., James Madison University; M.A., Western Carolina University; Ph.D., Indiana University of Pennsylvania

Amina Abdullah—Regional Academic Director (Virginia Region), Assistant Professor of Human Services, Newport News Education Center

B.S., M.S., Phoenix University; Ph.D., Capella University

April Abilez—Academic Advisor, Shaw Education Center

B.A., Saint Leo University; M.S., University of West Alabama

Molly-Dodd Adams—Special Assistant to the President

B.L.A., Johns Hopkins University; M.B.A., Saint Leo University

Fern S. Aefsky—Director of Graduate Studies in Education; Associate Professor of Education

B.S., University of Maryland; M.Ed., Marymount College of Virginia, Ed.D., Nova Southeastern University

Michelle Allen—Academic Advisor, Morrow Education Center

B.A., M.S., Saint Leo University

Farresa Allen-Rutledge—Academic Advisor/Recruiter, Gainesville Education Center

B.S., Florida State University; M.Ed., Saint Leo University

Jeffrey Anderson—Associate Vice President for Institutional Effectiveness

B.A., Carthage College; Ph.D., University of Texas

Joseph Arner—Director, Professional Development

B.A., James Madison University; M.A., Union Theological Seminary

Lara K. Ault—Assistant Chair, Department of Social Sciences; Associate Professor of Psychology, Gainesville Education Center

B.A., University of Florida; M.A., Ph.D., University of Louisville

Ed Austin—Associate Vice President, Marketing

B.A., Hartwick College; M.A., East Stroudsburg University

Balbir Singh Bal—Dean, Donald R. Tapia School of Business; Professor of Computer Science

B.Sc., Punjab Agricultural University, Ludhiana, Punjab, India; Post Graduate Diploma, M.Sc., University of Wales, Swansea, U.K.; Ph.D., University of Aston, Birmingham, U.K.

Elizabeth Barr—Associate Director, Sustained Giving

B.A., Elon University

James Barnette—Assistant Director, Northeast Florida Education Center

B.A., Southeastern Oklahoma State University; M.A., Webster University

Susan Barreto—Director, Advancement Services

B.A., University of Wisconsin; M.B.A., Saint Leo University

Robert Batchelder—Academic Advisor, Chesapeake Education Office

B.S., New Hampshire college; M.Ed., Notre Dame University

Matthew Battista—Assistant Director, Career Services

B.A., Saint Leo University; M.B.A., Saint Leo University

Colleen Beck-Kaplan—Academic Advisor, Tallahassee Education Center

B.A., M.A., Florida State University

Linda Blommel—Director, Information Systems

B.A., Saint Leo University

Brandilyn Bolden—Associate Director, Events and Campus Visits

B.A., University of Central Florida; M.B.A., Saint Leo University

Siamack Bondari—Chair, Department of Mathematics and Science; Professor of Mathematics

B.S., M.S., Ph.D., Iowa State University

Jennifer Booker—Academic Advisor/Recruiter, Adult Education Center at University Campus

B.A., M.B.A., Saint Leo University

Jeff Borden—Associate Vice President/Chief Innovation Officer of Technology and Learning Innovation

B.A., M.B.A., Saint Leo University

Susan Boyd—Manager, Distance Learning

B.,AS, Saint Leo University

Denyve Boyle—Development Officer

B.A., M.B.A., Saint Leo University

Denise Broadhurst—Assistant Director, Morrow Education Center

B.A., M.B.A., Saint Leo University

Rev. Stephan Brown, S.V.D.—Assistant to the President for University Ministry

B.A., Divine Word College; Masters in Divinity, Catholic Theological Union of Chicago

Karen M. Bryant—Assistant Chair, Department of Language Studies and the Arts; Assistant Professor of Fine Arts and Humanities

B.A., University of West Florida; M.A., Indiana State University; Ph.D., The Union Institute and University

Lisa Burnham—Assistant Academic Advisor/Recruiter, Madison Education Center

B.A., Saint Leo University

John Cain—Assistant Vice President, Distance Learning

B.S., Southern Illinois University at Carbondale; M.B.A., City University; Ph.D., TUI University

Barbara J. Caldwell—Chair, Department of Accounting, Economics, and Finance; Associate Professor of Economics

B.S.I.E., Georgia Institute of Technology; M.A., M.B.A., Ph.D., University of South Florida

Greg Carlson—Associate Professor of Healthcare Management; Chair, Department of Healthcare Management

B.A., Southwest Minnesota; M.A., University of Pittsburgh; Ph.D., University of South Carolina

Steve Carroll—Associate Vice President and Chief Information Officer

B.S., Computer Information Systems; M.B.A., Saint Leo University

Ashlee Castle—Director of Leadership Development; Assistant Professor of Leadership

B.A., M.S., Saint Leo University; Ed.D., Argosy University

Sam Cibrone, Jr.—Women's Volleyball Coach, Athletics

B. S., M.S., Slippery Rock University

Craig S. Cleveland—Regional Academic Director (Central Region); Assistant Professor of Management, Gwinnett Education Center

B.S., Armstrong State Atlantic University; M.B.A., Shorter College; D.B.A., Argosy University

Charlene Cofield—Associate Director, Chesapeake Education Office

B.A., Averett University; M.P.A., Troy University

Robert Colbert—Academic Advisor, South Hampton Roads Education Center

B.A., M.S., Saint Leo University

Julius Collins—Academic Advisor, Northeast Florida Education Center

B.A., Florida State University; M.M., University of Miami

Chantae Cook—Academic Advisor, Ocala Education Center

B.S., California State University Chico; M.S., North Carolina A & T State University

Karen Coradin—Assistant Director, Admissions

B.A., Saint Leo University

Mark Craft—Academic Advisor, Chesapeake Education Office

B.S., M.B.A., Saint Leo University

Susan Craft—Associate Director for Admission, South Hampton Roads Education Center

B.S., Saint Leo University; M.S., Troy University

Francis Crociata—Senior Development Officer

B.A., St. John Fisher College/Nazareth College

Richard Crothers—Assistant Academic Advisor, South Hampton Roads Education Center

B.A., Saint Leo University

Alex Curran—Assistant Director, Admissions

B.A., Saint Leo University

Ann Dabrowski—Assistant Director, Gwinnett Education Center

B.A., Nazareth College; M.S., University of Rochester

Edward Dadez—Vice President of Continuing Education and Student Services

B.S., Virginia Commonwealth University; M.A., Ohio State University; M.B.A., Saint Leo University; Ph.D., Michigan State University

Teresa Dadez—Director, Health and Wellness Center

B.A., University of Dayton; B.S.N., Bloomsburg University

Fatima David—Academic Advisor/Recruiter, Shaw Education Center

B.A., M.B.A, Saint Leo University

Cathryn Davis—Director, San Diego Education Center

B.S., North Carolina A&T State University; M.A., M.S., National University

Kristina Deakins—Assistant Director of Graduate Re-enrollment

B.A., Florida Southern College; M.B.A., Saint Leo University

Katie Degner—Director, Ocala Education Center

B.S., Troy University; M.S., Keller Graduate School of Management

James DeTuccio—Associate Vice President of Finance and Controller

B.S., Florida State University; M.B.A., Saint Leo University; Florida State CPA

Dee Anne Dial—Assistant Director, Marietta Education Center

B.A., Converse College; M.B.A., Wesleyan College; J.D., University of South Carolina

Ana DiDonato—Assistant Vice President, Student Services

B.A., M.B.A., Saint Leo University; M.Ed., University of South Florida

Robert J. Diemer—Director, Graduate Studies in Public Safety Administration; Chair, Department of Criminal Justice; Professor of Criminal Justice

B.A., Saint Leo University; M.Ed., National Louis University; Ph.D., Union Institute

Tamara Disi—Administrator, Graduate Outreach Programs

B.S., M.B.A., Saint Leo University

Traci Dougherty—Assistant Director

B.A., Princeton University

Harry Dross—Director, Shaw Education Center

B.A., B.S., M.B.A., Saint Leo University

Harriett Drummond—Assistant Academic Advisor, Columbus Education Center

B.S., Mississippi University for Women; M.B.A., Mississippi State University

Michelle Edwards—Associate Athletic Director/SWA

B.S., University of Florida; M.S.B.M., M.B.A., University of Central Florida

William L. Ellis—Assistant Chair, Department of Mathematics and Science; Associate Professor of Biology

B.S., University of Florida; M.S., University of South Carolina; Ph.D., University of South Florida

Mary Estes—Director, Marietta Education Center

B.A., Flagler College; M.A., Philadelphia College of Osteopathic Medicine

David Felsen—Executive Director of International Programs, Associate Professor of International Business

B.S., M.A., McGill University; Ph.D., Oxford University

Diana Fiermonte—Assistant Director, Distance Learning

B.A., State University of New York

Vicki Fredrickson—Assistant Athletic Director for Compliance

B.S., Saint Leo University; M.B.A., Saint Leo University

Holly Fremen—Assistant Academic Advisor, Gainesville Education Center

B.A., Saint Leo University

Sarah Garcia—Assistant Director of Enrollment Communications

B.A., University of South Florida

Jennifer M. Garcia—Director, First Year Experience

B.S., University of Tampa; M.Ed., Western Illinois University

Chris Georgallis—Assistant Director, Disability Services

B.A., University of Iowa; M.A., University of North Florida

Renee Gerstein—Senior Graphic Designer, University Campus

B.F.A., The University of Tampa

Maribeth Giese—Assistant Director, International Admissions

B.A., M.P.A., Bowling Green State University

Michael Godfrey—Assistant Director, Newport News Shipyard Education Office

B.S., Bluefield College; M.A.T., Saint Leo University

Hortencia Gomez—Assistant Director, Admissions

B.A., Saint Leo University

Kenneth Gonzalez—Director, Tampa Education Center

B.A., M.B.A., Saint Leo University

Stacy Grant—Associate Director, Undergraduate Admissions

B.S. University of Phoenix; M.A., University of the Rockies

Shannon Greer—Assistant Director, Supplemental Instruction

B.A., Saint Leo University

Rene Gutierrez—Assistant Academic Advisor/Recruiter, North Charleston Education Center

B.A., Saint Leo University

Karen Hahn—Assistant Vice President of Learning Design; Associate Professor of Graduate Education

B.A., M.S., College of New Rochelle; Ed.S., Ph.D., University of South Florida

Michael Halligan—Associate Director, Admissions

B.S., University of Central Florida; M.B.A., Saint Leo University

Shadel Hamilton—Director, Undergraduate Student Services

B.S., Johnson & Wales University; M.S., Kaplan University

William Hamilton—Director, Market Research

B.A., California State University; M.A., Georgia State University; M.A., University of Arizona

Karen Hatfield—Registrar

B.A., M.B.A., Saint Leo University

Sandra Lee Hawes—Digital Resources Librarian, Florida Region; Associate Professor

B.S., George Mason University; M.A. (L.I.S.), University of South Florida; M.Ed., Saint Leo University

William "Bud" Hayes—Director, Virginia Peninsula Education Center

B.A., University of South Carolina; M.S., Campbell University

Zaheda Herman—Associate Director, Undergraduate Student Advising

B.A., Towson University; M.B.A., Florida Atlantic University; M.S., Kaplan University

Jose Hernandez—Academic Advisor, San Diego Education Center

B.A., Indiana University; M.A.ED., Point Loma Nazarene University

Elizabeth Heron—Director, North Charleston Education Center

B.A., Florida State University; M.B.A., Saint Leo University

Stephen Hess—Assistant Vice President, Continuing Education

B.A., Marquette University; M.H.A., Georgia State University; J.D., Louisiana State University

Sara Heydon—Director, NAS Corpus Christi Education Center

B.A., Pacific Lutheran University; M.Ed., University of Austin

Kelly De Hill—Associate Vice President for Business Affairs and General Counsel

B.S., Idaho State University; J.D., University of Utah College of Law

Reggie Hill—Assistant Vice President of Enrollment

B.A., M.B.A., Saint Leo University

Judy L. Holcomb—Assistant Professor of International Tourism and Hospitality Management, Chair, Department of Sport Business, International Tourism, and Hospitality Management

B.S., M.S., Ph.D., University of Central Florida

Matthew Hollern—Director, Tallahassee Education Center

B.S., Florida State University; M.S., University of Central Florida; M.S.W., Florida State University

Melissa Houston—Director, Key West Education Center

B.A., St. Cloud State University; M.S., DeVry University

Shakedra Hudson—Associate Director of Graduate Admissions

B.A., M.S., Saint Leo University

Thomas Humphries—Assistant Director Honors Program; Assistant Professor of Theology

B.A., B.S., University of the South; M.A., Catholic University of America; Ph.D., Emory University

Linda Isaac—Assistant Director of Admissions, Chesapeake Education Office

B.A., Saint Leo University; M.P.A., Strayer University

Meahgan Jameyson—Assistant Director, Admissions

B.A., Saint Leo University

Jo-Ann Johnston—Academic Communications Manager, University Communications

B.A., Syracuse University; M.S., Bay Path College

Lawson Jolly—Director, Counseling Services

B.S., Palm Beach Atlantic University; M.A., University of South Florida

James Jones—Assistant Academic Advisor, South Hampton Roads Education Center

B.S., Saint Leo University; B.S., Embry-Riddle Aeronautical University

Larry Jones—Director, South Hampton Roads Education Center

B.A., M.S., Saint Leo University

Krista Jones—Assistant Director, Counseling Services

B.A., Saint Leo University; M.S., Nova Southeastern University

Larry Jones—Associate Director, South Hampton Roads Education Center

B.A., Saint Leo University; M.S.; Saint Leo University

Mark Jones—Director of Enrollment Information Systems

B.S., University of California; M.S., Concordia University

Bradley Jorgensen—Lacrosse Head Coach, Athletics

B.S., Springfield College

Stan Kaszuba—Retail Manager, Dining Services

B.A., Saint Leo University; M.S., Nova Southeastern University

Jacqueline Kelly—Assistant Director of Admission, Gwinnett Education Center

B.A., Saint Leo University

Eddie Kenny—Director of Alumni and Parent Relations

B.S., Florida International University; M.S., Nova Southeastern University

Phebe H. Kerr—Associate Director, Undergraduate Student Advising

B.S., Indiana University of Pennsylvania; M.Ed., Indiana University of Pennsylvania; Ed.D., University of Virginia

Nancy King—Director, Gwinnett Education Center

B.A., Le Moyne College; M.B.A., Syracuse University

Susan K. Kinsella—Regional Academic Director (Central Region); Director, Graduate Studies in Human Services; Chair, Department of Human Services, Savannah Education Center; Professor of Human Services

B.S.W., Pennsylvania State University; M.S.W., Marywood University; Ph.D., Fordham University

Steven Kistulentz—Director of Graduate Studies in Creative Writing; Associate Professor of English

B.A., College of William and Mary; M.F.A., University of Iowa; Ph.D., Florida State University

Susan Koch—Assistant Academic Advisor, Newport News Education Office

B.A., Saint Leo University

Vyas Krishnan—Lead Academic Technologist; Assistant Professor of Computer Science

B.S., Mangalore University, India; M.S., Ph.D., University of South Florida

Stephen Kubasek—Development Officer

B.A., M.B.A., Saint Leo University

Colette LaBruzzo—Assistant Director, Graduate Studies in Business

B.A., Saint Petersburg College; M.B.A. Saint Leo University

Amanda Laffin—Assistant Director of Alumni and Parent Relations, University Campus

B.A., Saint Leo University

Laura "Beth" Lastra—Director, Adult Education Center at University Campus

B.S., Chowan University; M.B.A., Saint Leo University

Lora Lavery-Broda—Associate Registrar

B.S., Carlow College; M.P.A., University of Pittsburgh

Cindy S. Lee—Director, Graduate Studies in Social Work Program; Associate Professor of Social Work

B.A., Trinity College; M.S.W., University of Wisconsin; Ph.D., Florida State University

Pamela L. Lee—Regional Academic Director (Virginia Region); Assistant Professor of Management, Chesapeake Office

B.S., Norfolk State University; M.A., Old Dominion University; Ph.D., Regent University

Janelle LeMeur—Assistant Director, Admissions

B.A., Nova Southeastern University

Nicole Lesko—Assistant Director, Admissions

B.A., University of Central Florida

Audra Lewis—Assistant Academic Advisor, Gainesville Education Center

B.S., University of Florida

Robert Liddell—Director, Career Planning

B.A., Florida State University; M.S., University of South Florida

Peter O. Littlefield—Director of Undergraduate Admissions

B.A., M.B.A., Willamette University

Candis Lott—Director, Savannah Education Center

B.S., Florida State University; M.Ed., University of North Florida

B. Tim Lowder—Assistant Professor of Business

B.S., Pfeiffer University; M.B.A., Winthrop University; Ph.D., Capella University

Robert Lucio—Director, Academic Assessment

B.A. University of Florida; M.S.W., Florida State University; Ph.D., University of South Florida

Nicholas Macchio—Associate Director, Admissions

B.S., Saint Leo University

Joanne N. MacEachran—Director, Academic Student Support Services

B.Ed., Keene State College; M.A., Indiana University; Ed.D., Harvard University

Michelle Macchiavello—Prospect Researcher

B.S., Central Michigan University

Michael Madagan—Assistant Director of Athletics/Facilities

B.S., Northern Illinois University; M.A., University of South Florida

Jennifer Maiolo-Ferran—Associate Director, Undergraduate Admissions

B.S., University of Tampa

Patrick Malnory—Assistant Vice President Business Services

B.S., Minnesota State University; M.B.A., University of St. Thomas

Peter Marian—Affiliate Faculty for Admissions; Instructor of International Hospitality and Tourism

B.S., Florida International University; M.B.A., Saint Leo University

Ronda Mariani—Chair, Department of Management & Business Administration; Assistant Professor of Management & Marketing

A.A.S., State University of New York (SUNY); B.S., New York Institute of Technology; M.S., Dowling College; D.B.A., Argosy University

Jennifer Markham—Associate Director, Newport News Education Center

B.A., M.S., Saint Leo University

Jessica Markham—Assistant Academic Advisor, Lake City Education Center

B.A., Saint Leo University

Alma Martinez—Academic Advisor, NAS Corpus Christi Education Center

B.A., Texas A & I Kingsville; M.S., Corpus Christi State University

Maureen A. Mathews—Regional Academic Director (Virginia Region); Assistant Professor of Psychology, Langley Office

B.A., Eastern Washington University; M.S., Ph.D., Virginia Commonwealth University

Karin May—Special Projects Administrator, Department of Public Safety Administration

B.S., M.S., Saint Leo University

Tonya Mazur—Academic Program Manager, Doctor of Business Administration

B.A., M.B.A., Saint Leo University

Kimberly McConnell—Associate Director, Residence Life

B.A., West Virginia Wesleyan College; M.Ed., James Madison University

Mary McCoy—Staff Writer, University Communications

B.S., Bowling Green State University

Kathryn B. McFarland—Vice President of Enrollment and Online Programs

B.A., University of Minnesota; M.F.A., Sarah Lawrence College; Ed.D., University of Southern California

Lorrie McGovern—Associate Dean, Donald R. Tapia School of Business, Associate Professor of Business Administration

B.S., Virginia Intermont College; M.A., Tusculum College; D.B.A., Argosy University

Marguerite McInnis—Chair, Department of Social Work Program; Associate Professor of Social Work

B.A., Thomas A. Edison State College; M.S.W., Ph.D., Florida State University

Derek Mohammed—Chair, Department of Computer Science and Information Systems; Associate Professor of Computer Information Systems

B.S., University of the West Indies; M.B.A., City University; Ph.D., Nova Southeastern University

Denny Moller—Vice President, University Advancement

B.S.B.A., M.B.A., Xavier University.

Diane M. Monahan—Chair, Department of Communication and Marketing and Assistant Professor of Communications Management

B.S., Florida State University; M.A., University of Central Florida; Ph.D., Temple University

Grace Moreno—Academic Advisor/Recruiter, NAS Corpus Christi Education Center

B.A., Texas A&M University; M.A., University of the Incarnate Word

Connie Morgan—Assistant Director, South Hampton Roads Education Center

B.A., Christopher Newport University; M.B.A., Saint Leo University;

Mark Morgan—Associate Director, Langley Education Office

B.A., Marshall University; M.S., Troy State University

Monica Moyer—Director, Internal Auditor

B.A., Wayne State University, B.S., Cleary University, M.B.A., Saint Leo University

Chandra Myers—Assistant Academic Advisor, South Hampton Roads Education Center

B.A., Old Dominion University

Michelle Myrick-Simmons—Director, Morrow Education Center

B.A., Shorter University; M.A., University of Phoenix

Kristen Nash—Assistant Director, Residence Life

B.A., M.A., University of Central Florida

Michael Nastanski—Vice President of Academic Affairs; Professor of Management and Marketing

B.S., Wayne State University; M.A., Central Michigan University; D.B.A., University of Sarasota

Phillip R. Neely—Associate Chair Department of Criminal Justice; Associate Professor of Criminal Justice, Gwinnett Education Center

M.S., Central Michigan University; Ph.D., Walden University

Tiffany Nelson—Assistant Director, Career Services

B.A., Notre Dame University; Ed.S./M.S. Florida State University

M. Dorothy Neuhofer, O.S.B.—University Archivist and Special Collections Librarian; Professor

B.S., Barry College; M.A. in L.S., Rosary College; M.Ch.A., Catholic University of America; Ph.D., Florida State University

Monique Norton—Assistant Director, San Diego Education Center

B.A., University of Florida; M.A., University of Florida; M.A., National University

Jack Nussen—Assistant Vice President, Continuing Education

B.S., Mansfield University; M.Div., Gettysburg Lutheran Theological Seminary

Eileen T. O'Brien—Assistant Chair, Department of Social Science; Associate Professor of Sociology, South Hampton Roads Education Center

B.A., College of William and Mary; M.A., The Ohio State University; Ph.D., University of Florida

Christine "CJ" O'Donnell—Director of Enrollment Communications

B.A., Furman University; M.B.A., Saint Leo University

Edson O'Neal—Interim Director, Student Activities

B.A., Saint Leo University; M.S., Nova Southeastern University

David Ososkie—Associate Director, Center for Online Learning

B.S., Ohio State University; M.S., Florida State University

David Overton—Director of Information Security

B.S., ITT-Tech; M.B.A., University of Phoenix

Brooke Paquette—Assistant Director, Adult Education Center at University Campus

B.A., M.B.A., Saint Leo University

Dawn M. Parisi—Executive Director, Development

B.A., Union College

Heather R. Parker—Chair, Department of Social Sciences; Associate Professor of History

B.A., M.A., Ph.D., University of California, Los Angeles

Patricia A. Parrish—Associate Vice President—Regional Accreditation Office; Professor of Education

B.A., Flagler College; M.A., Ph.D., University of South Florida

Susan J. Paulson—Assistant Vice President, Continuing Education

B.S., Virginia Polytechnic Institute and State University; M.Ed., The Citadel

Kim A. Payne—Staff Writer and Media Coordinator, University Communications

B.A., Point Park University

De Etta Peter—Assistant Director, Gwinnett Education Center

B.A., M.S., Saint Leo University

Lan Pham—Assistant Director, Savannah Education Center

B.A., South University; M.B.A., University of Phoenix

Kristina Phipps—Associate Director of Graduate Admissions

B.S., University of South Florida

Andrea Pierce—Assistant Director of Admission, Chesapeake Education Office

B.A., Old Dominion University; M.S., Saint Leo University

Kenneth J. Posner—Associate Vice President for Student Services

B.A., M.A., Michigan State University

William T. Poynor—Administrator, Graduate Studies in Theology

B.A., Belmont University; M.A., Franciscan University; M.Div., Crammer Theological House

Justin Prengaman—Assistant Director, Admissions

B.A., Saint Leo University

Lucia Raatma—Director, University Communications

B.A., University of South Carolina; M.A., New York University

Michael Raimondi—Assistant Director, Tampa Education Center

B.A., Florida State University

Tabitha Raj—Academic Advisor, Tampa Education Center

B.A., M.Ed., University of South Florida

Paige Ramsey-Hamacher—Director, Multicultural & International Services

B.A., Holy Names College; M.B.A., Saint Leo University

Nathalie Ray—Assistant Academic Advisor, Ocala Education Center

B.A., Saint Leo University

Nancy Rechkemer—Assistant Director, Naval Air Station Oceana Education Office

B.A., Saginaw Valley State University, M.S., Shippensburg University

Victoria Reece—Grant and Stewardship Officer, University Advancement

B.S., M.Ed., Miami University

Fran Reidy—Athletic Director

B.A., Fitchburg State College; M.B.A., Saint Leo University

Misty Rhoden—Assistant Director, Transfer Admissions

B.A., M.B.A., Saint Leo University

Candace Roberts—Chair, Department of Education; Professor of Education

B.A., Emory University; M.Ed., Ph.D., University of South Florida

Joanne Roberts—Associate Chair, Department of Education; Associate Professor of Education, Gainesville Education Center

B.A., M.Ed., Ed.D., University of Florida

Laura Rodriguez Lopez—Associate Director, Graduate International Admissions

B.A., University of Puerto Rico; M.Ed., Argosy University

Christy Roebuck—Director, Madison Education Center

B.A., M.B.A., Saint Leo University

Mark Russum—Associate Director, Undergraduate Admissions

B.S., University of Southern Mississippi

Erica Sachs—Associate Director of Graduate Re-enrollment

B.A., University of South Florida

Glen Sanchez—Assistant Director

B.A., Montclair State University

Iona Sarieva—Director, Bridge Program; Assistant Professor of English

Ph.D., University of South Florida

Derek Saunier—Academic Advisor, Adult Education at PHSC Spring Hill Education Office

B.A., Hodges University; M.S., Hodges University

Eric C. Schwarz—Chair, Department of Sport Business, International Tourism, and Hospitality Management; Professor of Sport Business

B.S., Plymouth State University; M.Ed., Salisbury University; Ed.D., United States Sports Academy

Elliott Seagraves—Academic Advisor, South Hampton Roads Education Center

B.S., Florida A&M University; M.Mus., Arizona State University

Robert Seidler—Associate Director, Undergraduate Student Advising

B.A., State University of New York (Albany); M.S., Syracuse University

Christine A. Sereni-Massinger—Regional Academic Director (Florida Region); Associate Professor of Criminal Justice, Gainesville Education Center

B.A., Saint Joseph's University; J.D., Widener University School of Law

Joseph Sero—Academic Advisor, Savannah Education Center

B.S., Elmira College; M.Ed., Mansfield University

Jennifer Sessa Shelley—Senior Associate Director, Graduate Admission

B.A., M.B.A., Saint Leo University

Paul Sevigny—Academic Advisor, Langley Education Office

B.A., Saint Leo University; M.S., Troy State University

Melissa Sheaks—Assistant Academic Advisor, Eglin Education Office

B.A., Kansas State University

Felton Sheffield, Jr.—Assistant Director, Gainesville Education Center

B.A., Belmont University; MA., Wesley Theological Seminary; M.S., Jacksonville University

Ellen Sheridan—Director, Network and System Services

B.S., University of Texas; M.A., DePaul University

Brent Short—Director of Library Services; Assistant Professor

B.A., Taylor University; M.Ed., Bowling Green State University; M.S.L.S., Catholic University of America

Genny Sikes—Assistant Registrar

B.A., M.B.A., Saint Leo University

David Skaer—Academic Advisor, MacDill Education Office

B.A., Tennessee Temple University; M.S., Ph.D., University of Miami

Mary T. Spoto—Dean, School of Arts and Sciences; Professor of English

B.A., M.A., Ph.D., University of South Florida

Joshua Stagner—Director of Graduate Admission

B.S., Florida State University; M.B.A., Palm Beach Atlantic University

Amanda Stacey—Associate Director, Undergraduate Admissions

B.A, Bowling Green State University

Jessica Starkey—Director, Northeast Florida Education Center

B.A., Flagler College; M.S., SUNY Buffalo

William "Frank" Staples—Associate Director, Fort Eustis Education Office

B.A., Saint Leo University; MSM, Troy University

Stephanie Stinski—Assistant Director, Savannah Education Center

B.A., M.S., Saint Leo University

Jordan Story—Enrollment Management Market Analyst

B.A., M.B.A., Saint Leo University

Nancy Story—Director, Fort Lee Education Center

B.A., M.B.A., Saint Leo University

Viki Stoupenos—Regional Librarian, Savannah Education Center

B.S., University of Georgia; M.S.L.S., Texas Woman's University

Robert J. Sullivan—Director of Education Center Safety; Instructor of Criminal Justice, Tampa Education Center and MacDill

B.A., M.S., Saint Leo University

Jimmy Surin—Assistant Director of Admission, Tampa Education Center

B.S., Niagara University; M.B.A., Jacksonville University

Joseph M. Tadeo—Director, Academic Administration

B.A., Saint Leo University

Matthew Tapie—Assistant Professor of Theology; Director of Catholic and Jewish Studies

B.S., M.Div., Abilene Christian University; M.A., Baylor University; Ph.D., The Catholic University of America

Brett Terzynski—Associate Director, Undergraduate Admissions

B.A., University of South Florida

Rena Thomas—Assistant Director, Ocala Education Center

B.A., College of Saint Benedict; M.B.A., Lynn University

Shardae L. Thorne—Associate Director, Undergraduate Admissions

B.A., University of South Florida

Paul Tontz—Assistant Director, Key West Education Center

B.A., University of San Diego; M.Ed., University of South Florida; Ph.D., University of Denver

Michelle Tracey—Director, Academic Advising

B.A., University of Pittsburgh; M.A., Indiana University of Pennsylvania

Ruth Trimarco—Program Approval Analyst, Undergraduate and Graduate Education

B.A., State University of New York at Buffalo; M.A., San Diego State University

Meshundria Turner—Assistant Academic Advisor, Tallahassee Education Center

B.A., Florida Agricultural and Mechanical University

Tyler Upshaw—Director, Synchronous Learning

B.A., San Diego State University; M.Ed., Ohio University

Rosalba Vassalo—Academic Advisor/Recruiter, Gainesville Education Center

B.A., M.B.A., Saint Leo University

Sean VanGuilder—Director, Residence Life

B.A., M.B.A., Saint Leo University

Ernest G. Vendrell—Associate Director, Graduate Studies in Public Safety Administration; Professor of Criminal Justice/Critical Incident Management

B.S., M.S., Florida International University; M.S.M., Saint Thomas University; Ph.D., Union Institute

Richard Vogel—Director, Dining Services

A.A.S., Culinary Institute of America

Frances J. Volking—Senior Academic Advisor, Fort Eustis Education Office

B.A., M.Ed., University of South Alabama

Rhondda Waddell— Professor of Social Work

B.A., University of Florida; M.S.W., Ph.D., Florida State University

Edward Walicki—Assistant Director, Residence Life

B.S., M.Ed., University of Florida

Carol G. Walker—Dean, School of Education and Social Services; Associate Professor of Education

B.S., Radford University; M.Ed., Virginia State University; Ph.D., Union Institute

Jeffrey C. Walsh—Associate Vice President, Enrollment and Support Services

B.A., Richard Stockton College of New Jersey

Benjamin Watters—Art and Design Manager, University Communications

B.F.A., Ringling College of Art & Design; M.B.A., Saint Leo University

Steven Weaver—Regional Librarian, Virginia Region

B.A., Warren Wilson College; M.S.L.S., University of North Carolina at Chapel Hill; M.A., University of Virginia

Dennis Weber—Academic Advisor, South Hampton Roads Education Center

B.S., Pennsylvania State University; M.B.A., M.P.A., Golden Gate University

Eric B. Weekes—Vice President of Business Affairs and Chief Financial Officer

B.S., New York Institute of Technology; M.B.A., New York University

Alena White—Director, Lakeland Education Center

B.S., Florida A&M University; M.B.A., University of Phoenix

Dew White—Director, Columbus Education Center

B.S., Mississippi University for Women; M.B.A., Mississippi State University

Jacquelyn A. White—Director, Honors Program; Professor of Mathematics

B.A., Rollins College; M.A., University of California-Santa Barbara; Ed.D., University of Central Florida

James D. Whitworth—Associate Dean, School of Education and Social Services; Associate Professor of Social Work;

B.S.W., Bethel University; M.S.W., Barry University; Ph.D., Florida State University

Cassandra Williams—Academic Advisor, Marietta Education Center

B.A., M.B.A. Saint Leo University

Barbara Wilson—Trainer, N.A.T.A., Athletics

B.S., State University of New York College at Cortland

Nancy E. Wood—Assistant Professor of Human Services, Associate Chair, Department of Human Services, Coordinator of Field Placement

B.A., Indiana University; M.H.R.M., M.B.A., Keller Graduate School of Management; Ph.D., Capella University

Randall J. Woodard—Associate Professor of Theology and Religion; Director, Graduate Studies in Theology; Chair, Department of Philosophy and Religion

B.A., Franciscan University; M.A., Providence College; M.Ed., University of Manitoba; Ph.D., Duquesne University

Chapter 5

Directory for Correspondence

University office hours are 8 a.m.-5 p.m., Monday through Friday, unless otherwise posted. Members of the University staff are available at other times by appointment.

Saint Leo University (University Campus)

33701 State Road 52, P.O. Box 6665, Saint Leo, FL 33574-6665
Campus Switchboard: 352/588-8200. Campus Safety: 352/588-8432 or 8332.
www.saintleo.edu

Academic Affairs, Vice President for Academic Affairs

MC 2006, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Francis Hall. Telephone: 352/588-8244. Fax: 352/588-8207.
Email: academic.affairs@saintleo.edu

Academic Records, Transcripts, Registrar

MC 2278, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Edward Hall. Telephone: 352/588-8233. Fax: 352/588-8390.

Academic Student Support Services

MC 2010, P.O. Box 6665, Saint Leo, FL 33574-6665
Student Activities Building. Telephone: 352/588-8409. Fax: 352/588-8605.

Accounts Payable/Purchasing

MC 2100, P.O. Box 6665, Saint Leo, FL 33574-6665
Dade City Office. Telephone: 352/588-8218. Fax: 352/588-8350.

Accounts Receivable

MC 2100, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352/588-6600.

Admission, Application, and General Information

MC 2008, P.O. Box 6665, Saint Leo, FL 33574-6665
Office of Admissions. Telephone: 352/588-8283 or 800/334-5532. Fax: 352/588-8257.
Email: admissions@saintleo.edu

Advancement Services

MC 2354, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Francis Hall. Telephone: 352/588-8907.
Email: susan.barreto@saintleo.edu

Alumni and Parent Relations

MC 2244, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Francis Hall. Telephone: 352/588-8667.
Email: alumni.relations@saintleo.edu

Athletics

MC 2038, P.O. Box 6665, Saint Leo, FL 33574-6665
Marion Bowman Activities Center
Telephone: 352/588-8221. Toll Free: 888/752-5860. Fax: 352/588-8290.

Business Affairs, Vice President for Business Affairs

MC 2246, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Francis Hall. Telephone: 352/588-8215. Fax: 352/588-8511.

Campus Security and Safety

MC 2388, P.O. Box 6665, Saint Leo, FL 33574-6665
Security Building
Telephone: 352/588-8432. Emergency: 352/588-8333. Fax: 352/588-8598.
Email: vincent.dambrosio@saintleo.edu

Career Planning

MC 2212, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Edward Hall. Telephone: 352/588-8346. Fax: 352/588-8329.
Email: robert.liddell@saintleo.edu

Center for Catholic-Jewish Studies

MC 2460, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352/588-8597
Email: catholic.jewish.center@saintleo.edu

Center for Online Learning

1120 E. Kennedy Blvd. Suite 214, Tampa, FL, 33602
Telephone: 877/856-2144 Fax: 888-743-8116.
Website: www.online.saintleo.edu

Continuing Education and Student Services, Vice President of Continuing Education and Student Services

MC 2277, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Francis Hall. Telephone: 352/588-8206. Fax: 352/588-8207.
Email: pamela.blair@saintleo.edu

Counseling Services

MC 2216, P.O. Box 6665, Saint Leo, FL 33574-6665
deChantal Hall. Telephone: 352/588-8199.
Email: lawson.jolly@saintleo.edu

Development

MC 2222, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Francis Hall. Telephone: 352/588-8483.
Email: dawn.parisi@saintleo.edu

Dining Services

MC 2225, P.O. Box 6665, Saint Leo, FL 33574-6665
Student Community Center, Telephone: 352/588-8421
Email: rich.vogel@saintleo.edu

Disability Services

MC 2010, P.O. Box 6665, Saint Leo, FL 33574-6665

Student Activities Building. Telephone: 352/588-8464
Email: adaoffice@saintleo.edu

Financial Aid

MC 2228, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Edward Hall. Telephone: 800/240-7658. Fax: 352/588-8403.
Email: finaid@saintleo.edu

GL Accounting

MC 2100, P.O. Box 6665, Saint Leo, FL 33574-6665
Dade City Office. Telephone: 352/588-8868. Fax: 352/588-8350.

Graduate Studies in Adult Enrollment

MC 2248, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 800/707-8846
Email: grad.admissions@saintleo.edu

Graduate Studies in Business

MC 2011, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352/588-7371. Fax: 352/588-8585.
Email: mbaslu@saintleo.edu

Graduate Studies in Public Safety Administration

MC 2067, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352/588-8974
Email: graduatepublicsafety@saintleo.edu

Graduate Studies in Education

MC 2005, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352/588-8309. Fax: 352/588-8861.
Email: fern.aefsky@saintleo.edu

Graduate Studies in Social Work

MC 2067, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352-588-8869. Fax: 352-588-8289.
Email: cindy.lee@saintleo.edu

Graduate Studies in Theology

MC 2127, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352/588-8264.
Email: william.poynor@saintleo.edu

Health and Wellness Center

MC 2214, P.O. Box 6665, Saint Leo, FL 33574-6665
deChantal Hall. Telephone: 352/588-8347. Fax: 352/588-8305.
Email: teresa.dadez@saintleo.edu

Human Resources

MC 2327, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Francis Hall. Telephone: 352/588-8023. Fax: 352/588-8249.
Email: jobs@saintleo.edu

Instructional Technology

MC 2066, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352/588-7375.

Library Services

MC 2128, P.O. Box 6665, Saint Leo, FL 33574-6665
Daniel A. Cannon Memorial Library. Telephone: 352/588-8258. Fax: 352/588-8484.
Email: reference.desk@saintleo.edu

Military Science/Army ROTC

MC 2067, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352/588-8487.

President

MC 2187, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Francis Hall. Telephone: 352/588-8242. Fax: 352/588-8654.

Recreation

MC 2215, P.O. Box 6665, Saint Leo, FL 33574-6665
Bowman Center. Telephone: 352/588-8358. Fax: 352/588-8329.
Email: michael.madagan@saintleo.edu

Registrar

MC 2278, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352/588-8460. Fax: 352/588-8656.
Email: karen.hatfield@saintleo.edu

Residence Life/Housing

MC 2068, P.O. Box 6665, Saint Leo, FL 33574-6665
Apartment 6. Telephone: 352/588-8268. Fax: 352/588-8901.
Email: residencelife@saintleo

School of Arts and Sciences

MC 2127, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Edward Hall. Telephone: 352/588-8288/8294. Fax: 352/588-8300.
Email: penny.freeman@saintleo.edu

Donald R. Tapia School of Business

MC 2011, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352/588-8599. Fax: 352/588-8912.
Email: josephine.passaro@saintleo.edu

School of Education and Social Services

MC 2067, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Edward Hall. Telephone: 352/588-8272. Fax: 352/588-8289.
Email: toni.winn@saintleo

Student Accounts

MC 2100, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Edward Hall. Telephone: 352/588-6600.
Email: studentaccounts@saintleo

Student Government Union

MC 2336, P.O. Box 6665, Saint Leo, FL 33574-6665
Student Activities Building. Telephone: 352/588-8375. Fax: 352/588-6530.
Email: sgu@saintleo.edu

Student Activities

MC 2323, P.O. Box 6665, Saint Leo, FL 33574-6665
Student Activities Building. Telephone: 352/588-8992. Fax: 352/588-8329.
Email: edson.oneal@saintleo.edu

Student Services, Associate Vice President for Student Services

MC 2156, P.O. Box 6665, Saint Leo, FL 33574-6665
Student Activities Building. Telephone: 352/588-8992. Fax: 352/588-8329.
Email: kenneth.posner@saintleo.edu

Sustained Giving

MC 2222, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Francis Hall. Telephone: 352/588-8824.
Email: elizabeth.barr@saintleo.edu

University Advancement, Vice President for University Advancement

MC 2227, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Francis Hall. Telephone: 352/588-8250. Fax: 352/588-8669.
Email: jennifer.timms@saintleo.edu

University Communications

MC 2266, P.O. Box 6665, Saint Leo, FL 33574
Saint Francis Hall. Telephone: 352/588-8572. Fax: 352/588-8669.
Email: news@saintleo.edu

University Ministry

MC 2186, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352/588-8331.
Email: patricia.clower@saintleo.edu

Veterans Certifying Official (University Campus)

MC 2278, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Edward Hall. Telephone: 352/588-8980.

Veteran students at regional Continuing Education Centers should contact the VA Certifying Official at their appropriate center.

Education Centers

Distance Learning Program

Saint Leo University, 12203 Wichers Road, Saint Leo, FL 33574
Telephone: 352/588-7580. Toll Free: 866/758-3571. Fax: 352/588-8196.
Email: dl@saintleo.edu

California

San Diego Education Center, California (including Marine Corps Air Station Miramar, Naval Base Coronado, and Naval Base San Diego)

Saint Leo University
Naval Base Coronado
South "R" Ave., Bldg. 650
P.O. Box 357024
San Diego, CA 92135-7024
Telephone: 619/840-7890.
Email: sandiego@saintleo.edu

Saint Leo University
Naval Base San Diego
Education Center, Bldg. 3280
San Diego, CA 92136
Telephone: 619/840-7890.
Email: sandiego@saintleo.edu

Florida

Adult Education Center at University Campus

Saint Leo University
MC 2249, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352/588-7544.
Email: AEC@saintleo.edu

Brooksville Education Office

Saint Leo University
PHSC North Campus
11415 Ponce de Leon
Brooksville, FL 34601
Telephone: 352/797-5169.
Email: PHSC@saintleo.edu

Eglin Education Office

Saint Leo University
Eglin Education Center
502 West D. Ave, Building 251, Room 127
Eglin AFB, FL 32542
Telephone: 850/279-3509.
Email: eglin@saintleo.edu

Gainesville Education Office

Saint Leo University
3000 Northwest 83rd St., Bldg. S, Rm. 212
Gainesville, FL 32606
Telephone: 352/336-3600. Fax: 352/395-5811.
Email: gainesville@saintleo.edu

Gainesville Education Center

Saint Leo University

4650 NW 39th Place, Suite B
Gainesville, FL 32606
Telephone: 352/367-1192. Fax: 352/367-4329.
Email: gainesville@saintleo.edu

Key West Education Center

Saint Leo University
A-718 Essex Circle, P.O. Box 9033
NAS Key West, FL 33040
Telephone: 305/293-2847. Fax: 305/296-6443.
Email: keywest@saintleo.edu

Lake City Education Center

Saint Leo University
149 SE College Place
Lake City, FL 32025-8703
Telephone: 386/752-6866. Fax: 386/752-6776.
Email: lakecity@saintleo.edu

Lakeland Education Center

Saint Leo University
1044 West Griffin Rd., Bldg. 2 1st Floor
Lakeland, FL 33805
Telephone: 863/337-4900.
Email: lakeland@saintleo.edu

Lake-Sumter Education Office

Saint Leo University
9501 U.S. Highway 441
Leesburg, FL 34478
Telephone: 352/323-3671. Fax: 352/787-3271.
Email: ocala@saintleo.edu

Citrus Education Office

Saint Leo University
3800 S. Lecanto Hwy, Bldg. 1
Lecanto, FL 34461
Telephone: 352/746-6721.
Email: ocala@saintleo.edu

MacDill Education Office

Saint Leo University, P.O. Box 6063
8102 Condor St., Suite 116
MacDill AFB, FL 33621-5408
Telephone: 813/840-0259. Fax: 813/840-2979.
Email: macdill@saintleo.edu

Madison Education Center

Saint Leo University
325 NW Turner Davis Dr.
Madison, FL 32340

Telephone: 850/973-3356.
Email: madison@saintleo.edu

Mayport Education Office

Saint Leo University
Bldg. 460, Box 280035
Mayport, FL 32228
Telephone: 904/249-0911. Fax: 904/249-0895.
Email: mayport@saintleo.edu

New Port Richey Education Office

Saint Leo University
PHSC West Campus
10230 Ridge Rd.
New Port Richey, FL 34654-5199
Telephone: 727/816-3117.
Email: PHSC@saintleo.edu

Northeast Florida Education Center

Saint Leo University
5001 Saint Johns Ave., Box 28
Palatka, FL 32177
Telephone: 352/588-5750. Fax: 386/325-6522.
Email: NEFL@saintleo.edu

Ocala Education Center

Saint Leo University
3001 SW College Rd., Building 20
Ocala, FL 34474
Telephone: 352/671-3391. Fax: 352/873-5872.
Email: ocala@saintleo.edu

Orange Park Education Office

Saint Leo University
283 College Dr.
Orange Park, FL 32065
Telephone: 352/588-5700. Fax: 904/272-1477.
Email: NEFL@saintleo.edu

Saint Augustine Education Office

Saint Leo University
2990 College Dr.
Saint Augustine, FL 32084
Telephone: 352/588-6720. Fax: 904/824-7015.
Email: NEFL@saintleo.edu

St. Petersburg Education Office

Saint Leo University
St. Petersburg College Seminole Campus
9200 113th St. North, Room 128
Seminole, FL 33772

Telephone: 813/226-2778.
Email: saintpetersburg@saintleo.edu

Spring Hill Education Office

Saint Leo University
PHSC Spring Hill Campus
450 Beverly Court
Spring Hill, FL 34606
Telephone: 352/340-4866.
Email: PHSC@saintleo.edu

Tallahassee Education Center

Saint Leo University
444 Appleyard Drive
University Center Building, Suite 136
Tallahassee, FL 32304
Telephone: 850/201-8655.
Email: tallahassee@saintleo.edu

Tampa Education Center

Saint Leo University
1120 East Kennedy Boulevard, Suite 238
Tampa, FL 33602
Telephone: 813/226-2777.
Email: tampa@saintleo.edu

Trenton Education Office

Saint Leo University
334 NW 11th Ave.
Trenton, FL 32693
Telephone: 352/463-8541.
Email: trenton@saintleo.edu

Georgia

Gwinnett Education Center

Saint Leo University
3555 Koger Blvd., Suite 105
Duluth, GA 30096
Telephone: 678/380-4005. Fax: 678/380-4010.
Email: gwinnett@saintleo.edu

Marietta Education Center

Saint Leo University
1395 South Marietta Pkwy.
Building 300, Suite 104
Marietta, GA 30067
Telephone: 770/425-5031. Fax: 770/426-8256.
Email: marietta@saintleo.edu

Morrow Education Center

1590 Adamson Parkway
Suite 120
Morrow, GA 30260
Telephone: 770/960-5000. Fax: 770/960-5010.
Email: morrow@saintleo.edu

Savannah Education Center

Saint Leo University
7426 Hodgson Memorial Drive, Suite A
Savannah, GA 31406
Telephone: 912/352-8331. Fax: 912/354-2164.
Email: savannah@saintleo.edu

Mississippi

Columbus Education Center

Saint Leo University
Building 926, Suite 120
680 Seventh Street
Columbus AFB, MS 39710
Phone: 662/434-8844. Fax 662/434-8846.
Email: columbus@saintleo.edu

South Carolina

North Charleston Education Center

Saint Leo University
2430 Mall Dr., Suite 185
North Charleston, SC 29406
Phone: 843/554-2111.
Email: northcharleston@saintleo.edu

Shaw Education Center

Saint Leo University
Building 501, Room 116
398 Shaw Drive
Shaw AFB, SC 29152
Phone: 803/666-3221 or 803/666-3205. Fax: 803/666-2446.
Email: shaw@saintleo.edu

Sumter Education Office

Saint Leo University
Wise Drive Baptist Church
2751 S Wise Drive
Sumter, SC 29150
Phone: 803/869-0028 Fax: 803/666-2446
Email: shaw@saintleo.edu

Texas

NAS Corpus Christi Education Center

Saint Leo University
Naval Air Station Corpus Christi
10461 D. Street,
Building 1731, Room 206
Corpus Christi, TX 78419-5000
Telephone: 361/937-1452 or 361/776-2808. Fax: 361/937-1440.
Email: corpuschristi@saintleo.edu

Virginia

Chesapeake Education Office

Saint Leo University
1434 Crossways Blvd, Suite 175
Chesapeake, VA 23320
Telephone: 757/227-4450 . Fax 757/227-4505.
Email: chesapeake@saintleo.edu

Fort Eustis Education Office

Saint Leo University
US Army Education Center
1500 Madison Ave., P.O. Box 4326
Fort Eustis, VA 23604
Telephone: 757/887-1166 or 0655. Fax: 757/887-0562.
Email: forteustis@saintleo.edu

Fort Lee Education Center

Saint Leo University
700 Quarters Road, Building 12400, P.O. Box 5220
Fort Lee, VA 23801
Telephone: 804/861-9634. Fax: 804/861-1816.
Email: fortlee@saintleo.edu

Langley Education Office

Saint Leo University, P.O. Box 65519
450 Weyland Rd., Bldg. 1027
Langley AFB, VA 23665
Telephone: 757/766-1812. Fax: 757/766-3049.
Email: langley@saintleo.edu

Newport News Education Office

Saint Leo University
One Compass Way, Suite 160
Newport News, VA 23606
Telephone: 757/249-0390.
Email: newportnews@saintleo.edu

Naval Air Station Oceana Education Office

Saint Leo University

902 E Ave., Bldg. 531, Rm. 105
Virginia Beach, VA 23460-5120
Telephone: 757/428-8395. Fax: 757/428-8587.
Email: southhamptonroadscenter@saintleo.edu

Naval Station Norfolk Education Office

Saint Leo University
c/o Navy Campus Education Center
9269 First Avenue, Bldg. U-40
Norfolk, VA 23511-2321
Telephone: 757/489-0969. Fax: 757/489-1232.
Email: southhamptonroadscenter@saintleo.edu

South Hampton Roads Education Center

Joint Expeditionary Base Little Creek-Fort Story

Saint Leo University
1481 D St., Bldg. 3016
JEB Little Creek-Fort Story
Virginia Beach, VA 23459
Telephone: 757/464-6449. Fax: 757/464-3472.
Email: southhamptonroadscenter@saintleo.edu

Classes are also scheduled at classroom locations near several of these Centers.

Index

Academic Advising.....	45
Academic Dismissal	48
Academic Freedom Policy for Students	12–13
Academic Honor Code	13–15
Academic Policies.....	45–48
Academic Progress and Financial Aid.....	56
Academic Residence Requirements.....	20
Academic Term.....	50
Accounting.....	61–63
Course Descriptions	112–113
Master of Accounting.....	61–63
Accreditation and Affiliation Statement	3–4
Administration.....	158–168
Administrators.....	182–191
Admission Decision, Appeal of	26
Admission to Class.....	27
Admission Requirements.....	33–42
Master of Arts in Theology.....	41–42
Master of Accounting.....	33
Master of Business Administration	34–35
Master of Education.....	37–38
Master of Science in Criminal Justice	37
Master of Science in Critical Incident Management	37
Master of Science in Instructional Design	37–38
Education Specialist	37–38
Master of Social Work.....	38–41
Admissions Policies and Procedures	26
Advising	45
Alumni Association	30
Appellate Process.....	15–16
Athletics, Intercollegiate.....	30
Atlanta Education Center, Georgia	5
Board of Trustees	157–158
Brooksville PHCC Education Office, Florida	4
Business Administration	60–71
Course Descriptions	109–112
Master of Business Administration	60–71
Master of Business Administration Orientation.....	45
Accounting Concentration	63
Accounting Graduate Certificate	73
Health Care Management Concentration.....	73
Health Care Management Graduate Certificate.....	73
Human Resource Management Concentration.....	64
Human Resource Management Graduate Certificate	74
Information Security Management Concentration	65–67
Education.....	77–88

Course Descriptions	134–148
Education Specialist	86–87
Master of Education	81–84
Graduate Certificate in Instructional Design	87–88
Master of Science in Instructional Design	85–86
Educational and Learning Goals.....	11–12
Eglin Education Office, Florida	4
Faculty Directory	168–191
Continuing Education Centers	176–179
Lead Contract Faculty.....	179–182
Professors Emeriti	168–169
University Campus	169–176
Fees and Costs.....	56–57
Final Examinations.....	46
Financial Aid and Academic Progress	54–56
Financial Assistance.....	53
Financial Information.....	53–60
Financial Responsibility	58
Fort Eustis Education Office, Virginia	3–4, 6
Fort Lee Education Center, Virginia	6
Gainesville Education Center, Florida.....	4
Grade Appeal Procedures.....	16–17
Grade Changes.....	16
Grade Point Average	16
Grade Reports and Permanent Records	17–19
Grading.....	46–47
Graduation, Application for.....	25
Gwinnett Education Office, Georgia.....	5
History of the University.....	2–3
Independent and Directed Study.....	49
Joint Expeditionary Base Little Creek-Fort Story Education Office, Virginia.....	6
Key West Education Center, Florida	4
Lake City Education Center, Florida	5
Lake-Sumter Education Office, Florida	5
Langley Education Office, Virginia	4, 6
Late Fees.....	57
Lecanto Education Office, Georgia	5
Library	23–24, 48
MacDill AFB Education Office, Florida	5
Madison Education Center, Florida.....	5
Majors/Minors/Specializations	6–8
Marietta Education Office, Georgia	5
Mayport Naval Station Education Office, Florida.....	5
Mission Statement.....	1

Morrow Education Office, Georgia	5
Naval Air Station Corpus Christi Education Center, Texas.....	6
Naval Air Station Oceana Education Office, Virginia.....	6
Naval Base Coronado Education Office, California.....	4
Naval Station San Diego Education Office, California	4
Naval Station Norfolk Education Office, Virginia.....	6
New Port Richey PHCC Education Office, Florida.....	4
Newport News Education Office, Virginia.....	6
Non-Weekend Classes	51–52
North Charleston Education Office, South Carolina	6
Northeast Florida Education Center, Florida.....	5
Ocala Education Center, Florida	5
Online Classes.....	50
Orange Park Education Office, Florida	5
Organization and Locations	4–6
Palatka Education Office, Florida	5
Parking Decal.....	57
Past-Due Accounts.....	57
Personal Abuse	28
Pre-assignments	45
President’s Message	Ovii
Programs of Study	31, 60–108
Master of Accounting	61–63
Master of Arts in Theology	106–108
Graduate Certificate in Theology.....	108
Master of Business Administration.....	60–71
Accounting Concentration	63
Accounting Graduate Certificate	73
Health Care Management Concentration.....	63–64
Health Care Management Graduate Certificate.....	73
Human Resource Management Concentration.....	64
Human Resource Management Graduate Certificate	74
Information Security Management Concentration	65–67
Information Security Management Graduate Certificate	74
Marketing Concentration.....	67
Marketing Graduate Certificate.....	74–75
One-Year International & Experiential Program	69–70
Sport Business Concentration	71–72
Weekend and Online MBA Program	61–75
Master of Science in Criminal Justice.....	88–89
Corrections Specialization.....	90–92
Critical Incident Management Specialization	92–93
Forensic Psychology Specialization.....	93–95
Forensic Science Specialization.....	95–96
Graduate Certificate, Criminal Justice Management.....	100–101
Legal Studies Specialization	96–98
Master of Science in Critical Incident Management.....	89–90
Master of Education.....	81–84
Educational Leadership Concentration	81

Exceptional Student Education Concentration	82–84
Instructional Leadership Concentration	84
Reading Concentration	84–85
Graduate Certificate in Reading	88
Master of Science in Instructional Design	85–86
Graduate Certificate, Instructional Design	87–88
Education Specialist (Ed.S.)	80–81
Master of Social Work	101–102
Readmission	47–48
Refunds of Tuition and Course Fees	58–60
Registration	45
Research Reference Requirements	49
Residence Requirements	20
Saint Augustine Education Office, Florida	5
Saint Petersburg Education Office, Florida	5
San Diego Education Center, California	4
Savannah Education Center, Georgia	5
Shaw Education Center, South Carolina	6
Social Work	101–105
Course Descriptions	148–154
Master of Social Work	101–102
South Hampton Roads Education Center, Virginia	6
Spring Hill PHCC Education Office, Florida	4
Student Honor Societies	20–23
Student Services	26–27
Sumter Education Office, South Carolina	6
Tallahassee Education Center, Florida	5
Tampa Education Center, Florida	5
Theology	106–108
Course Descriptions	154–156
Graduate Certificate in Theology	108
Master of Arts in Theology	106–108
Transcript Requests	19, 57
Transfer Credit	49
Trenton Education Office, Florida	5
Tuition and Fees	58–60
Tuition Refund Schedule	58–60
University Ministry	28–29
University Ministry Services	29
Values Statements	1
Virginia Peninsula Education Center, Virginia	6
Weekend and Evening Education Programs	46, 52
Weekend or Evening Classes	46
Withdrawing from Classes	58

