



Courage to be more.

# ACADEMIC CATALOG

2024-2025

GRADUATE

Saint Leo University

2024-2025

Graduate  
Academic Catalog

# Catalog Home

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. Graduate students must complete their program within five years even though subsequent catalogs may change. Doctoral students must complete their degree program within seven years. 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, sex, 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, Americans with Disabilities Act, Age Discrimination Act of 1975, and Florida Civil Rights Act of 1992.

The Title IX coordinator, Vanessa O'Connell, may be contacted at [titleixcoordinator@saintleo.edu](mailto:titleixcoordinator@saintleo.edu)

Archived graduate catalogs are available in pdf format for the 2006-2007 academic year to the present at Academic Catalogs PDF Version.

The office of academic affairs handles requests for older catalogs and has access to both a hard copy archive and the electronic archive.

For earlier catalogs, students may contact Academic Affairs at [catalog.academic@saintleo.edu](mailto:catalog.academic@saintleo.edu).

# President's Message



We are so pleased you are pursuing a Saint Leo University degree or program. Your decision to improve your knowledge, experience, values, and skills by completing one is a significant decision. The university 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.

I want to emphasize; 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 so they can make a good living and a better life for themselves and their communities. So please do not hesitate to speak with your student success coach, faculty, department chairs or deans if you have a creative academic idea or plan. I am certain they will do their best to help you achieve your goals.

Benedictine monks and sisters founded Saint Leo University more than 135 years ago. We continue to emphasize the Benedictine core values of community, respect for all, and responsible stewardship, along with the values of excellence, personal development, and integrity. My colleagues and I work diligently at our University Campus, education centers, and in our online delivery to fulfill our mission and to make certain these values are upheld.

Saint Leo University is a larger and more complicated university than people generally realize. Indeed, enrollment ranks us as one of the largest Catholic universities in the United States in unduplicated student head counts. We serve more than 10,000 students at University Campus, online throughout the nation and the world, and at education centers in Florida and Georgia. We do so with the same commitment to our Catholic Benedictine heritage; to the liberal arts as the basis of all learning; to student learning and development; and to our core values. The university—your university—and my colleagues work to put students first in all of our considerations. You have my assurance that the university promises a commitment to quality in all of its programs. We fully expect students to embrace our university values and commitment to our learning community.

Lastly, I know you will find that the catalog details many of the opportunities available to students within and outside the classroom that will make your experiences with us more impactful and enriching. Please review this catalog carefully with your faculty or student success coaches, who are critical components of our student-first practices.

Welcome to Saint Leo University! We are so very pleased you are here. May God bless you.

Edward Dadez, Ph.D.  
President, Saint Leo University

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# Chapter 1: The University

## Mission Statement

Saint Leo is an inventive global Catholic Benedictine liberal arts university that fosters a personal and inclusive community that educates, prepares, and develops students for success, and consists of diverse learners who boldly confront the challenges of our world through service to others.

## Saint Leo Vision Statement

A Leading Catholic Teaching University of International Consequence for the Twenty-first Century:

1. A leading Catholic teaching university that attracts students, faculty, staff and philanthropic support
2. Internationally recognized as an innovative and challenging university of demonstrated quality
3. Alumni who are sought by employers and graduate schools and are prepared to live and work in a global society
4. One institution serving multiple populations through appropriate delivery systems in multiple locations
5. A values-driven culture that appreciates, supports and leverages our diverse programs and operations
6. An entrepreneurial organization connected to alumni, communities, and strategic partners
7. A financially strong university that invests in people, facilities and technology
8. Integrated learning environments with leadership at all levels and a shared vision that excites, motivates and inspires.

## Catholic Identity Statement

Saint Leo University is a community rooted in the Catholic faith and in the spirit of our Benedictine founders. As a Catholic institution of higher learning, Saint Leo University supports what Ex Corde Ecclesiae terms the four essential characteristics of a Catholic University:

- Christian inspiration.
- Faith reflection.
- Fidelity to the Christian message.
- Service to church and humanity.

Saint Leo's identity is an outgrowth of Catholic social teaching, which insists that human institutions and relationships be based on a recognition of the dignity of all human beings and demands social and economic justice for all; and the Catholic intellectual tradition, which celebrates the compatibility of faith and reason which means that the university welcomes an open and free dialogue among persons of differing religious and intellectual traditions.

## Core Values

**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.

## Diversity/Inclusion

Our community supports diversity, equity, inclusion, and justice (DEIJ). What this means is that we value and celebrate people who identify with a wide variety of social identity groups, including race, religion, gender, sexual orientation, physical ability, class, political beliefs, and more. It also means we strive to distribute all opportunities and resources evenly to our community.

## 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, master's, and doctoral 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 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, specialist, and doctoral degrees. Saint Leo University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Saint Leo University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

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 Tapia College of Business are accredited by ACBSP: Associate of Arts: Business Administration, (AA.BA), 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.CMS), Human Resource Management (BA.HRA), Management (BA.MGT), Marketing (BA.MKT), Sport Business (BA.SPB), Computer Information System (BS.CIS), Health Care Administration (BS.HCA), Master of Business Administration (MBA), MBA: Accounting Concentration, MBA: Health Care Management Concentration, MBA: Human Resource Management Concentration,

MBA: Cybersecurity Management Concentration, MBA: Marketing Concentration, MBA: Project Management Concentration, and Master of Science in Accounting (MSA) STEM.

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. The Master of Social Work (MSW) program is accredited by Council of Social Work Education (CSWE).

Saint Leo University is Authorized to operate in the state of Georgia by the Georgia Nonpublic Postsecondary Education Commission. Address: 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305; telephone 770/414-3300.

## Academic Organization and Locations

The Saint Leo University academic degree programs are organized under the Division for Academic Affairs, Vice President for Academic Affairs. The Deans for the College of Arts, Sciences, and Allied Services, Tapia College of Business, along with the Directors of Graduate Programs; Registrar Office; the Assistant Vice President of Learning Design, and the Library, report to the Vice President for Academic Affairs.

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

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

Degree programs are offered to adult students through the Center for Online Learning at the following regional Education Centers and \*Affiliated Teaching Locations:

### Florida

Center for Adult Learning at University Campus

- Hernando County school District
- Pasco county Sheriff's Office

Key West Education Center

Tampa Education Center

- MacDill AFB Education Center

### Georgia

Savannah Education Center

These education centers may offer programs through both live instruction and Internet-based learning opportunities at times and locations convenient to adults. In addition to classes at each site, many Centers also offer instruction in affiliated teaching locations. See Directory for Correspondence for a directory of address, telephone, and e-mail information.

# Colleges Departments, and Graduate Degree Programs

## College of Arts, Sciences, and Allied Services

### Graduate Studies in Creative Writing

#### Master

Master of Arts Creative Writing

### Graduate Studies in Education

#### Doctorate

Doctor of Education Ed.D. - School and Organizational Leadership

#### Education Specialist (Ed.S.)

Education Specialist: Educational Leadership Specialization

#### Master of Education with a concentration in:

Educational Leadership

#### Master of Science in Instructional Design

### Graduate Studies in Psychology

#### Master

Master of Science in Psychology

#### Specializations

Health Psychology Specialization

Industrial /Organizational Specialization

Teaching of Psychology Specialization

### Graduate Studies in Public Safety Administration

#### Doctorate

Doctor of Criminal Justice

#### Master

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

Behavioral Studies Specialization (Online Only)

Corrections Specialization (Online Only)

Criminal Investigations Specialization (Online Only)

Critical Incident Management (Online Only)

Forensic Science Specialization (Online Only)

Legal Studies Specialization (Blended/Web-Enhanced/Online)

### Graduate Studies in Theology

#### Doctorate

Doctor of Theology in Applied Theology

#### Master

Master of Arts in Theology

# College of Computing, Artificial Intelligence, Robotics, and Data Science

## Graduate Studies in Computer Science

### Master

Master of Science in Artificial Intelligence (online)

Master of Science in Computer Science

Master of Science in Cybersecurity

# College of Health Professions

## Graduate Studies in Social Work

### Master of Social Work

One Year Full-Time Advanced Standing Program

Part-time Advanced Standing Program

Master of Social Work Two-Year Program

Master of Social Work Three-Year Program

# Tapia College of Business

## Graduate Studies in Business

### Doctorate

Doctor of Business Administration in Management (DBA)

### Master

Master of Business (MBA) On Ground and Online

Accounting Specialization (Online Only)

Data Analytics Specialization (Online Only)

Cybersecurity Management Specialization (Online Only)

Health Care Management Specialization (Online Only)

Human Resource Management Specialization (Online Only)

Marketing Specialization (Online Only)

Master of Science in Accounting

Master of Business Administration One-Year International & Experiential

### Undergraduate Degree Programs

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

# Chapter 2: Graduate Policies and Procedures

## What's inside...

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  - Doctor of Criminal Justice
  - Doctor of Education
  - Doctor of Theology in Applied Theology
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  - Master of Arts in Theology
  - 
  - Master of Business Administration—Weekend and Online Programs
  - Master of Business Administration—One-Year International & Experiential
  - 
  - Master of Education—all program, Instructional Leadership; Reading; Educational Leadership; Exceptional Student Education
    - Education Specialist
  - Master of Science in Computer Science
  - Master of Science in Cybersecurity
  - Master of Science in Criminal Justice
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    - Master of Social Work
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  - Non-Weekend Classes
  - Course Load
- Financial Information
  - Financial Assistance
  - Fees and Costs
  - Refunds of Tuition and Course Fees

# 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.

## International Admissions:

### Worldwide & Center Location Graduate and Doctoral Programs:

All international students whose native language is not English are required to submit proof of English language proficiency by at least one of the following:

1. Test of English as a Foreign Language (TOEFL) - minimum score of 79 iBT
2. International English Language Testing System (IELTS) - minimum score of 6.50
3. Pearson Test of English Academics (PTE A) - minimum score of 53
4. Duolingo Test-minimum score of 120
5. For students who received their Bachelor's in the US, two semesters with grades of B or higher in English composition courses at regionally accredited post-secondary institutions in the United States.
6. Successful completion of a NAFSA or CEA-recognized ESL program

### University Campus Graduate Programs:

1. All international students whose native language is not English are required to submit proof of English language proficiency by at least one of the following:

- a. Test of English as a Foreign Language (TOEFL) - minimum score of 45 iBT
- b. International English Language Testing system (IELTS) - minimum score of 5.0
- c. Pearson Test of English Academics (PTE A) - minimum score of 35
- d. Duolingo Test minimum of 80
- e. For students who received their Bachelor's in the US, two semesters with grades of B or higher in English composition courses at regionally accredited post-secondary institutions in the United States.
- f. Successful completion of an Association of International Educators or Commission (NAFSA) or Commission on English Language Program Accreditation (CEA) recognized English as a Second Language (ESL) program
- g. Students who meet these requirements are eligible for admission to Saint Leo University through the Bridge Program. Graduate students will be required to take the foundation component of their program. Students' English Proficiency scores will determine placement into the Bridge program.
- h. Students may be exempt from the Bridge program if English proficiency scores meet or exceed one of the following: TOEFL 79 iBT, IELTS 6.5, PTE A 53, ELS Level 112. Duolingo 120.

Saint Leo University reserves the right to require a student to take Bridge classes to increase English proficiency in a particular area, regardless of total test scores. Other English language examination results will also be considered, and



experience studying in the English language, as documented through school transcripts, will be taken into consideration.

## Master of Science in Accounting

1. Applicants must submit the following documents:
  1. Online application.
  2. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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.
  3. Current résumé.
  4. Two letters of recommendation, preferably from supervisors that have known the candidate for at least six months.
  5. A personal statement of professional goals that includes a minimum of 500 words that addresses the following areas:
    1. What are your professional goals and how will a Graduate degree from Saint Leo University assist you in reaching those goals?
    2. Based on your previous collegiate, professional, and life experiences, why do you think now is the right time for you to enroll into this graduate program?
2. Applicants must meet the following requirements:
  1. A bachelor's degree in Accounting from a regionally accredited college or university with a minimum 3.0/4.0 GPA
  2. If GPA is lower than 3.0, GMAT required with composite score of 1,050 [(GPA x 200) + GMAT] Official GMAT test results should be mailed directly to the Graduate Admissions Office. Test scores more than five years old are not accepted at the graduate level, but are for undergraduate accounting majors.
  3. Students with a 3.0/4.0 GPA and a non-accounting undergraduate degree will be required to take the appropriate undergraduate courses as pre-requisites.

## Master of Business Administration— University Campus Programs

1. Applicants must submit the following documents:
  1. Application form.
  2. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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.
  3. Current résumé that shows two years of professional work experience.
  4. A personal statement of professional goals that includes a minimum of 500 words that address the following areas:
    1. What are your professional goals and how will a Graduate degree from Saint Leo University assist you in reaching those goals?

2. Based on your previous collegiate, professional, and life experiences, why do you think now is the right time for you to enroll into this graduate program?
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. Applicants who do not meet the admission requirements may be evaluated by the Admission director and program chairs. If accepted, the student will be given a provisional admission that allows the student to take full-time course load during his or her first enrolled term, and the student must earn a grade of B or higher to continue in the program.

## **Master of Business Administration—Online Programs**

1. Applicants must submit the following documents:
  1. Application form.
  2. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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.
  3. Current résumé that shows two years of professional work experience.
  4. Two (2) Letters of Recommendation required if GPA below 3.0
  5. A personal statement of professional goals that includes a minimum of 500 words that address the following areas:
    1. What are your professional goals and how will a Graduate degree from Saint Leo University assist you in reaching those goals?
    2. Based on your previous collegiate, professional, and life experiences, why do you think now is the right time for you to enroll into this graduate program?
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 Graduate Admissions Office. Test scores more than five years old are not accepted.
  5. Applicants who do not meet the admission 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 provisional 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. Contingent admission as non-degree-seeking students may be granted only for up to six credit hours of graduate work. After the application has been processed, the Graduate Admissions Office 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. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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.
  3. Current résumé.
  4. Two letters of recommendation, preferably from supervisors that have known the candidate for at least six months.
  5. A personal statement of professional goals that includes a minimum of 500 words that address the following areas:
    1. What are your professional goals and how will a Graduate degree from Saint Leo University assist you in reaching those goals?
    2. Based on your previous collegiate, professional, and life experiences, why do you think now is the right time for you to enroll into this graduate program?
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 Graduate Admissions Office. 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 provisional 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. After the application has been processed, the Graduate Admissions Office may contact the applicant for a personal interview.

## **Master of Science in Computer Science**

## **Master of Science in Cybersecurity- University Campus Program**

1. Applicants must submit the following documents:
  1. Application form.
  2. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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.

3. Two letters of recommendation, preferably from supervisors that have known the candidate for at least six months.
4. A personal statement of professional goals that includes a minimum of 500 words that address the following areas:
  1. What are your professional goals and how will a Graduate degree from Saint Leo University assist you in reaching those goals?
  2. Based on your previous collegiate, professional, and life experiences, why do you think now is the right time for you to enroll into this graduate program?
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 recommended pre-requisite courses to meet eligibility requirements for admission to the graduate program.

Saint Leo University reserves the right to require a student to take Bridge classes to increase English proficiency in a particular area, regardless of total test scores. Other English language examination results will also be considered, and experience studying in the English language, as documented through school transcripts, will be taken into consideration.

## Master of Science in Cybersecurity - Online

1. Applicants must submit the following documents:
  1. Application form.
  2. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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.
  3. Current résumé.
  4. Two letters of recommendation, preferably from supervisors that have known the candidate for at least six months.
  5. A personal statement of professional goals that includes a minimum of 500 words that address the following areas:
    1. What are your professional goals and how will a Graduate degree from Saint Leo University assist you in reaching those goals?
    2. Based on your previous collegiate, professional, and life experiences, why do you think now is the right time for you to enroll into this graduate program?
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.

## Doctor 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. 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.
3. 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 Graduate Admissions Office. Test scores more than five years old are not accepted.
4. Completion of the Saint Leo University application.
5. Three years of work experience.
6. A current and up-to-date resume.
7. A personal statement (see below).
8. Two letters of reference, one professional and one academic.

All international candidates for admission must prove English language proficiency in at least one of the following:

1. Test of English as a Foreign Language (**TOEFL**) - minimum score of 79 iBT
2. International English Language Testing system (**IELTS**) - minimum score of 6.5
3. Pearson Test of English Academics (**PTE A**) - minimum score of 53
4. Duolingo Test - minimum score of 120
5. For students who received their Bachelor's in the US, two semesters with grades of B or higher in English composition courses at regionally accredited post-secondary institutions in the United States.
6. Successful completion of a **NAFSA or CEA-recognized ESL program**

### 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.

### Seat Deposit

Upon offer of admission, student must submit a nonrefundable \$500 seat deposit to ensure their space in the incoming class.

# Master of Science in Criminal Justice

Applicants must submit the following documents:

1. Application form
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. Statement of Professional Goals - If your Bachelor's degree in 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 MCJ 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 MCJ program?
  3. How do you think you will be able to handle to academic rigor of a graduate program that requires students to maintain a minimum of a 3.0 GPA?
4. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (**NACES**) 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.
5. Applicants who do not meet the admissions requirements may be evaluated by the Program Director, who may recommend this student for admission to the Graduate Admissions Office. If accepted, the student will be given a provisional 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 provisionally admitted student receives less than a grade B (lower than a 3.0 GPA) in the first class, they will be terminated from the program.
6. Provisional 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.

# Doctor of Criminal Justice

Doctor of Criminal Justice (DCJ) program applicants must submit the following materials by the published deadlines:

1. Application form
2. 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. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (**NACES**) 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.
3. If the applicant has less than 3.25/4.0 GPA, the application file will be reviewed by the Director of the Program
4. A statement of professional goals
5. Two letters of reference, professional or personal.

# Master of Education

Follow the application process described below for these education programs:

To apply for enrollment in one of Saint Leo University's online Graduate Education programs:

# Master of Science in Instructional Design

1. Complete the online application.
2. Submit a current resume.
3. Submit two professional recommendations forms (available online) or download the **Professional Recommendation form for the Master of Education: Educational Leadership** available online.
4. (Candidates of the Florida state-approved Master of Education in Educational Leadership degree program professional recommendations should indicate the candidate's instructional experiences and his/her impact on student achievement in his/her own classroom as well as the classrooms of colleagues. Recommendation should also discuss the candidate's leadership potential and how this has been demonstrated. One must be from their current administrator).
5. Submit a written statement of 250 words or more that outlines how your educational and career goals match Saint Leo University's program.
6. (Candidates of the Florida state-approved **Master of Education in Educational Leadership** degree program must submit two most recent performance evaluations demonstrating instructional expertise at the effective or highly effective level.)
7. Copy of the applicant's valid [JL1] teaching certificate is required for the Florida state approved M.Ed. in Educational Leadership concentration and the M.Ed. in Reading concentration. The requirement may be waived for our other graduate education programs. Additionally, the M.Ed. in Educational Leadership concentration program requires applicant's to secure a Florida certified principal or Florida certified assistant principal holding educational leadership certification in Florida who is considered highly qualified by their districts to serve as their mentor during their program of study, having the individual complete a mentor agreement form.
8. Official transcripts from all postsecondary institutions previously attended sent directly to the Graduate Admissions Office from the former institution, unless otherwise notified by a University official. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a **NACES** approved evaluation service. 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.

Once all of a student's documents have been received, you can expect official notification of our admission decision within 30 business days. After the application has been processed, the Director of Graduate Admission may contact you for a personal interview.

## Education Specialist

Doctor of Education (Ed.D.) applicants must submit the following materials:

1. Complete Graduate Application for Admission form.
2. GPA of 3.25 or higher, in a Masters of Education or related field. Related Field: Guidance, Counseling, Psychology, Social Work, School or Agency Related. Additional backgrounds may be considered as per the Program Director.
3. Two Letters of Recommendation (Work and/or Academic is accepted).
4. Current resume; three years of documented, related work experience.
5. Goal statement should be 1-2 pages and address the following questions: *What do you consider the most important aspects of ethical leadership for school leaders and why?*
6. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (**NACES**) 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.
7. Mandatory \$250 seat deposit.

# One-Year Full-Time Advanced Standing Cohort

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 B- or higher in all junior- and senior-level social work courses.
  4. Complete Saint Leo University graduate school application.
  5. One official copy of all academic transcripts, including undergraduate and graduate coursework. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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. Transcripts must arrive in envelopes sealed by the Registrar.
  6. 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.
  7. 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.
  8. Résumé includes education, work history, volunteer history and references
  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.
  11. 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 their state.
  12. A personal interview and/or additional information as requested by the program's Admission director and program chairs.
  13. Be in good standing at the last institution attended.
- There will be no credit given for work experience.



## Part-Time Advanced Standing Cohort

1. Applicants seeking admission to the Part-Time Advanced Standing Program must meet all the following admission requirements:
  2. A bachelor's degree in social work (BSW) from a CSWE-accredited social work program within the last five years.
  3. An undergraduate cumulative GPA of 3.25.
  4. Attained a B- or higher in all junior- and senior-level social work courses.
  5. Complete Saint Leo University graduate school application.
  6. One official copy of all academic transcripts, including undergraduate and graduate coursework. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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. 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 includes education, work history, volunteer history and references
    1. A personal statement of 3-5 double-spaced, typewritten pages addressing the following questions:
    2. 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?
    3. Please describe how you will complete the normal daytime work hours for internships.
    4. What particular personal strengths do you bring to the social work profession? What limitations do you perceive you have? How have both been demonstrated?
  10. 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.
  12. 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 their state.
  13. A personal interview and/or additional information as requested by the program's Admission director and program chairs.
  14. Be in good standing at the last institution attended.
- There will be no credit given for work experience.

## Two-Year Full-Time Cohort

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

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 provisionally 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. Complete Saint Leo University graduate school application.
4. One official copy of all academic transcripts, including undergraduate and graduate coursework. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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. They must arrive in envelopes sealed by the Registrar.
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? 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?
8. 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.
9. 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 their state.
10. A personal interview and/or additional information as requested by the Admission director and program chairs.

There will be no credit given for work experience.

# Three-Year Cohort

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

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 153 qualitative reasoning and a minimum score of 144 verbal reasoning or com on the Graduate Record Examination (GRE) or a minimum score of 410 (68th percentile) on the Miller Analogies test (MAT) will be required.
2. Those who are in the process of completing their undergraduate degree must complete all classes by June 30. You will be provisionally 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. Complete Saint Leo University graduate school application.
4. One official copy of all academic transcripts, including undergraduate and graduate coursework. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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. They must arrive in envelopes sealed by the Registrar.
5. Provide three letters of recommendation. Recommendations should include one academic source, one professional source, and one additional source from either of the above. Letters from co-workers or personal relationships will not be accepted
6. Résumé includes education, work history, volunteer history and references
7. 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?
8. 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.
9. 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 their state.
10. A personal interview and/or additional information as requested by the program's Admission director and program chairs.

There will be no credit given for work experience.

## **Master of Arts in Creative Writing**

1. Official transcript indicating successful completion of an undergraduate degree (or higher) from a regionally accredited college or university with a minimum G.P.A. of 3.25 (transcript required). This requirement may be waived at the discretion of the Admission director and program chairs.
2. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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.
3. Completion of the Saint Leo University application.
4. A sample of the applicant's original creative work in the genre in which the student wishes to specialize. Poets must submit a minimum of 10 and maximum of 25 pages; prose writers must submit between 20 and 30 pages of original work. The document should have minimum 1-inch margins on all four sides of the page. All manuscripts should be in a serif font, in 12-point type. Some good examples are Times New Roman, Garamond, and Cochin. Prose manuscripts must be double-spaced.
5. A personal statement detailing the candidate's reasons for pursuing graduate study in creative writing, and their goals for obtaining the degree. (see below)

## **Master of Arts in Theology**

1. 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.
2. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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.
3. A letter of application indicating interest and desire to pursue this program.
4. One letter of recommendation.
5. Provisional 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.

## **Doctorate in Theology in Applied Theology**

1. Master's degree in theology or a related field from a regionally accredited college or university with a minimum GPA of 3.5 on a 4-point scale.
2. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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.
3. Two letters of recommendation from instructors and/or professional colleagues.
4. Current resume or curriculum vitae that documents at least four years of related work experience
5. Statement of professional goals, including specific area of interest, of 1-2 pages
6. 10-15 page writing sample

# Master of Science in Psychology

1. Completed application indicating that the student is completing the degree as part of a cohort.
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 program Director.
3. Applicants with a GPA of 2.8 to 2.99 will be considered on a case-by-case basis, to be approved by the program Director.
4. The GRE general test is required for those applicants with a cumulative GPA below 2.8.
5. Research Methods I & II (including Statistics, both descriptive and inferential) are preferred to have been received from either the Psychology, Sociology, or Social Work disciplines.
6. Official transcripts from all postsecondary institutions previously attended, foreign and/or U.S. institutions, directly to the Graduate Admissions Office. Transcripts from foreign institutions must be either evaluated by the Graduate Admissions Office or a National Association of Credential Evaluation Services (NACES) 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.
7. A personal statement of professional goals and how Saint Leo's the MS in Psychology program will help to achieve those goals.
8. Two letters of recommendation.
9. Provisional admission as a non-degree-seeking student may be granted only for up to six semester hours of graduate work.
10. Completed applications will remain active for two years.

## Readmission Policy

Saint Leo University students who have been previously accepted but never enrolled or who have not taken courses for one year (3 semesters or 6 terms consecutively) must be readmitted to the university. This policy is applicable to students who voluntarily and involuntary withdraw, regardless of the reason for the withdraw.

Students who wish to return must apply for readmission at least one month prior to the intended date of return. The MSW program requires readmission application at least one semester before the intended return date to accommodate internships. Students will be evaluated on current admissions requirements. Readmitted students will follow the catalog and curricular policies and requirements in effect at the time of return. If their original program requirements have changed, they will have to meet any additional program requirements. If their original program no longer exists, they will have to select a different program and satisfy the requirements of that program. Students must submit all transcripts from schools attended during their absence from the university. Students who have been suspended for academic deficiencies or disciplinary reasons must meet the requirements given at the time of suspension before readmission can be considered and are required to submit a written appeal as part of the readmission process. Conditions for readmission may be specified.

Students should contact the Office of Admissions reentry services at [admissions@saintleo.edu](mailto:admissions@saintleo.edu) to resume their program at Saint Leo.

Military service members and reservists out for three or more consecutive semesters or more than seven terms because of military service are required to submit a new application and official transcripts. The university will readmit service members and reservists after their short absence due to service requirements/obligations, pursuant with the guidelines of section 484C [20 U.S.C 1091c] of the Higher Education Act of 1965, as amended. 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](http://www2.ed.gov/policy/highered/guid/readmission.html). Students should contact the Office of Admissions reentry services at [admissions@saintleo.edu](mailto:admissions@saintleo.edu) or their advisor to resume their program at Saint Leo.

# Degree Requirements

## Course Levels

Graduate course work is considered advanced level course work. The characteristics below represent general and minimal standards for all graduate courses. The diversity of programs and courses may necessitate specific criteria outside of the general attributes below due to the unique standards of a specific discipline.

Graduate level coursework should expand the student's knowledge base beyond the undergraduate degree. Courses must place emphasis on the analysis and synthesis of information. Students completing these courses must possess a thorough knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline. Graduate course work content should generally build on knowledge or experience previously gained and is mindful of program admission prerequisites. The higher standards set for graduate students are generally reflective of the advanced level of instruction in a graduate course.

500-599 level:

- Requires students to demonstrate an increased depth of knowledge beyond the undergraduate degree
- Requires students to demonstrate advanced methodology/application of new skills and information to significant tasks or issues in the discipline
- Requires students to demonstrate higher-order synthesis and analysis in the discipline
- Maintains a strong emphasis on the literature of the discipline and/or active engagement with the latest research and scholarly activity of the discipline

600-699 Level:

- Focuses on theory, intellectual rigor, and a high level of critical thinking
- Requires integration of information
- Requires sustained, independent inquiry and analysis
- Requires advanced scholarly writing skills
- Requires thorough knowledge of major research methodologies of the discipline
- Builds on the most important historical and current research available in the discipline

700-801:

- Graduate courses limited to doctoral students
- Requires advanced scholarly writing skills needed to complete a dissertation
- Requires advanced oral communication skills
- Requires thorough knowledge of major research methodologies of the discipline
- Requires students to apply advanced or specialized knowledge and theoretical concepts

# 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

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 for graduate students and seven years for doctoral students 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 credential 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, transcript or confirm completion of a degree until all financial obligations are paid in full.

#### **Master of Business Administration 33-36 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 33 required credits with Saint Leo University.
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in any graduate course.
4. Demonstrate competence in reading, writing, oral communication, and computational skills.
5. Apply for degree conferral.

#### **Master of Business Administration One-Year International & Experiential 33-36 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 33 required credits with Saint Leo University.
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in any graduate course.
4. Demonstrate competence in reading, writing, oral communication, and computational skills.
5. Apply for degree conferral.



**Master of Science in Accounting - 30 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum 24 required credits with Saint Leo University.
3. Maintain a minimum cumulative grade point average of 3.00 with no more than two C grades in any graduate course.
4. Demonstrate competence in reading, writing, oral communication, and computational skills.
5. Apply for degree conferral.

**Master of Science in Computer Science - 30 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 24 required credits with Saint Leo University.
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in any graduate course.
4. Demonstrate competence in reading, writing, oral communication, and computational skills.
5. Apply for degree conferral.

**Master of Science in Cybersecurity - 30 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 24 required credits with Saint Leo University
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in any graduate course.
4. Demonstrate competence in reading, writing, oral communication, and computational skills.
5. Apply for degree conferral.

**Doctor of Business Administration in Management - 57 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 51 required credits with Saint Leo University
3. Attain a minimum cumulative grade point average of 3.25 with no more than one grade of C in any doctoral course.
4. Demonstrate competence in reading, writing, oral communication, and research skills.
5. Successfully complete and defend dissertation within 7 years from the start of the program.
6. Apply for degree conferral.

**Master of Science in Criminal Justice - 36 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 30 required credits with Saint Leo University
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in any graduate course.
4. Successfully complete a comprehensive project.
5. Demonstrate competence in reading, writing, oral communication, and computational skill.
6. Apply for degree conferral.

**Doctor of Criminal Justice - 60 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 54 required credits with Saint Leo University.

3. Attain a minimum cumulative grade point average of 3.0 or higher with no more than one grade of C in any doctoral course.
4. Demonstrate competence in reading, writing, oral communications, and research skills.
5. Successfully complete and defend the dissertation within 7 years from the start of the program.
6. Apply for degree conferral.

**Master of Education: Educational Leadership - 30 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 30 required credits with Saint Leo University.
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in any graduate course.
4. Pass the required subject area examine (FELE, Reading or ESE) unless in multi-state program..
5. Demonstrate competence in reading, writing, oral communication, and computational skills.
6. Satisfy all financial obligations to the University; and
7. Apply for degree conferral.

**Post- Master's degree Education Specialist - 36 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 30 graduate credits with Saint Leo University.
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in any graduate course.
4. Demonstrate competence in reading, writing, oral communication, and computational skills;
5. Apply for degree conferral.

**Doctor of Education: School Leadership- 57 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 51 doctoral credits with Saint Leo University.
3. Attain a minimum cumulative grade point average of 3.25 with no more than one grade of C in required coursework.
4. Demonstrate competence in reading, writing, oral communication, and research skills.
5. Successfully complete and defend dissertation within 7 years from the start of the program.
6. Apply for degree conferral.

**Master of Science in Instructional Design - 36 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 30 required credits with Saint Leo University.
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in any graduate course.
4. Demonstrate competence in reading, writing, oral communication, and computational skills.
5. Apply for degree conferral.

**Master of Social Work - 62 total credits or 32 credits with advanced standing**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 53 required credits with Saint Leo University.
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. Fulfill the academic residency requirement in the final year of the program
8. Apply for degree conferral.

**Master of Arts in Creative Writing - 36 total credits**

1. Successfully complete all required courses/credits.
2. Complete 30 graduate credits with Saint Leo University
3. Attain a minimum cumulative G.P.A. of 3.25 with no more than one grade of C in any graduate course.
4. Demonstrate competence in reading, writing, oral communication, and research skills.
5. Successfully complete and defend the creative thesis within five years from the start of the program;
6. Apply for degree conferral.

**Masters of Science in Psychology - 36 total credits**

1. Successfully complete all required courses/credits.
2. Complete 30 graduate credits with Saint Leo University.
3. Attain a minimum cumulative G.P.A. of 3.00 with no more than one grade of C in required coursework.
4. Demonstrate competence in reading, writing, oral communication, and research skills.
5. Successful completion of the Capstone Project.
6. Apply for degree conferral.

**Master of Arts in Theology - 36 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 30 graduate credits with Saint Leo University.
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in any graduate course.
4. Demonstrate competence in reading, writing, oral communication, and computational skills.
5. Apply for degree conferral.

**Doctor of Theology in Applied Theology - 60 total credits**

1. Successfully complete all required courses/credits.
2. Complete a minimum of 54 graduate credits with Saint Leo University.
3. Attain a minimum cumulative grade point average of 3.25 with no more than one grade of C in any doctoral course.
4. Demonstrate competence in reading, writing, oral communication, and research skills.
5. Successfully complete and defend dissertation within 5 years from the completion of comprehensive exams
6. Apply for degree conferral.

# College of Arts, Sciences, and Allied Services

## Dr. Heather Parker, Dean

The College of Arts, Sciences and Allied Services plays a central role in the academic structure and philosophy of the University by offering to all students a broad education, one that lays a durable foundation for critical and independent thinking. The essential spirit of the liberal arts, namely, the liberation of the mind and the acquisition of those habits and values that lead one to truth, animates all curricula and programs in the College.

Through its many disciplines of the liberal arts and sciences, the College of Arts, Sciences and Allied Services provides coherence and unity to the entire University curriculum, ensures depth and diversity in its own areas of study, and supports the institution's Catholic Identity through The Center for Catholic Jewish Studies, described below.

Arts and Sciences' motto, "Transformative Learning, Transferable Skills," captures the school's commitment to providing learning that lasts for its graduates and the skills that will serve them well in their professional and personal lives.

### THE CENTER FOR CATHOLIC-JEWISH STUDIES

Founded in 1998 by Saint Leo University President Emeritus Arthur Kirk, and Senior Interreligious Advisor to the American Jewish Committee, Rabbi James Rudin, the Center for Catholic-Jewish Studies (CCJS) at Saint Leo University is the only academic center dedicated to the study of Catholic-Jewish relations in the Southeastern United States. The CCJS carries out the vision of the Second Vatican Council declaration, *Nostra Aetate*, by producing research in Catholic-Jewish relations, and providing opportunities for interfaith education and dialogue among Jews, Catholics, and all people of good will. Saint Leo students participate in the CCJS by attending numerous scholarly lectures each academic year, attending Scriptural Reasoning meetings in the CCJS, or by applying for several noncredit Undergraduate Research Fellowships. These fellowships expose undergraduate students to the study of interreligious dialogue, shaping the next generation of scholars of Catholic-Jewish relations.

For questions, see the director of the CCJS, and Assistant Professor of Theology, Dr. Matthew A. Tapie at [Matthew.tapie@saintleo.edu](mailto:Matthew.tapie@saintleo.edu) or (352)-599-7298 or by visiting the CCJS website, <http://www.saintleo.edu/academics/schools/school-of-arts-sciences/center-for-catholic-jewish-studies.aspx>

## 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, government and workers in other fields 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.). The Doctor of Education, Ed.D. is a 57-credit hour program. The first 36 credits are inclusive of the Education Special degree program.

Several of our programs are designed to meet certification requirements and those programs are considered 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. All of our programs are accredited.

# **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**

#### **Instructional Leadership concentration**

#### **Instructional Leadership/Reading concentration**

#### **Instructional Leadership/ESE 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 six concentrations (majors) are offered: educational leadership, instructional leadership, IL/ESE, IL/Reading, 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. 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.

This concentration has both a Florida state approved element for those educators in the state of Florida or for those out-of-state educators who must complete a state approved program. The multi-state option is for those educators who are required to have a masters in educational leadership and then can register to take their own state's certification tests.

## **Educational Leadership Certification in Florida**

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, hold professional certification in Florida, 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.

## 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 Educational Leadership Program is designed to meet the continuing education and professional development needs of public and private educators.

## Instructional Leadership

The Instructional Leadership concentration is an innovative approach to teacher leadership based on National standards (Teacher Leadership Model Standard (TLMS)). This program of studies is for educational practitioners who do not want to become school or district administrators, but will fulfill leadership roles, such as academic coaches, in the classroom and school.

## 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.

## 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 teachers with professional certificates who are interested in developing advanced skills in the area of literacy teaching, coaching and leadership. This program is a state approved program and leads to Reading certification in the state of Florida. Additionally, a multi-state option is available for those educators teaching in other states and who will be taking their own state's certification exams.

## 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

## 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 36 semester hours of study. Those who choose to apply to the Ed.D. program will complete the Ed.D. with 21 additional credits. Students from other university programs follow applicable university transfer policy (maximum 6 credits).

## **Doctor of Education (Ed.D.)**

This program of study's primary goal is to provide candidates with practitioners' skills as strong organizational leaders in school organizations. This doctoral program will provide students with knowledge and skills to engage all stakeholders in successful student, school and organizational success. Graduates of this Ed.D. program will be leaders in school and organizational change and improvement; knowledgeable leaders with the ability to use critical thinking skills to analyze and solve problems; create and sustain partnerships; effectively identify and apply components of action research, change theory, strategic planning and collaborative decision making.

## **Educational Leadership Concentration**

### **Curriculum**

The Master of Education with a concentration in Educational Leadership prepares educators to lead an educational institution, emphasizing the core knowledge and skills required to fully participate in educational governance at the school, district, and community level.

The curriculum is aligned with the national Professional Standards for Educational Leaders and the Florida Educational Leadership Standards. Coursework in this program emphasizes three core areas of study: instructional leadership, school operations, and school leadership. The 30 credit hour program may be completed in as little as 12-18 months online and includes a minimum of 260 fieldwork hours

Students can choose to take either the FL state approved program which leads directly to educational leadership certification in Florida or they may choose the multi-state program which leads to a masters in educational leadership and then leaves specific state licensure requirements up to the student and their state's department of education.

Candidates in the Florida state approved program must pass the required Florida educational leadership certification examination to gain eligibility for degree conferral for the Florida State approved program. Students in the multistate program will take the test in their respective state after degree conferral. Students will have access to a free FELE prep course that also helps multistate students prepare for the Praxis.

Our students find success as vice assistant principals, principals, and administrators in school districts. It is the responsibility of the student to contact the Department of Education for their state to verify that their state will accept the coursework from Saint Leo.

## **Program Components**

### **Florida Educational Leadership Courses**

- EDU 525 - Student Learning and Continuous School Improvement **3 credit hours**



- EDU 661 - Learning Environment **3 credit hours** \*
- EDU 551 - Vision and Mission **3 credit hours**
- EDU 555 - School Management **3 credit hours**
- EDU 647 - School Operations and Safety **3 credit hours** \*
- EDU 662 - Recruitment and Professional Learning **3 credit hours**
- EDU 678 - The Practicum **3 credit hours** \*
- EDU 570 - Professional and Ethical Norms **3 credit hours**

## Note:

\*16-week course

Total Credit Hours: 30

## 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.

Program Components Credit Hours:

EDU 565 - Literacy, Assessment and Intervention 3

EDU 620 - Special Education: An Introduction to Law, Ethics, Placement, and Diversity 3

EDU 621 - The Psychology of Learning 3

EDU 625 - Foundations in Language and Cognition 3

EDU 633 - Theories and Methods for Mild and Moderate Populations 3

EDU 636 - Application of Theory and Strategies for Students with Mild and Moderate Disabilities 3

EDU 640 - Managing Students with Exceptionality 3

EDU 646 - Assessment for ESE: Evaluation, Interpretation and Placement 3

EDU 653 - Collaborating in Inclusive Settings 3

EDU 656 - Transition Planning for Students with Exceptionality 3

EDU 672 - Instructional Design for Exceptional Student Education 3

EDU 674 - Practicum in ESE: Action Research in the Classroom 3

# Master of Education: Exceptional Student Education and Reading

The MED with ESE and Reading is for current licensed teachers who wish to advance their education and increase their knowledge base in the area of special education with a focus on reading at either the elementary or secondary level. It has been designed to provide the knowledge base needed for educators who wish to expand their areas of certification that includes special education and reading instruction in and out of Florida. Program requirements will be revised with national CEC and Reading standards with a focus on instruction for diverse learners with disabilities educated in elementary and secondary schools. Students will have the choice of elementary or secondary specialization that are parallel and will lead to opportunities to meet multiple state certification requirements. Students in the MED program will participate in field and internship experience where necessary and can be completed in students' current classroom. It is the responsibility of the student to contact the Department of Education for their state to verify that their state will accept the coursework from Saint Leo.

## Requirements

- EDU 602 - Foundations in Reading **3 credit hours**
- EDU 605 - Elementary Reading Assessment and Intervention **3 credit hours**
- EDU 620 - Special Education: An Introduction to Law, Ethics, Placement, and Diversity **3 credit hours**
- EDU 633 - Theories and Methods for Mild to Moderate Populations **3 credit hours**
- EDU 640 - Managing Students with Exceptionality **3 credit hours**
- EDU 645 - Methods to Integrate Reading and Writing **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**

Take either EDU-613 or EDU-546.

- EDU 613 - Emergent Literacy **3 credit hours**  
or
- EDU 546 - Reading in the Content Areas **3 credit hours**

Total Credit Hours: 30

## 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.

The Masters in Education (M. Ed.) Reading Concentration (Multiple States) is composed of the same courses that are in our Masters in Education Reading Concentration so there is no change in the course requirements. The only difference is that instead of taking the Florida Reading certification test for certification at the end of the program, candidates with a teaching certificate from a state other than Florida, would be required to take and pass their state's reading certification exam. In many states this is the Praxis assessment. After graduating from the program the graduate can apply for certification in their state of residency.

## 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 613 - Emergent Literacy **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 673 - Supervised Practicum in Reading **3 credit hours** \*

Total Credit Hours: 30

### 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.

## 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 534 - e-Learning Design **3 credit hours**
- EDU 536 - Principles of Learning Theory **3 credit hours**
- EDU 532 - Instructional Strategies **3 credit hours**
- EDU 538 - Design Frameworks e-Learning **3 credit hours**
- EDU 630 - Measuring Learning & Performance **3 credit hours**
- EDU 539 - Selected Topics in Instructional Design **3 credit hours**
- EDU 540 - Online Learning Design: Pedagogy to Practice **3 credit hours**
- EDU 524 - Program Evaluation **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** \*

**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: Educational Leadership Specialization

The Graduate Education program at Saint Leo University offers the Education Specialist (Ed.S.) degree with a specialization in Educational 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, organization leadership, etc.).

Courses within the Education Specialist degree program have been identified to ensure that students complete a relevant and rigorous program of study. All courses infuse the Saint Leo University core values, thus helping students grow in body, mind and spirit.

The curriculum for this program of study is aligned with the Interstate School Leadership Licensure Consortium (ISLLC) (Council of Chief State School Officers) 2015 standards which focus on seven aspects of transformational leadership that enables leaders to think critically; analyze systems and organizational structures; support innovative initiatives that supports effective practice and research that maximized student learning and demonstrations of achievement outcomes; facilitates staff members ability to drive instructional practice for student success; build collaborative school cultures; and create a community of stakeholders.

\* First 36 Credits part of Education Specialist degree. Those students who complete NISL certification have a guaranteed 9 transfer credits to the EDS program. The courses that will count for transfer credits and students will not have to take are: EDU-707, EDU-704 and EDU-712

## Educational Leadership

- EDU 710 - Ethical Analytical Leadership **3 credit hours**
- EDU 722 - Building a Collaborative Culture through Meaningful Family and Community Engagement **3 credit hours**
- EDU 709 - Technology Innovation and Diffusion **3 credit hours**
- EDU 723 - Power of Teacher Leader Innovation through Professional Learning **3 credit hours**
- EDU 704 - Assessment, Accountability and Analytics for Continuous Improvement **3 credit hours**
- EDU 712 - School Leadership Topics to Build Expertise **3 credit hours**
- EDU 707 - Leading the School Organization through Vision and Mission **3 credit hours**
- EDU 730 - Diversity and Leadership **3 credit hours**
- EDU 706 - Instructional Technology **3 credit hours**
- EDU 735 - Educational Politics, Policy and Leadership in Operations and Management **3 credit hours**
- EDU 740 - Introduction and Qualitative Research **3 credit hours**
- EDU 745 - Introduction to Quantitative Design **3 credit hours**

**Total Credits: 36 hours**

# Doctor of Education Ed.D. - School and Organizational Leadership

This program of study's primary goal is to provide candidates with practitioners' skills as strong organizational leaders in schools and similar organizations. This doctoral program will provide students with knowledge and skills to engage all stakeholders in successful student, school and organizational (district) success. Graduates of this Ed.D. program will be leaders in school and organizational change and improvement; knowledgeable leaders with the ability to use critical thinking skills to analyze and solve problems; create and sustain partnerships; effectively identify and apply components of action research, change theory, strategic planning and collaborative decision making.

## Degree Requirements

- EDU 710 - Ethical Analytical Leadership **3 credit hours**
- EDU 704 - Assessment, Accountability and Analytics for Continuous Improvement **3 credit hours**
  
- EDU 709 - Technology Innovation and Diffusion **3 credit hours**  
Chose two of the following 4 courses: EDU-706, EDU-707, EDU-719 or EDU-725
- EDU 706 - Instructional Technology **3 credit hours**
- EDU 719 - Essentials of Instruction Design for Leadership **3 credit hours**
- EDU 725 - Program Evaluation and Change Management for Leaders **3 credit hours**
  
- EDU 707 - Leading the School Organization through Vision and Mission **3 credit hours**
- EDU 723 - Power of Teacher Leader Innovation through Professional Learning **3 credit hours**
- EDU 722 - Building a Collaborative Culture through Meaningful Family and Community Engagement **3 credit hours**
- EDU 712 - School Leadership Topics to Build Expertise **3 credit hours**
- EDU 730 - Diversity and Leadership **3 credit hours**
- EDU 735 - Educational Politics, Policy and Leadership in Operations and Management **3 credit hours**
- EDU 740 - Introduction and Qualitative Research **3 credit hours**
- EDU 745 - Introduction to Quantitative Design **3 credit hours**
- EDD 760 - Action Research **3 credit hours**
- EDD 701 - Doctoral Success Lab **3 credit hours**
- EDD 770 - Doctoral Dissertation Seminar **3 credit hours**

There is a zero credit hour lab included with EDD-780, EDD-781, EDD-782, and EDD-783.

- EDD 780 - Directed Research **3 credit hours**
- EDD 781 - Directed Research **3 credit hours**
- EDD 782 - Directed Research **3 credit hours**
- EDD 783 - Directed Research **3 credit hours**
- EDD 801 - Dissertation Oral Defense **0 credit 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.

## **Behavioral Studies 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 behavioral studies has in the field of criminal justice. The area of behavioral studies plays an important role in the investigation criminal offences. This course of study will focus on the way that criminal behavior and the criminal code interact together to solve some of the world's most heinous, violent criminal acts, clinical aspects of behavioral disorders as they impact individuals and criminal behavior, the use of behavioral cues when conducting interviews, and the important function of how these cues works within the courts system. In order to earn the degree with the Behavioral Studies specialization, a student must successfully complete the five core courses, the four behavior studies, and two elective courses.

### **Core Requirements**

- 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**  
Complete two additional Criminal Justice courses 500/600 level

### **Behavioral Studies Specialization**

- CRJ 505 - Intro to Behavioral Science in Criminal Justice **3 credit hours**
- CRJ 509 - Insights into Criminal Behavior **3 credit hours**
- CRJ 554 - Human Behavior & the Judiciary **3 credit hours**
- CRJ 573 - Analytical Understanding of Interviews & Interrogation **3 credit hours**

**Total Credits: 36 hours**

## **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 505 - Intro to Behavioral Science in Criminal Justice **3 credit hours**
- CRJ 509 - Insights into Criminal Behavior **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 554 - Human Behavior & the Judiciary **3 credit hours**
- CRJ 570 - Future Studies in Criminal Justice **3 credit hours**
- CRJ 573 - Analytical Understanding of Interviews & Interrogation **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.

\*\*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 Zoom.

## **Criminal Investigations 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 that criminal investigations play with regards to the field of criminal justice. The area of criminal investigations plays an important role in the criminal offences. This course of study will focus on the way the different investigative methodologies interact together to solve some of the world's most heinous, violent criminal acts, which cause major economic and loss of life. The course introduces the student to violence, sexual deviance, environmental and juvenile crimes. A student must successfully complete the five core courses, the four (4) of the Criminal Investigation courses and two elective courses.

### **Required courses**

- CRJ 510 - Criminal Sexual Behaviors **3 credit hours**
  - CRJ 512 - Investigative Methodologies of Violence **3 credit hours**
  - 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 562 - Environmental Crimes **3 credit hours**
  - CRJ 565 - Leadership Applications in Criminal Justice **3 credit hours**
  - CRJ 571 - Causes & Control of Juvenile Delinquency **3 credit hours**
  - CRJ 590 - Applied Project in Criminal Justice Administration **6 credit hours**
- Complete two additional Criminal Justice elective courses 500/600 level.

## **Critical Incident Management (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.

### **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**
- Complete two additional Criminal Justice elective courses 500/600 level.

## **Emergency and Disaster 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 505 - Intro to Behavioral Science in Criminal Justice **3 credit hours**
- CRJ 509 - Insights into Criminal Behavior **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 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 554 - Human Behavior & the Judiciary **3 credit hours**
- CRJ 570 - Future Studies in Criminal Justice **3 credit hours**
- CRJ 573 - Analytical Understanding of Interviews & Interrogation **3 credit hours**
- CRJ 575 - Contemporary Issues in Criminal Justice Administration **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, and/or Zoom.

## 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 505 - Intro to Behavioral Science in Criminal Justice **3 credit hours**
- CRJ 509 - Insights into Criminal Behavior **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 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 554 - Human Behavior & the Judiciary **3 credit hours**
- CRJ 570 - Future Studies in Criminal Justice **3 credit hours**
- CRJ 573 - Analytical Understanding of Interviews & Interrogation **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 Zoom.

## Legal Studies Specialization

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 505 - Intro to Behavioral Science in Criminal Justice **3 credit hours**
- CRJ 509 - Insights into Criminal Behavior **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 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 554 - Human Behavior & the Judiciary **3 credit hours**
- CRJ 570 - Future Studies in Criminal Justice **3 credit hours**
- CRJ 573 - Analytical Understanding of Interviews & Interrogation **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 Zoom.

# 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, Zoom, 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 during the three semesters (fall, spring, and summer), which consist of eight four-hour classes scheduled in the morning, afternoon and/or evenings on Monday through Saturday; online (eight-week sessions); University Centers (eight-week sessions); Command Officer Management Executive Leadership Institute (special program offerings) and Summer Institute; or specially arranged programs such as the College Learning at Sea Program and Terrorism in Israel. 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 505 - Intro to Behavioral Science in Criminal Justice **3 credit hours**
- CRJ 509 - Insights into Criminal Behavior **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 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 554 - Human Behavior & the Judiciary **3 credit hours**
- CRJ 570 - Future Studies in Criminal Justice **3 credit hours**
- CRJ 573 - Analytical Understanding of Interviews & Interrogation **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**

## Notes:

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 Zoom.

## Specialization: Critical Incident Management

- 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**
- Additional 6 hours of CRJ courses that have not already been taken.

## Doctor of Criminal Justice

The Doctor of Criminal Justice at Saint Leo University prepares students to make important contributions within an increasingly dynamic and complex domain. The program students to critically assess theoretical concepts, intervention modalities, public policy, social order issues, as well as a broad range of criminal justice practices that impact law enforcement, corrections, and the courts. The curriculum prepares learners for a career in teaching, homeland security, human services, and criminal justice while allowing them to achieve proficiency in research, leadership, and ethical application of processes so they can have the greatest influence on this profession.

## Requirements



- DCJ 705 - Transformational Leadership **3 credit hours**
- DCJ 710 - Critical Issues in Criminal Justice **3 credit hours**
- DCJ 715 - International Perspectives in Criminal Justice **3 credit hours**
- DCJ 720 - Qualitative Research Methods **3 credit hours**
- DCJ 725 - Criminological Theories **3 credit hours**
- DCJ 730 - Managing Human Resources in Criminal Justice **3 credit hours**
- DCJ 735 - Quantitative Research Methods **3 credit hours**
- DCJ 740 - Juvenile Justice **3 credit hours**
- DCJ 745 - Societal Trends in Policing **3 credit hours**
- DCJ 755 - Correctional Philosophy and Administration **3 credit hours**
- DCJ 760 - Global Extremism and Mass Movements **3 credit hours**
- DCJ 761 - Action Research **3 credit hours**
- DCJ 765 - Law, Policy and Social Order **3 credit hours**
- DCJ 780 - 783 - Directed Research **12 credit hours**  
Choose one of the following specializations: Homeland Security, Education, or Human Services.
- Homeland Security
- DCJ 707 - Systems Approach to Homeland Security **3 credit hours**
- DCJ 712 - Terrorism, Domestic Radicalization **3 credit hours**
- DCJ 722 - Organizational and Community Resilience **3 credit hours**
- Education
- EDU 706 - Instructional Technology **3 credit hours**
- EDU 709 - Technology Innovation and Diffusion **3 credit hours**
- EDU 723 - Power of Teacher Leader Innovation through Professional Learning **3 credit hours**
- Human Services
- Note: If choosing Human Services, DCJ-715, DCJ-725, and DCJ-745 are not required.
- HUS 701 - Foundations in Human Services **3 credit hours**
- HUS 705 - Program Evaluation **3 credit hours**
- HUS 710 - Public Policy Analysis and Advocacy **3 credit hours**
- HUS 715 - Cultural Competency and Social Justice **3 credit hours**
- HUS 720 - Social Justice and Community **3 credit hours**
- HUS 730 - Grantsmanship **3 credit hours**

## **Graduate Studies in Creative Writing**

### **Master of Arts Creative Writing**

The Master of Arts in Creative Writing is an advanced program that offers degree tracks in Fiction, Nonfiction and Poetry. Students are admitted to the program in one of the three genres. The core requirements are the same for all students in the program. Students will have individualized reading lists and writing assignments in their semester course work. Students who complete the program will be eligible to pursue a terminal degree, such as a Master of Fine Arts in creative writing or a Doctorate of Philosophy in the humanities—for example, English or creative writing—or degrees in education, law, or journalism.

The program is designed to be completed in two calendar years and requires 36 credit hours of coursework. Students attend three eight-day summer residency courses (nine credit hours) at University campus; the fall and spring semester of year one, they take two online courses (six credit hours). Year two consists of two courses (six credit hours) in the fall; the spring semester consists of three courses (three credit hours each).

The M.A. curriculum requires completion of three separate eight-day residencies on the University campus during the summer. All other courses are 16-week online, mentored courses. Students are to maintain continuous enrollment in the program until the thesis authoring process is complete, until they withdraw from the program, or until five academic years have elapsed, beginning with enrollment in the first course of the program.

The low-residency M.A. expects to welcome students who are self-motivated, disciplined, and committed to the rigors of graduate-level study. The program is a blend of writing and literary studies, with an emphasis on individualized instruction. Semester study plans are determined collaboratively between students and faculty mentors and tailored according to the genre (poetry, fiction, nonfiction) of study. In literary studies courses, students will read canonical and contemporary pieces from the writer's perspective and write short critical essays; in creative writing courses students will generate original writing, workshop (peer and mentor review) various genres, and hone technique. Some graduates will enter the program with no expectation of pursuing further advanced degrees or traditional academic careers. Some will already be immersed in careers that may or may not be linked to the creative arts. Some will wish to wholeheartedly pursue the writing life. Therefore, when discussing outcomes for our students, we keep in mind that each will choose a different career and artistic path.

Program graduates will be able to:

1. Produce a substantial body of original creative work that is of publishable quality.
2. Demonstrate an understanding of various forms and structures of fiction, nonfiction, and poetry.
3. Critically analyze literature, making connections between texts, authors, and historical periods of the works.
4. Closely read and demonstrate an understanding of the historical context, literary influences, and traditions of canonical and modern/postmodern prose narratives and poems.
5. Thoughtfully engage with the workshop process of peer critique.
6. Demonstrate knowledge of editing and revision techniques.
7. Articulate their understanding of literary/critical theory through informal discussion, examination, and performance in a series of formal written and oral projects.
8. Generate original scholarship on the literary texts explored in this program.

## Program Requirements

Complete 12 hours in the following topic areas or 4 courses in designated genre or three in designated genre and fourth in another genre of students choosing. Can also take CRW 510 as a substitute for any of the 501/502/503 courses.

- CRW 501 - Workshop in Fiction **3 credit hours**
- CRW 502 - Workshop in Nonfiction **3 credit hours**
- CRW 503 - Workshop in Poetry **3 credit hours**

Complete 12 hours in the following topic areas or four courses in designated genre or three courses in designated genre and fourth in another genre of student's choosing. Can also take ENG 510 as a substitute for any of the ENG 501/502/503 courses.

- ENG 501 - Foundations in Fiction **3 credit hours**
- ENG 502 - Foundations in Nonfiction **3 credit hours**
- ENG 503 - Foundations in Poetry **3 credit hours**

Students attend three eight-day summer residency courses (nine credit hours) at University campus.

- CRW 504 - Theory and Practice of Creative Writing - Taken 3 times (9 total credits) **3 credit hours**
- CRW 505 - Preparing the Master Thesis **3 credit hours**

**Total Credits: 36 hours**

# Graduate Studies in Psychology

## Health Psychology Specialization

The Health Psychology specialization offers students the opportunity to develop and apply knowledge about the biological, psychological, motivational, emotional and sociocultural factors that affect human health and illness and health behaviors. This specialization is broadly applicable to a variety of career paths. It can be useful for those seeking careers in wellness, public and occupational health, health coaching and counseling, stress management, smoking cessation, weight loss, pain management, and research in disease prevention and health and wellness. Graduates can work in a variety of settings, including healthcare, private practice, hospitals, with doctors and as a technician/behavior specialist for a psychologist or psychiatrist.

### Program Requirements

- PSY 520 - History and Systems of Psychology **3 credit hours**
- PSY 525 - Diversity and Ethics **3 credit hours**
- PSY 530 - Research Methods I **3 credit hours**
- PSY 535 - Research Methods II **3 credit hours**
- PSY 565 - Health Psychology **3 credit hours**
- PSY 570 - Stress, Mind and Body **3 credit hours**
- PSY 610 - Psychopharmacology **3 credit hours**
- PSY 615 - Emotion, Motivation, and Self-Regulation **3 credit hours**
- PSY 625 - Tests and Measures **3 credit hours**
- PSY 690 - Thesis/Capstone Project I **3 credit hours**
- PSY 695 - Thesis/Capstone Project II **3 credit hours**

Choose one of the following courses:

- PSY 545 - Learning and Cognition **3 credit hours**
- PSY 550 - Lifespan Development **3 credit hours**
- PSY 555 - Physiological Psychology **3 credit hours**
- PSY 560 - Psychology of Teaching and Practice **3 credit hours**

**Total Credits: 36 hours**

## Industrial /Organizational Specialization

The Industrial/Organizational Psychology Specialization will prepare students for careers in the field of Industrial/Organizational psychology. It prepares individuals who want to apply the study of human behavior to the workplace, corporations, organizations, government, and academia. Graduates will work in a variety of settings, including careers in management, human resources, organizational development, training, consulting, career planning and research.

### Program Requirements

- PSY 520 - History and Systems of Psychology **3 credit hours**
- PSY 525 - Diversity and Ethics **3 credit hours**

- PSY 530 - Research Methods I **3 credit hours**
- PSY 535 - Research Methods II **3 credit hours**
- PSY 543 - Industrial Psychology **3 credit hours**
- PSY 557 - Organizational Psychology **3 credit hours**
- PSY 563 - Groups, Teams and Conflict Management **3 credit hours**
- PSY 577 - Organization Development and Change **3 credit hours**
- PSY 625 - Tests and Measures **3 credit hours**
- PSY 690 - Thesis/Capstone Project I **3 credit hours**
- PSY 695 - Thesis/Capstone Project II **3 credit hours**

Complete one of the following courses:

- PSY 540 - Advanced Social Psychology **3 credit hours**
- PSY 545 - Learning and Cognition **3 credit hours**
- PSY 550 - Lifespan Development **3 credit hours**
- PSY 560 - Psychology of Teaching and Practice **3 credit hours**

**Total Credits: 36 hours**

## **Master of Science in Psychology**

The Master of Science program in General Psychology is offered completely online and has a standard curriculum, which students take for 8-week terms. Prospective students will hold an undergraduate degree in psychology or a related field. This degree offers a solid grounding in General Psychology, combined with applied skills. It prepares students for a variety of employment opportunities in business, government, human resources, non-profits, military and educational settings. This degree is optimal for those interested in employment requiring advanced data analysis and research skills; employment requiring knowledge of and application of knowledge of human behavior and analysis; other advanced training related to psychology (e.g., MBA); Ph.D. preparation for general or experimental psychology programs; an advanced degree for job promotion; and educational fields, such as teaching at the college level.

### **Program Requirements**

- PSY 520 - History and Systems of Psychology **3 credit hours**
- PSY 525 - Diversity and Ethics **3 credit hours**
- PSY 530 - Research Methods I **3 credit hours**
- PSY 535 - Research Methods II **3 credit hours**
- PSY 540 - Advanced Social Psychology **3 credit hours**
- PSY 545 - Learning and Cognition **3 credit hours**
- PSY 550 - Lifespan Development **3 credit hours**
- PSY 555 - Physiological Psychology **3 credit hours**
- PSY 560 - Psychology of Teaching and Practice **3 credit hours**
- PSY 625 - Tests and Measures **3 credit hours**
- PSY 690 - Thesis/Capstone Project I **3 credit hours**
- PSY 695 - Thesis/Capstone Project II **3 credit hours**

**Total Credits: 36 hours**

# Teaching of Psychology Specialization

The Teaching of Psychology specialization will offer students the ability to acquire specific content knowledge and instructional strategies for many of the areas of psychology. This specialization offers career options for students preparing to teach at the undergraduate college level. This specialization will also offer students education and training related to teaching that will help them prepare for a teaching related field.

## Program Requirements

- PSY 523 - Classroom Management: Ethics and Diversity in the Classroom **3 credit hours**
- PSY 530 - Research Methods I **3 credit hours**
- PSY 535 - Research Methods II **3 credit hours**
- PSY 575 - Psychological Learning Theories in Instruction **3 credit hours**
- PSY 617 - Instructional Strategies for Content Areas in Psychology **3 credit hours**
- PSY 626 - Learning Outcomes, Test Construction, and Assessment **3 credit hours**
- PSY 690 - Thesis/Capstone Project I **3 credit hours**
- PSY 695 - Thesis/Capstone Project II **3 credit hours**

Complete 4 courses from the following choices:

- PSY 520 - History and Systems of Psychology **3 credit hours**
- PSY 540 - Advanced Social Psychology **3 credit hours**
- PSY 545 - Learning and Cognition **3 credit hours**
- PSY 550 - Lifespan Development **3 credit hours**
- PSY 555 - Physiological Psychology **3 credit hours**

Total Credits: 36 hours

# 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

### Program Components

- THY ORI - Theology Orientation **0 credit hours credit hours**
- 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

## Doctor of Theology in Applied Theology

The Doctor of Theology in Applied Theology at Saint Leo University is a rigorous scholarly degree for those engaged in ministry or education within the American Catholic Church and other ecclesial contexts. Through this program, students will critically engage theological methods, contexts, concepts, and practices. This theological formation will assist our students in developing more rigorous research, writing, and communications skills that are oriented toward how to apply these skills and content knowledge to real world theological situations. It is aimed at continued professionalization for those who are already actively shaping the church of the 21st century.

### PROGRAM LEARNING OUTCOMES

After completion of the Doctor of Theology, graduates will be able to:

1. Demonstrate knowledge of the content and methods of applied theology.
2. Apply theological knowledge to ministerial, educational, and/or other professional contexts.
3. Integrate the questions and insights of the Catholic intellectual tradition with the challenges and opportunities of the contemporary world.
4. Conduct research in applied theology.

## Degree Requirements

- THY 701 - Theological Research and Writing **3 credit hours**
- THY 705 - Applied Theology **3 credit hours**
- THY 710 - Theological Methods **3 credit hours**
- THY 715 - Scripture for Applied Theology **3 credit hours**
- THY 720 - Vatican II **3 credit hours**
- THY 725 - Catholic Intellectual Tradition I **3 credit hours**
- THY 726 - Catholic Intellectual Tradition II **3 credit hours**
- THY 727 - Catholic Intellectual Tradition III **3 credit hours**
- THY 730 - Toward the Restoration of Christian Unity **3 credit hours**
- THY 733 - Public Theology **3 credit hours**
- THY 735 - Interfaith Leadership **3 credit hours**
- THY 740 - Fundamental Moral Theology **3 credit hours**
- THY 743 - Virtue Ethics **3 credit hours**
- THY 745 - Catholic Social Teaching **3 credit hours**
- THY 765 - Comprehensive Exams **3 credits credit hours**
- THY 770 - Doctoral Dissertation Seminar **3 credit hours**
- THY 780 - Directed Research I **3 credit hours**
- THY 781 - Directed Research II **3 credit hours**
- THY 782 - Directed Research III **3 credit hours**
- THY 783 - Directed Research IV **3 credit hours**
- THY 801 - Dissertation Oral Defense **0 credit hours**

Total Credit Hours: 60

## Tapia College of Business

### Dr. Passard Dean, Dean

#### Mission Statement of the Tapia College of Business

The Mission of the Saint Leo University Tapia College of Business is to provide a values-centered education that develops tomorrow's business leaders with exceptional skills, including critical thinking and the ability to make ethical decisions and take effective action. The College supports the Mission of the University through a broad liberal arts education and specialized business courses. To ensure a complete education, every business program is structured from a broad liberal arts education to career-specific business courses. Thus, the Saint Leo business graduate is prepared by focusing on critical thinking, on creative problem solving, and on improved interpersonal communication skills. The College accomplishes its mission by supporting

- excellence in teaching by a dedicated faculty
- scholarly faculty activity
- service involvement of students and faculty in the business and University communities

Specific Mission objectives include providing students with

- the skills to manage effectively in a changing global environment
- an integrative perspective of organizational operations
- an awareness of their contribution to improving society

## Graduate Studies in Business

### 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.

## Accounting Specialization (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 Specialization 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.
- Interpret areas of potential legal concern in the business environment.
- Analyze 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.
- Articulate knowledge of the functional areas of accounting into a comprehensive capstone project using financial statement analysis.

### Program Components

- MBA 501 - Management Essentials **3 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 531 - Human Capital for Organizational Performance **3 credit hours**
- MBA 540 - Managerial Economics **3 credit hours**
- MBA 565 - Marketing **3 credit hours**

- MBA 599 - Strategic Management **3 credit hours**
- ACC 505 - Fraud Examination **3 credit hours**
- ACC 549 - Using Financial Accounting Information **3 credit hours**

\*Elective courses (*Choose 4 courses from the list below*):

- ACC 504 - Government and Not-For-Profit Accounting **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 535 - Forensic Accounting **3 credit hours**
- ACC 540 - Accounting Theory **3 credit hours**
- MBA 570 - Corporate Finance **3 credit hours**

\*Students who desire to teach accounting at the college level should choose 4 of the accounting classes from the above list to ensure you complete 18 credit hours in accounting at the graduate level.

**Total Credit Hours: 33 - 36**

## Optional Elective

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

## Cybersecurity Management Specialization (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 specialization in Cybersecurity 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 Cybersecurity Management Specialization, the graduate will be expected to:

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

## Program Components

- MBA 501 - Management Essentials **3 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 531 - Human Capital for Organizational Performance **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 599 - Strategic Management **3 credit hours**
- COM 510 - Principles of Cybersecurity Management **3 credit hours**
- COM 520 - Systems Security Management **3 credit hours**
- COM 530 - Network Security Management **3 credit hours**
- COM 590 - Strategic Planning for Cybersecurity **3 credit hours**

Select one of the following two courses:

- COM 545 - Web Services Security **3 credit hours**

Total Credit Hours: 33 - 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.

## **Data Analytics Specialization (Online Only)**

The Data Analytics specialization will prepare students for placement in career-track jobs in the high-demand area of data analytics. Students will be educated in the core subject areas of statistics, data analytics and business intelligence.

## Business Core

- MBA 501 - Management Essentials **3 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 531 - Human Capital for Organizational Performance **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 599 - Strategic Management **3 credit hours**

## Data Analytics Concentration

- MBA 581 - Data Analytics **3 credit hours**
- MBA 582 - Advanced Data Analytics **3 credits credit hours**
- MBA 586 - Business Intelligence **3 credits credit hours**
- MBA 598 - Statistics **3 credit hours**
- MKT 575 - Web Analytics **3 credit hours**

**Total Credit Hours: 33 - 36**

## Health Care Management Specialization (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 Specialization, the graduate will be expected to:

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

## Program Components

- MBA 501 - Management Essentials **3 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 531 - Human Capital for Organizational Performance **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 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: 33 - 36**

## Optional Elective

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

## **Human Resource Management Specialization (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 Specialization, 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.
- 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 501 - Management Essentials **3 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 531 - Human Capital for Organizational Performance **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 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**

## Optional Elective

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

Total Credit Hours: 33 - 36

# Marketing Specialization (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 Specialization, 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 501 - Management Essentials **3 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 531 - Human Capital for Organizational Performance **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 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**

## Optional Elective

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

Total Credit Hours: 33 - 36

# Master of Business (MBA) On Ground and Online

## 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. Analyze complex business problems using critical thinking skills
6. Demonstrate 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.

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.

Foundational Components 9-18 credit hours (Bridge Students only)

## Program Components

- MBA 501 - Management Essentials **3 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 531 - Human Capital for Organizational Performance **3 credit hours**
- MBA 540 - Managerial Economics **3 credit hours**
  
- MBA 551 - Business Analytics **3 credit hours**  
or
- MBA 598 - Statistics **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 two courses 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**

### Optional Elective

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

Total Credit Hours: 33 - 36

## Master of Business Administration One-Year International & Experiential

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 both 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. Analyze complex business problems using critical thinking skill
6. Demonstrate 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.

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 501 - Management Essentials **3 credit hours**
  - MBA 525 - Professional Development **3 credit hours**
  - MBA 531 - Human Capital for Organizational Performance **3 credit hours**
  - MBA 540 - Managerial Economics **3 credit hours**
  - MBA 551 - Business Analytics **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: 39 - 42**

## Project Management Specialization (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 Specialization, the graduate will be expected to:

- 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.
- 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.
- Develop a solid foundation of project theory and methods and through problem solving, critical and systems thinking, communication and team building. Manage a relevant project management with knowledge, practices, tools and methods to integrate project performance, project risks, change control, quality, and cost, scope, schedule baselines.
- 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.
- Develop skills based on The Project Management Institute's Project Management Body Of Knowledge® which enables

## Program Requirements

- MBA 501 - Management Essentials **3 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 531 - Human Capital for Organizational Performance **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**
- 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 Credit Hours: 33 - 36

## Supply Chain Global Integration Management Specialization (Online Only)

The MBA Specialization in Supply Chain Global Integration Management is designed to examine the best practices for selection, development, alignment, and enhancement of integrated global supply chains with a focus on both effectiveness and efficiency. The learning outcomes are specific to the needs of companies which need the knowledge resources to create a best-in-class supply chain which is flexible and reliable in order to meet all supply chain stakeholder needs.

## Program Requirements

- MBA 501 - Management Essentials **3 credit hours**
- MBA 525 - Professional Development **3 credit hours**
- MBA 531 - Human Capital for Organizational Performance **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 599 - Strategic Management **3 credit hours**
- SCM 510 - Strategic Supply Chain Integration **3 credit hours**
- SCM 515 - Dynamic Risk Modeling & Quality Initiatives **3 credit hours**
- SCM 520 - Integrated Global Systems & Sustainability Initiatives **3 credit hours**
- SCM 530 - Building Competitive Advantages through Strategic Relationships & Reverse Logistics **3 credit hours**
- SCM 535 - Best Practices for Supply Chain Integration **3 credit hours**

Total Credit Hours: 33 - 36

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

The Doctor of 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 a variety of industries. 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. Synthesize the global implications of research conducted while critically thinking about the interrelated activities that occur in the functional areas of business.
3. Demonstrate excellence in teaching 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. Demonstrate a high level of proficiency in written and oral 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**

- 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 721 - Global Perspectives in Human Resource **3 credit hours**
- DBA 730 - Research Methods-Qualitative **3 credit hours**
- DBA 735 - Research Methods-Quantitative Research Foundation **3 credit hours**
- DBA 738 - Applied Research **3 credit hours**
- DBA 740 - Analytics For Decision Making **3 credit hours**
- DBA 747 - Seminar in Economics and Finance **3 credit hours**
- DBA 750 - Strategic Management in Global Organizations **3 credit hours**

Choose one Track:

Teaching Track

- DBA 755 - Management Learning Seminar **3 credit hours**
- DBA 760 - Management Teaching Practicum **3 credit hours**

Consulting Track:

- DBA 756 - Consulting Best Practices **3 credit hours**
- DBA 761 - Consulting Practicum **3 credit hours**

- DBA 765 - Doctoral Written Comprehensive Exam **3 credit hours**
- DBA 770 - Dissertation Seminar **3 credit hours**
- DBA 780 - 783 - Directed Research **12 credit hours**
- DBA 801 - Dissertation Oral Defense **0 credit hours**

Students who do not complete all the Dissertation Milestones within the required 12-credits allocated in four 3-credit courses (DBA 780-783) must remain continuously enrolled in DBA 784 Extended Directed Research course. DBA 784 is not covered by Financial Aid. DBA Candidates may only enroll in DBA 801 with approval from the Dissertation Chair.

**Total Credits: 57**

## **Master of Science in Accounting**

Saint Leo University offers a Master of Science in Accounting (MSA) STEM 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 and data analytics, within and beyond the classroom. In the Saint Leo University (MSA) STEM program, students will gain an in-depth understanding of accounting and data analytics 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 Science in Accounting (MSA) STEM 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.

### **On ground and Online Master of Science in Accounting (MSA) STEM**

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 of Science in Accounting (MSA) STEM 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.

### **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

**Note:** The University will only award one of the following achievements: Master of Science in Accounting (MSA) STEM or MBA with the Accounting concentration. Students cannot earn the Master of Science in Accounting and the MBA with the accounting concentration. Students must choose which degree in accounting they wish to pursue and cannot return to earn either of the other two.

## Degree Requirements

- ACC 504 - Government and Not-For-Profit Accounting **3 credit hours**
- ACC 505 - Fraud Examination **3 credit hours**
- ACC 522 - Federal Taxation for Business Entities **3 credit hours**
- ACC 532 - Advanced Cost Accounting **3 credit hours**
- ACC 535 - Forensic Accounting **3 credit hours**
- ACC 549 - Using Financial Accounting Information **3 credit hours**
- MBA 570 - Corporate Finance **3 credit hours**
- MBA 581 - Data Analytics **3 credit hours**
- MBA 582 - Advanced Data Analytics **3 credits credit hours**
- MBA 598 - Statistics **3 credit hours**

Total Credit Hours: 30

# College of Computing, Artificial Intelligence, Robotics, and Data Science

**Dr. Derek Mohammed, Dean**

## Graduate Studies in Computer Science

### Master of Science in Computer Science

As the complexity of enterprise systems and critical IT infrastructure continues to grow, there is a strong demand for highly skilled computer science and information technology specialists well versed in the science of developing advanced computer-based solutions to real-world problems. In response to this demand for computer specialists, a new M.S. Computer Science degree is being proposed. The degree will prepare graduates for a diverse range of careers in the Information Technology (IT) industry. The M.S. Computer Science curriculum has been designed to provide depth and breadth of fundamental theory and practical applications to prepare students to design, implement, and evaluate computing technology to solve real world problems.

### Major Requirements

- COM 508 - Secure Software Design **3 credit hours**
- COM 510 - Principles of Cybersecurity Management **3 credit hours**
- COM 542 - Advanced Computer Architecture **3 credit hours**
- COM 545 - Web Services Security **3 credit hours**
- COM 560 - Fundamentals of Software Engineering **3 credit hours**
- COM 562 - Advanced Operating Systems **3 credit hours**
- COM 563 - Analysis of Algorithms **3 credit hours**
- COM 566 - Database Systems **3 credit hours**
- COM 571 - Intro to Artificial Intelligence **3 credit hours**
- COM 575 - Machine Learning and Intelligent Systems **3 credit hours**
- Optional Elective
- COM 625 - Internship **3 - 6 credit hours**

Total Credit Hours: 30

### 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 504 - Cybersecurity Compliance and Legal Issues **3 credit hours**
- COM 506 - Database Security **3 credit hours**
- COM 508 - Secure Software Design **3 credit hours**
- COM 510 - Principles of Cybersecurity Management **3 credit hours**
- COM 512 - Cybersecurity Risk Management **3 credit hours**
- COM 520 - Systems Security Management **3 credit hours**
- COM 530 - Network Security Management **3 credit hours**
- COM 545 - Web Services Security **3 credit hours**
- COM 546 - Advanced Penetration Testing **3 credit hours**
- COM 590 - Strategic Planning for Cybersecurity **3 credit hours**
- Optional Elective
- COM 625 - Internship **3 - 6 credit hours**

Total Credit Hours: 30

## **Master of Science in Artificial Intelligence**

The degree will prepare graduates for a diverse range of careers in the Information Technology (IT) industry. The M.S. Artificial Intelligence curriculum has been designed to provide depth and breadth on the theories and applications of AI and Machine Learning to solve real world problems.

### **Requirements**

- COM 514 - Cloud Computing Security **3 credit hours**
- COM 542 - Advanced Computer Architecture **3 credit hours**
- MBA 551 - Business Analytics **3 credit hours**
- COM 560 - Fundamentals of Software Engineering **3 credit hours**
- COM 562 - Advanced Operating Systems **3 credit hours**
- COM 563 - Analysis of Algorithms **3 credit hours**
- COM 571 - Intro to Artificial Intelligence **3 credit hours**
- COM 575 - Machine Learning and Intelligent Systems **3 credit hours**
- COM 583 - Applied AI and Deep Learning **3 credit hours**
- COM 593 - Current issues in AI **3 credit hours**

Total Credit Hours: 30

# College of Health Professions

## Dr. Kathy Van Eerden, Dean

The College of Health Professions offers students a broad education focused on integration of liberal arts and sciences, and program courses that emphasize the Core Values and the Benedictine tradition. Saint Leo University is committed to meeting employment needs for healthcare professionals now and in years to come.

Programs incorporate practices and innovations. Evidence-based practices, interprofessional communication, Culture of Health, and clinical well-being topics are integrated across programs.

Learning takes place in and out of the classroom with emphasis on experiential learning that supports program outcomes. Students apply learning in clinical, lab, and community settings positioning them for future career success and advancement.

## Graduate Studies in Social Work

### Master of Social Work (Online Only)

Saint Leo University's Master of Social Work (MSW) Program is an innovative online program. Course content is accessed online. Classes are scheduled routinely to apply the course learning on an interactive digital platform. This technology allows for face-to-face interaction in the convenience of the student's home. Given this innovation of a graduate online program, students should enter the program knowing that they will have to meet for weekly evening classes via webcam (Tuesday, Wednesday, Thursday nights, and Saturday part-time cohort), be available for week daytime work hours for internships, attend one weekend seminar at the University campus in the final year of the program, and adjust their lives to meet the demands and expectations of the Saint Leo University MSW online program. Please review the entire program curriculum outline 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, with an emphasis on working with children and families, military personnel, and the workforce population.

The MSW Program offers a two year, 62-credit-hour cohort/track option. The two-year program starts each program fall semesters. In order to begin this cohort/track, you must apply no later than July 15th of each year. If you miss this deadline, you will have to wait until the next fall to begin the program by the posted deadline. A three-year cohort/track consists of two classes per 16 weeks with one semester offering three courses. This cohort/track is for those who cannot meet the curriculum course outline of the two-year cohort/track. The three-year cohort/track starts each fall. In order to begin this cohort/track, you must apply no later than July 15th of each year. If you miss this deadline, you will have to wait until the next fall to begin this program.

A one-year, 32-credit-hour full and part time Advanced Standing cohort/track is offered to those who meet eligibility criteria for grade point average and have completed a BSW degree from a CSWE-accredited program. The one-year Advanced Standing program starts each summer. In order to begin the Advanced Standing cohort/track, you must apply no later than April 15th of each year. If you miss this deadline, you will have to wait until the next summer to begin this program.

A part-time, five semester Advanced Standing program is offered to those who have completed a BSW degree from a CSWE accredited program. The part-time Advanced Standing program starts each spring. In order to begin the Part-Time Advanced Standing program, you must apply no later than November 15th each year. If you miss this deadline, you will have to wait until the next spring to begin this program.

Attendance at a one-weekend on-campus seminar is required of all students enrolled in the MSW Program (during the final year of the program).

The first year of the 2-year cohort/track 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 cohort/track, 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 cohort/tracks are sequential and must be taken according to the curriculum outline for each cohort/program. All students register for their cohort/track courses each semester. Therefore, your assigned class nights will vary from semester to semester.

The MSW program is fully accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE).

As a CSWE accredited MSW program, the curriculum is designed to meet education requirements for state licensure. Each state has specific laws related to licensing requirements that is governed by a state licensing board. Each student is responsible for contacting their state licensing board to determine all requirements for licensure.

#### **Expected Program Outcomes**

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

## **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 **3 credit hours**
- SWK 530 - Methods of Social Work Practice with Individuals and Families **3 credit hours**

##### **Spring (second semester)**

- SWK 520 - Advocacy and Action in Social Work **3 credit hours**
- SWK 540 - Social Work Research Methods **3 credit hours**

### Summer (third semester)

- SWK 555 - Abuse and Violence Across the Lifespan **3 credit hours**
- SWK 560 - Methods of Social Work Practice with Groups **3 credit hours**

## 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 + one 600 level elective)

## 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 630 - Advanced Clinical Practice with Couples and Families **3 credit hours**  
Choose one of the SWK-600 Trauma Informed Care courses

## Third Year

### Fall (seventh semester)

- SWK 615 - Advanced Clinical Practice with Individuals **3 credit hours**
- SWK 625 - Psychopathology **3 credit hours**

Choose one of the following electives:

- SWK 635 - Social Work Practice in the Military (Elective) **3 credit hours**
- SWK 655 - Substance Abuse Assessment and Intervention (Elective) **3 credit hours**
- SWK 656 - Children's Services (Elective) **3 credit hours**
- SWK 657 - Evaluation and Treatment of Trauma-Related Conditions (Elective) **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 625 - Psychopathology **3 credit hours**
- SWK 636 - Trauma Informed Care with Children and Adolescents (Elective) **3 credit hours**
- SWK 637 - Trauma Informed Care with Vulnerable Populations (Elective) **3 credit hours**
- SWK 638 - Trauma Informed Care with Military and First Responders (Elective) **3 credit hours**

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 **3 credit hours**
- SWK 520 - Advocacy and Action in Social Work **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 555 - Abuse and Violence Across the Lifespan **3 credit hours**
- 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)

### 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 + one 600 level elective)

## Second Year/Advanced Standing Program (32 credit hours)

### 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**  
Choose one of the following electives:
- SWK 623 - Medical Social Work and Interdisciplinary Teams (Elective) **3 credit hours**
- SWK 635 - Social Work Practice in the Military (Elective) **3 credit hours**
- SWK 655 - Substance Abuse Assessment and Intervention (Elective) **3 credit hours**
- SWK 656 - Children's Services (Elective) **3 credit hours**
- SWK 657 - Evaluation and Treatment of Trauma-Related Conditions (Elective) **3 credit hours**
- SWK 610 - Leadership (Elective) **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 618 - Short-Term Clinical Interventions (Elective) **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)
- SWK 647 - Social Work Practice with Deployed and Re-Deployed Military Members and Their Families (Elective) **3 credit hours**
- SWK 648 - Social Work Practice with Veterans (Elective) **3 credit hours**
- SWK 657 - Evaluation and Treatment of Trauma-Related Conditions (Elective) **3 credit hours**

## Total Credit Hours: 62

Total Credit Hours: 62

# Master of Social Work: Advanced Clinical Practice

### Master of Social Work (Online Only)

Saint Leo University's Master of Social Work (MSW) Program is an innovative online program. Course content is accessed online. Classes are scheduled routinely to apply the course learning on an interactive digital platform. This technology allows for face-to-face interaction in the convenience of the student's home. Given this innovation of a graduate online program, students should enter the program knowing that they will have to meet for weekly evening classes via webcam (Tuesday, Wednesday, and Thursday nights cohort), be available for week daytime work hours for internships, attend one weekend seminar at the University campus in the final year of the program, and adjust their lives to meet the demands and expectations of the Saint Leo University MSW online program. Please review the entire program curriculum outline 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, with an emphasis on working with children and families, military personnel, and the workforce population.

The MSW Program offers a two year, 62-credit-hour cohort/track option. The two-year program starts each program fall semesters. In order to begin this cohort/track, you must apply no later than July 15th of each year. If you miss this deadline, you will have to wait until the next fall to begin the program by the posted deadline. A three-year cohort/track consists of two classes per 16 weeks with one semester offering three courses. This cohort/track is for those who cannot meet the curriculum course outline of the two-year cohort/track. The three-year cohort/track starts each fall. In order to begin this cohort/track, you must apply no later than July 15th of each year. If you miss this deadline, you will have to wait until the next fall to begin this program.

A one-year, 32-credit-hour full and part time Advanced Standing cohort/track is offered to those who meet eligibility criteria for grade point average and 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 cohort/track, you must apply no later than April 15th of each year. If you miss this deadline, you will have to wait until the next summer to begin this program

A part-time, five semester Advanced Standing program is offered to those who have completed a BSW degree from a CSWE accredited program within the last five years. The part-time Advanced Standing program starts each spring. In order to begin the Part-Time Advanced Standing program, you must apply no later than November 15th each year. If you miss this deadline, you will have to wait until the next spring to begin this program.

Attendance at a one-weekend on-campus seminar is required of all students enrolled in the MSW Program (during the final year of the program).

The first year of the 2-year cohort/track 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 cohort/track, 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 cohort/tracks are sequential and must be taken according to the curriculum outline for each cohort/program. All students register for their cohort/track courses each semester. Therefore, your assigned class nights will vary from semester to semester.

The MSW program is fully accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE).

As a CSWE accredited MSW program, the curriculum is designed to meet education requirements for state licensure. Each state has specific laws related to licensing requirements that is governed by a state licensing board. Each student is responsible for contacting their state licensing board to determine all requirements for licensure.

### **Expected Program Outcomes**

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities



## Requirements for Foundation Year

- SWK 510 - Human Behavior in the Social Environment **3 credit hours**
- SWK 520 - Advocacy and Action in Social Work **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**
- SWK 555 - Abuse and Violence Across the Lifespan **3 credit hours**
- SWK 560 - Methods of Social Work Practice with Groups **3 credit hours**
- SWK 570 - Methods of Macro Social Work Practice **3 credit hours**
- SWK 580 - Field Practicum I **5 credit hours**
- SWK 590 - Field Practicum II **4 credit hours**

## Requirements for Concentration Year

- 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 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**
- SWK 660 - Field Practicum IV **4 credit hours**

**Complete (3) 600 level courses not listed above.**

# 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 Arts in Creative Writing Program follows a cohort model of student matriculation. Students are automatically registered in their semester courses by enrollment staff in consultation with the program director.

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 Orientation

Those students enrolled in the Master of Arts in Theology and Master of Social Work degree programs 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.

## 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](http://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](http://www.saintleo.edu/library).

## Computer Specifications

Saint Leo University highly recommends that all students have the following minimum configuration for personal laptops:

## Hardware Requirements

- Dual Core or higher processor
- 8 GB of RAM or higher
- 256 GB of hard drive disc space or higher
- Wi-Fi\_\_33 Enabled
- Ethernet network port

## Software Requirements

- Windows 10 or higher or Mac OSX version 10.8.5 Mountain Lion
- Office 365 (students are eligible to have a free Office 365 Account) this includes Word, Excel, PowerPoint, OneDrive with 1TB of cloud storage and Access\*.
- \*Access is only available to be installed on Window based computers.
- Adobe PDF 9.0
- 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.

## **Research Reference Requirements**

Those students enrolled in the Doctor of Business Administration, Master of Business Administration, the One Year and International Experiential MBA; the Doctor of Criminal Justice, the Master of Science in Criminal Justice, the Master of Science in Cybersecurity, the Master of Accounting, 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. 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 EDD / EDS program will accept up to nine credit hours of course work for students who have completed the NISL program.

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**

Saint Leo University provides small class sizes (averaging 16 students on University Campus, 10 in education centers, and 17 in the Center for Online Learning).

## **On Ground Classes**

Graduate Studies in Business are held on ground at University Campus and select Center locations. 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. Classes are held in the evening with two classes offered every eight weeks. Students should consult with their advisor 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

Master of Education

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. Some programs are offered in sixteen-week terms. Students need to take the required courses per semester to progress successfully through the program.

## **Master of Science in Accounting**

## **Master of Business Administration**

Accounting Specialization

Cybersecurity Management Specialization

Data Analytics

Health Care Management Specialization

Human Resource Management Specialization

Marketing Specialization

Project Management Specialization

Social Media Marketing Specialization

Sport Business Specialization

Supply Chain Global Integration Management Specialization

## **Master of Science in Computer Science**

## **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 consists of 8-week module-based courses with the exception of the Directed Research courses which run the entire sixteen-week semester. Students are required to complete twelve credits in Directed Research. Students are to maintain continuous enrollment in the Directed Research courses until the dissertation authoring process is complete, until they withdraw from the program, until granted an approved hiatus period, or until seven academic years have elapsed beginning with enrollment in the first course in the program.

## **Master of Science in Criminal Justice**

Criminal Investigation Specialization

Corrections Specialization

Critical Incident Management Specialization

Behavioral Studies Specialization

Forensic Science Specialization

Legal Studies Specialization

## **Doctor of Criminal Justice**

The Doctor of Criminal Justice curriculum includes three separate residency requirements during the program. The first residency begins with the first course in the program and will include one (1) day program Orientation, followed by three (3) days of instruction and the remaining course work will be done online. The remaining two (2) residencies will be held at Center locations with three (3) days of instruction at each location and the remaining course work will be done online. All courses are formulated in 8-week modules. Students are required to complete twelve credits in Directed Research. Students will be required to complete each Directed Research course and then move to the next. However, in the last Directed Research course, if a student is not complete, the student will be able to enroll in additional one-credit, eight-week course each term until program completion. Students will also be required to complete a dissertation and oral defense.

## **Master of Education**

Educational Leadership

These programs are all a minimum of 30 hour programs and can be completed in 12-18 months. All courses are 8 week courses.

## **Master of Science in Instructional Design**

This program can be completed in 18-24 months. All courses are 8 week courses except the last two courses which are taken concurrently.

## **Post-graduate Educational Specialist (EDS)**

This is a 36 credit program, embedded in the Ed.D. program, as it is the first 13 courses of the Ed.D. The program courses are built for practitioners, by practitioners in k-12 schools, universities, non-profit agencies, and related fields. Students may complete the EDS degree and stop, or continue on and complete the Ed.D. degree (21 more credits). All courses are done online, in 8 week terms. Students take one course a term.

## **Doctor of Education (Ed.D.)**

The program courses are built for practitioners, by practitioners in k-12 schools, universities, non-profit agencies, and related fields.

This program is 57 credits total, with the first 36 credits resulting in an Education Specialist degree. The remaining 21 credits focus on research and dissertation process, including one residency course, held on campus for 4 days, after the second year.

## **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 an annual residency in the final year of the program on University Campus. Students take 2-4 courses per semester dependent upon full-time or part-time status.

## **Master of Arts in Creative Writing**

The Master of Arts in Creative Writing is a 36-credit hour low-residency program designed to be completed in two calendar years. Students are required to attend an annual residency in July at University campus. Students take two courses per semester for two years, and complete a master's thesis during their final term.

## **Master of Arts in Theology**

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

## **Doctorate of Theology in Applied Theology**

Normal Track:

This program was developed to be a six-year course of study. The course load for students on this track is three credits per semester or term.

Accelerated Track:

With the approval of the program director, students may pursue an accelerated track and take six credit hours per semester.

# Master of Science in Psychology

The Master of Science in Psychology is a 36-credit program designed to be completed in two calendar years. The course load for a full-time student is three credit hours per eight-week session. Students progress through the program in cohorts, taking one course per eight-week term, in a required sequence. Students need to take and pass all required courses per semester to progress successfully through the program. Students may take more than one course per term with approval of the director.

## Course Load

Master of Arts in Creative Writing

Master of Arts in Theology

Doctor of Business Administration

Master of Business Administration

Master of Business Administration One-Year International & Experiential

Doctor of Education

Master of Education

\* Educational Specialist

Master of Science in Accounting

Master of Science in Computer Science

Master of Science in Criminal Justice

Master of Science in Cybersecurity

Master of Science in Psychology

Master of Science in Instructional Design

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 department 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 the program will require director's approval, including reapplication.

## **Master of Arts in Creative Writing**

## **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.

## **Doctor of Theology**

## **Master of Education**

## **Education Specialist**

## **Doctor of Education**

## **Master of Science in Accounting**

## **Master of Science in Computer Science**

## **Master of Science in Cybersecurity**

## **Master of Science in Instructional Design**

## **Master of Science in Psychology**

The Master of Science in Psychology is a 36-credit program designed to be completed in two calendar years. The course load for a full-time student is three credit hours per eight-week session. Students progress through the program in cohorts, taking one course per eight-week term, in a required sequence. Students need to take and pass all required courses per semester to progress successfully through the program. Students may take more than one course per term with 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. To receive approval for the Accelerated Program, a letter petitioning this request must be sent to the Director of the Department of Public Safety Administration.

## **Master of Social Work**

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

## **Master of Business Administration**

## **Doctor of Business Administration in Management**

The Doctor of Business Administration is a 57-credit hour program designed to be completed in 3 and a half (3.5) years.

The course load for full-time status is three credit hours per eight-week term.

Doctoral candidates who have completed all required 57 credits and are working on their dissertation, are required to be continuously enrolled in an "Extended Dissertation Research" course each 16-week semester until ready for Dissertation Oral Defense. The course carries no credits. Students in continuous enrollment in Extended Dissertation Research courses are considered by the university to have half-time enrollment status for student loan reporting purposes to the Clearinghouse and National Student Loan Data System.

## **Accessibility 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 Americans with Disabilities Act (ADA). 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 Accessibility Services, which is located in the Student Activities Building. In accordance with federal regulations, the Office of Accessibility Services is the only authority in the University that may determine and approve accommodations under ADA. Students with disabilities who require accommodations should contact the office as soon as possible. Students seeking accommodations are responsible for providing the Office of Accessibility Services with recent documentation of their disabilities at the time they are requesting services. Students may access the Policy and Procedure Manual through contacting the office. The Office of Accessibility Services can be reached by phone: 352-588-8464 or email: [adaoffice@saintleo.edu](mailto:adaoffice@saintleo.edu)

## **Equal Employment Opportunity (EEO) Statement**

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, national origin, race, religion, sex, 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 VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act, Age Discrimination Act of 1975, and Florida Civil Rights Act of 1992.

The Title IX coordinator may be contacted at [titleixcoordinator@saintleo.edu](mailto:titleixcoordinator@saintleo.edu) or [vanessa.oconnell@saintleo.edu](mailto:vanessa.oconnell@saintleo.edu).

The Director of Accessibility Services and the Section 504 Coordinator, Michael Bailey, may be contacted at [michael.bailey02@saintleo.edu](mailto:michael.bailey02@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 our students and faculty, at all locations and online. Library acquisitions are carefully selected to support the curriculum and to provide information resources in a variety of formats online and in person.

Extensive information resources are available in the Daniel A. Cannon Memorial Library. Call (800) 359-5945 for library hours, or visit the library website at <https://slulibrary.saintleo.edu>. The Hugh Culverhouse Computer Instruction Center classroom 1 is equipped for collaboration and seminars, while the Hugh Culverhouse Computer Instruction Center 2 (CCIC1 and CCIC2), is equipped with computers and resources that can be used for whole class instruction. They are located on the lower level of the library, as is also a Video Conferencing Classroom. For University Campus and online graduate students, the library is designed to aid academic research through remote access at <https://slulibrary.saintleo.edu>

Library faculty regularly conduct classes in information retrieval and library research skills to promote Information Literacy and lifelong learning online and in person. Because many students will use the library's resources from a distance, an online orientation to the library and its resources, as well as a large selection of help videos are 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 topics.

The library web website offers remote access to the library's resources and services no matter your location, along with a chat feature for anyone who needs assistance. For off-campus students enrolled at Saint Leo University Worldwide Education Centers, the website provides easy access to the library's resources and services, including reference and research help, writing assistance, the information retrieval system, approximately 500,000 eBooks, and multiple research databases that include many thousands of full-text journal, newspaper, and magazine articles. The large print collection is available to students at all locations and online; students may use InterLibrary loan services to request materials housed at the Daniel A. Cannon Memorial Library, including print journal articles which can be scanned and emailed, and print books, which can be loaned through the mail, or (if only a chapter or two is needed), selectively scanned and emailed.

The library is dedicated to serving all students and faculty, at all locations. The library faculty are very familiar with the writing process, and are available to assist students as they work on their courses, and their major papers, as well as their thesis and dissertation; providing support with most aspects of the writing process, from the first idea to the bibliography.

## 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 the Department of Information Technology, 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 the Department of Information Technology 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 nonauthorized 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.

## Computer Specifications

Saint Leo University is committed to ensuring that all students have access to technology to support their educational pursuits. While the University maintains several computer laboratory facilities with full academic software, hardware and printing capabilities, we recognize students utilize personal devices. Below are the minimum configurations for a device to meet compliance requirements for use on the university network. If your laptop does not meet compliant requirements or you need a laptop, the Department of Information Technology does offer a rental program to students that qualify, to learn more, please visit the Laptop Rental Program page (<https://www.saintleo.edu/student-experience/support/department-of-information-technology/laptop-rental-program>).

Saint Leo University highly recommends that all students have the following minimum configuration for personal laptops:

## Hardware Requirements

- Dual Core or higher processor
- 8 GB of RAM or higher
- 256 GB of hard drive disc space or higher
- Wi-Fi enabled
- Ethernet network port

## Software Requirements

- Windows 10 or higher or macOS version 11 Big Sur
- Office 365 (students are eligible to have a free Office 365 Account) this includes Word, Excel, PowerPoint, OneDrive with 1TB of cloud storage and Access\*

\*Access is only available to be installed on Window based computers.

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.

## Browser

Latest version of Chrome, Firefox or, Safari

## Textbooks and Materials Fees

Saint Leo uses **Barnes and Noble College** as its book vendor. Financial aid students can buy their books using their anticipated financial aid credit (if their financial aid award exceeds term tuition charges). Financial aid students who wish to buy their books using their financial aid credit must wait until after they receive their book vouchers to purchase their books. Financial aid students will receive, via their Saint Leo e-mail account, a voucher number with the subject of the e-mail being "Use your STUDENT ALLOCATION to order your books online." Students who are purchasing their books by credit card can do so when registration opens.

The University offers an equitable access program for course materials through Barnes and Noble College called the Course Materials Connection Program or CMC. Students participating in the program are charged \$30.00 per credit hour for the course materials required in each course they are enrolled in. Students who choose not to participate can opt out of the program and purchase from the bookstore off the opt out term textbook list. (Financial Aid can be used to cover the fees both in the program and if opted out of it.) Online students can access the textbook website at <https://saintleo.bncollege.com/>. All students are initially enrolled in the program, unless they complete the form to Opt Out.

## **Application for Graduation**

Students must submit a formal application for graduation through the Degree Conferral Application, located in the eLion student portal. Dues are required for degree completion, even if the student chooses not to participate in the Commencement exercises.

The Degree Conferral Application will become available on the eLion student portal when undergraduate students reach senior standing (i.e. completion of 90 credits) and graduate level students complete 21 credits in their program. In order to provide time for a thorough review of the applicant's degree audit and student record, the application must be submitted no later than two semesters/terms prior to the anticipated completion date.

## **Awarding of Degrees**

Degrees are awarded at the close of each 8-week term (i.e. Spring 1, Spring 2, Summer 1, Summer 2, Fall 1 and Fall 2). The conferral date is determined upon completion of all degree/program requirements, including the resolution of all incomplete coursework, and the receipt and posting of all transfer credit. The conferral date will be consistent with the last day of the term in which a student satisfies all requirements. Students who have not submitted their Application for Graduation by the stated deadline within the graduation cycle, or who have not resolved all outstanding requirements, will have their anticipated graduation date moved to the next available cycle. Degrees will not be awarded retroactively.

## **Commencement Exercises and Participation Eligibility**

University-wide commencement ceremonies will be held annually at the completion of the spring semester (date to be announced each year, pending venue availability). Any student who has fulfilled the requirements of Saint Leo University for receipt of a doctoral, masters, bachelor's, or associates degree, meets the participation eligibility requirements outlined as part of this policy, and has satisfied all financial obligations, are invited to participate in commencement. Participation in the commencement exercises is optional. Candidates may participate in one commencement ceremony per degree awarded.

Bachelor's and associates degree candidates who have 6 or fewer credits remaining to complete the degree at the close of the spring semester may participate in the spring commencement ceremony prior to the completion of their final requirements. Ineligible students with more than 6 credits remaining will be invited to participate in the following year's ceremony.

Graduate degree candidates expected to graduate in spring and the following summer will be invited to participate in the current year's ceremony. Fall graduates will be invited to participate in the following year's ceremony.

Doctoral degree candidates expected to graduate in spring must defend their dissertation by April 1<sup>st</sup> in order to participate in the current year's ceremony. All other candidates expected to graduate in summer or fall, or whom have not met the April 1<sup>st</sup> defense deadline, will be invited to participate in the following year's ceremony.

Students must include their desire to participate in the commencement ceremony on their original [Application for Graduation](#). Changes to participation status after initial submission may occur, at the request of the student and upon review of eligibility criteria. Students who wish to change their Commencement participation intentions after submission of their application should email commencement@saintleo.edu.

The deadline for submission of the Application for Graduation to include participating in the immediate year's ceremony is April 1<sup>st</sup>. All Applications for Graduation submitted after April 1<sup>st</sup> each year will be directed to participate in the following year's ceremony.

## **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 Accessibility Services and University Enrollment Management - University Campus Enrollment, Center for Online Learning Enrollment, and Education Center Enrollment 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 Assistant 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.

## **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. Artificial Intelligence (AI):

- Unauthorized student use of AI-powered tools or services to enhance performance on exams, tests, quizzes, discussion posts, papers, projects, or other assignments, without the permission of the instructor/professor.

### D. Complicity:

- Helping another student commit an act of academic dishonesty.

### E. 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 Online Learning Center, 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](mailto: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 Office 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 Office 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 OL 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, Education Center offices, the Division of Student Affairs, or the Office of Finance and Accounting. Students attending Education Centers make their initial contact with their Student Advisor or the Center Director, who will provide any needed coordination with the Assistant/Associate 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 or their designee identified in each area within 15 days of the last contact with a University employee. The Vice President or their designee will review the student's appeal and render a final decision **in writing** within 10 days.

Should a student file a complaint with a state or accrediting body, the student will not be subjected to adverse actions by any school official as a result of initiating a complaint.

# Grading

## Grading

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

		<b>Quality Points per Semester Hour</b>
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 College 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 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 C are earned during the program, and will be terminated for any grade of F earned during the program.

Students in the Master of Science in Psychology program must maintain a cumulative GPA of 3.25 with no more than one grade of a C in required coursework.

Students in the Master of Science in Human Services Administration program, will be terminated from the program if three F grades are earned during the program.

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

Doctoral students may earn a C grade in only one course during their doctorate career at Saint Leo University. Any additional doctorate 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 achieve the minimum program GPA at the time of graduation and to ensure that they have no more than one grade of C. The minimum program GPA for the Doctor of Business Administration, Doctor of Criminal Justice, and Doctor of Education, and Doctoral of Theology is 3.25. Students who do not meet these requirements will not be eligible for graduation.

Any doctoral student who receives a grade of F in a class and wishes to continue in the program, must sit out for one term. The failed course must be repeated in the next term the student is enrolled and the course is available, unless otherwise approved by the program director. The course should be the only class the student is enrolled for that term.

Receiving a second F grade for any reason shall result in the student being suspended from the respective program for one year due to academic deficiencies.

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.

### **Reinstatement**

Suspended graduate-level students may apply for reinstatement 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, the student must obtain a written recommendation from at least one faculty member teaching in the graduate program. The MSW program requires readmission application at least one semester before the intended return date to accommodate internships.

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.

Students suspended from a doctorate program may petition the program director for reinstatement. The petition should include a written statement identifying the factors that led to the suspension and the actions that have been or will be

taken to improve future academic performance along with a letter of support from at least one doctorate faculty member. The program director will review the reinstatement petition to render a determination. If the reinstatement petition is approved, the 7-year completion timeline would not be extended. Refer to the Readmission policy for further information.

### 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.

Receiving a third F grade for any reason in a doctorate program will result in academic dismissal.

Transferring credit into Saint Leo University from another school to replace the F grade is not permitted.

## 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
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 College Dean or the Division for Academic Affairs, is still in process.

## Grade Appellate Process

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 for a University Campus student or to the Center or Graduate Director for an off-campus, online student, or a 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 Division 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 Division 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 Division 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 Division 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 Division 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 Division for Academic Affairs. Upon reviewing the appeal and faculty review, the Division 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 College Dean, or the Vice President of Academic Affairs, is still in process.

## Academic Suspension Appeal Process

*Academic Suspension* is the result of sub-standard academic performance or violation of academic regulations. Academic suspension is a difficult but necessary process that allows students time to re-evaluate their level of commitment toward earning a degree, and to come back stronger, after having taken time off from their studies.

Students have the opportunity to appeal the suspension. Suspension appeals must be **Emailed** to the Division for Academic Affairs at ([academic.appeals@saintleo.edu](mailto:academic.appeals@saintleo.edu)). As a minimum, the written appeals should include:

- What circumstances or actions led to the suspension
- What actions were taken during the suspension period to improve academic standing
- Why the student believes these actions were sufficient
- Any additional information the student feels supports their argument

Appeals filed by off-campus and online students, the student's Center Director will forward the appeal packet to the appropriate office within the Division for Academic Affairs.

The Division for Academic Affairs will review the student's appeal and render a final, non-appealable decision in writing within 10 business days. The student will be notified of the decision in writing.

# External Complaint Procedures by State

Students should attempt to resolve complaints with the university itself. Applicable university policies usually describe the appropriate procedures such as contacting your academic advisor or dean. Policies can be found in the Code of Conduct. Should a student file a complaint with a state or accrediting body, the student will not be subjected to adverse actions by any school official as a result of initiating a complaint.

Filing a complaint with the State of Florida, or an accrediting body does not excuse a student from following any applicable university policies for appeals or challenges to actions taken or toll any time frames for the filing of such internal appeals.

## SARA Procedures for Complaints

Distance Education students, who have completed the internal institutional grievance process and the applicable state grievance process, may appeal non-instructional complaints to the Florida SARA PRDEC Council. For additional information on the complaint process, please visit the Florida SARA Complaint Process page: (<https://www.fldoe.org/sara/complaint-process.shtml>) or the website at <https://www.fldoe.org/sara/>

## State Procedures for Complaints

### Florida

The Florida Department of Education (FDOE) serves as the single repository of education data from school districts, community colleges, universities, and independent postsecondary institutions. While the FDOE's Commission for Independent Education has statutory responsibilities in matters relating to nonpublic, postsecondary, educational institutions, Saint Leo University is not under the jurisdiction or purview of the Commission except as otherwise provided in law, and is not required to obtain licensure. See §1005.06, Florida Statutes. The FDOE Office of Articulation is the office available to assist students with complaints. For information on how to file a complaint with the Florida Department of Education, Office of Articulation, please call 850/245-0427 or send an email to [articulation@fldoe.org](mailto:articulation@fldoe.org).

### Other States

Information on the State of Florida and the University's accrediting bodies has been described above. For other states, students are also welcome to use the links provided below.

For California residents enrolled in a Saint Leo online program, contact the California Department of Consumer Affairs, Consumer Information Center: [https://www.dca.ca.gov/consumers/complaints/oos\\_students.shtml](https://www.dca.ca.gov/consumers/complaints/oos_students.shtml)

For Georgia, contact the Nonpublic Postsecondary Education Commission.  
Address: 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305; telephone 770/414-3300.  
<https://gnpec.georgia.gov/student-resources/complaints-against-institution/gnpec-complaint-form>

For Mississippi, contact the Mississippi Commission on College Accreditation:  
<http://www.mississippi.edu/mcca/downloads/studentcomplaintform.pdf>

For South Carolina, contact the South Carolina Commission on Higher Education:  
[https://www.che.sc.gov/sites/che/files/Documents/Institutions%20and%20Educators/Licensing/Complaint\\_Procedures\\_and\\_Form.pdf](https://www.che.sc.gov/sites/che/files/Documents/Institutions%20and%20Educators/Licensing/Complaint_Procedures_and_Form.pdf)

Complaints related to the university's regional accreditation should be referred following the procedures found at <http://www.sacscoc.org>

#### **Department of Veteran Affairs:**

**GI Bill®** School Feedback Tool: <https://www.benefits.va.gov/GIBILL/Feedback.asp>

**GI Bill®** is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>

If you have an issue or complaint about a school or training facility that's eligible to receive **GI Bill®** benefits, you can submit feedback to the Department of Veteran Affairs. You may submit a complaint if your school or employer is failing to follow the Principles of Excellence guidelines or if you have any other concerns or issues you'd like to raise.

## **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 are maintained by the Division of Student Affairs. 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 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 Division 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.

## Official Transcripts

The Registrar maintains student's academic records and provides all official transcripts. Requests must include the student's signature (required by the Family Educational Rights and Privacy Act of 1974).

The University will not provide a transcript of transfer credit until you have successfully completed course work at Saint Leo University. Students have a choice of ordering a transcript in paper form to be mailed or a secure digital transcript to be sent via email.

Students requesting transcripts must be financially cleared at the time the request is received by the Registrar for processing. California residents are exempt, in accordance with Assembly Bill 1313. 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. The student is responsible for verifying financial clearance prior to submitting a transcript request.

Transcript requests may be held until degree conferral has been completed or current semester/term grades have been posted only if indicated on the request.

### Ordering eTranscripts

Saint Leo University has authorized Parchment to manage the ordering, processing, and secure delivery of your official Saint Leo University transcript. This process provides:

- Secure on-line access to request your transcript 24/7

- Email notification when transcripts are processed and received
- On-line tracking ability

It is the responsibility of the transcript requester to verify that the recipient will accept delivery of an Electronic PDF transcript before placing the order.

The link below will take you to the Saint Leo University Transcript ordering system where you will create your self-service account. The site will walk you through setting up your account for the first time and placing an order. The cost of an eTranscript is \$106.00.

### **Paper Transcripts**

Paper transcripts will cost \$40 per copy. There is a \$45.00 additional fee for overnight delivery within the United States and a \$75.00 fee for rush/overnight delivery to an international destination. Overnight delivery is available Monday through Thursday. Normal processing is typically completed within two days.

### **Mail, Fax, or Email our transcript request form.**

Send requests along with a check, money order or credit card information. When using a credit card, the following information is required: name, card number, type of card, expiration date, 3 digit security code and signature.

Email to: [transcripts@saintleo.edu](mailto:transcripts@saintleo.edu)

Fax to: (352) 588-8656

Mail to: Saint Leo University, Registrar

PO Box 6665, MC2278

Saint Leo, FL 33574-6665

Order Online at [my.saintleo.edu](http://my.saintleo.edu) Portal in eLion.

### **Request transcripts in Person at University Campus' Student Financial Services Center:**

To request a copy of your transcript in person you must complete and sign a transcript request form available in the Student Financial Support Center in St. Edward's Hall. The Student Financial Support Center hours are 8:00 a.m. until 4:30 p.m. daily.

Request a Transcript by Fax: Faxed requests must include: credit card information, social security number and a signature. The fax number is (352) 588-8656.

### **Third Party Ordering:**

Colleges, universities, or businesses who are requesting official Saint Leo University transcripts on behalf of a student may request transcripts electronically via Parchment. All third party requests must include a records release or consent form signed by the student (electronic and/or typed signatures are not accepted). The release must include the student's name, previous names, dates of attendance, date of birth, and last 4 digits of the SSN (optional).

To request a student's transcript, go to Parchment Third Party Ordering (<https://www.parchment.com/u/registration/33155/institution>)

New users should complete the requested information to create an account. Returning users should log in to their existing account.

To complete a Third Party Order: enter the Learner's (student's) information, select Order, then select Continue. Upload the signed records release form (this may be a Saint Leo University form, the Learner Consent form from Parchment, or another release/consent form, as long as it is signed by the student and provides the information listed above). Finally, provide payment information and submit the order.

When the transcript is ready, an email with download instructions will be sent to the requester email address. If an order cannot be fulfilled, an email notice will be sent to the requestor.

Third party transcript requests are sent as pdf eTranscripts and cost \$106 per transcript. If an eTranscript cannot be accepted, please follow the instructions above to order a paper transcript.

Questions about transcripts? Email [transcripts@saintleo.edu](mailto:transcripts@saintleo.edu)

## **Academic Residence Requirements**

Academic residence requirements are the number of institutional credits required to earn a degree. To satisfy academic residence requirements for a Master, Post-Graduate or Doctoral degree, refer to the Degree Requirement section for each program's residency requirements.

# Student Honor Societies

Program/Focus	Honor Society Name	UC Only	WW Only	UG Only	GRAD Only	Contact
Biology	Tri Beta (Beta Beta Beta)					Laura.altfield@saintleo.edu
Business	Delta Mu Delta					Patrick.murphy@saintleo.edu (Ryan) Doris.vankampen@saintleo.edu
Computer Science	Upsilon Pi Epsilon					Katrina.weicht@saintleo.edu
Criminal Justice	Alpha Phi Sigma					Charlotte.braziel@saintleo.edu (UC) Moneque.walker-pickett@saintleo.edu (WW and GRAD)
Education	Kappa Delta Pi			X		Carol.mcleish@saintleo.edu
English	Sigma Tau Delta					Allyson.marino@saintleo.edu
History	Phi Alpha Theta					marlen@tiscareno@saintleo.edu
International Studies	Sigma Iota Rho					Daniel.dubois@saintleo.edu
Mathematics	Pi Mu Epsilon					Jacci.white@saintleo.edu
Political Science	Pi Sigma Alpha					Francis.orlando@saintleo.edu
Psychology	Psi Chi					Tammy.zacchilli@saintleo.edu
Public Safety	Omicron Sigma Sigma					Ernest.vendrell@saintleo.edu
Social Sciences	Pi Gamma Mu					Karen.hannel@saintleo.edu
Social Work	Phi Alpha					Michael.campbell03@saintleo.edu
Sociology	Alpha Kappa Delta					Janis.prince@saintleo.edu
Theater	Alpha Psi Omega					Pamela.decius@saintleo.edu
Theology/Religion	Theta Alpha Kappa					Randall.woodard@saintleo.edu
Catholic College	Delta Epsilon Sigma			X		Valerie.wright@saintleo.edu
Greek Life Honors	Alpha Alpha Epsilon (Order of Omega)	X				Brandee.greaves@saintleo.edu
Leadership	Omicron Delta Kappa	X				Francis.orlando@saintleo.edu
Online Studies	Omega Nu Lambda		X			Laura.cheek@saintleo.edu (Nancy) Sheri.bias@saintleo.edu

Rev. Feb. 2024 Cleveland/Cheek

**To reach out for more details on eligibility, membership, and involvement, find the current Saint Leo University advisor for each honor society on EngageLeo at:**

**<https://saintleo.campuslabs.com/engage/organizations?categories=11463>**

### **Alpha Alpha Epsilon**

Order of Omega is a national Greek life honor society that recognizes the top 3% of Saint Leo University Greek life students of junior and senior status who go beyond the expectations through academics, leadership, and service.

### **Alpha Kappa Delta**

Alpha Kappa Delta is the International Sociology Honor Society. The name, Alpha Kappa Delta, represents the first three letters of three Greek words: anthropon (mankind), katamanthanein (to investigate thoroughly or to conduct research) and diakonesein (for the purpose of service). Membership is open to all Saint Leo University students—regardless of location. Students who have an overall GPA of at least 3.3 and a Sociology GPA of at least 3.0 based on courses completed at Saint Leo University may be eligible for membership. Visit <https://alphakappadelta.org/>

### **Alpha Phi Sigma**

Alpha Phi Sigma is the only national criminal justice honor society for criminal justice majors. The society recognizes academic excellence of undergraduate and graduate students of criminal justice regardless of location. Students who have an overall GPA of 3.2 and a Criminal Justice GPA of at least 3.2 may be eligible for membership. Alpha Phi Sigma was granted membership into the Association of College Honor Societies in 1980. Visit <https://alphaphisigma.org/>

### **Alpha Psi Omega**

Alpha Psi Omega National Theatre Honor Society is a nationally recognized society promoting the love and involvement in theatre. The chapter at Saint Leo University has been established to first and foremost stimulate interest in theatre and all that is involved with theatre. It teaches us that theatre isn't just beneficial for theatre-related majors, but for anybody and everybody. Theatre can teach many lessons that can be utilized in everyday life such as talking in front of an audience, creative problem solving and different empathy skills. Alpha Psi Omega also allows students to be rewarded for their participation in theatre activities. This chapter of Alpha Psi has just recently been brought back to life here at Saint Leo and welcomes anyone with an interest in the arts to join. Visit <https://www.alphapsiomega.org/>

### **Delta Epsilon Sigma**

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. Visit <https://www.deltaepsilonsigma.org/>

### **Delta Mu Delta**

Delta Mu Delta is an international honor society that recognizes academic excellence in Baccalaureate, Master's, and Doctorate business administration programs at Association of Collegiate Business Schools and Programs (ACBSP)-accredited schools. It was founded on November 18, 1913 by five New York University professors who believed that exceptional business students should be given recognition. Delta Mu Delta recognizes and encourages academic excellence of students at qualifying colleges and universities to create a DMD community that fosters the well-being of its members and the business community through lifetime membership. For more information, visit <https://deltamudelta.org/>

### **Kappa Delta Pi**

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. Over 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." Visit <https://www.kdp.org/home>

### **Omega Nu Lambda**

Omega Nu Lambda is a national collegiate honor society exclusively for online students. It was founded with the purpose of enhancing the online student experience by acknowledging academic achievements, offering scholarship opportunities, and creating community with other Omega Nu Lambda members across the United States. The eligibility requirements for the Iota Chapter, founded at Saint Leo University in 2020, include: Student must be enrolled as an undergraduate or graduate online or education center student; Student must complete 15 credit hours of online courses with a GPA of 3.2 or better for undergraduate and 3.65 or better for graduate students. For more information, visit <https://www.omeganulambda.org/>

### **Omicron Delta Kappa**

Omicron Delta Kappa, the National Leadership Honor Society, recognizes and encourages superior leadership and exemplary character. OΔK encourages collaboration among members across the five pillars of leadership celebrated by OΔK: academics and research, athletics, service to campus and community, communications, and creative and performing arts. Our society includes undergraduate and graduate students, faculty, staff, and alumni who demonstrate excellence in leadership. Visit <https://odk.org/>

### **Omicron Sigma Sigma**

Omicron Sigma Sigma (The Order of the Sword and Shield) was established in 2010 at the campuses of St. John's University in New York. The Society has grown steadily since that time. As outlined on their Website, the Society is the first and only academic and professional honor society dedicated exclusively to homeland security, intelligence, emergency management, and all protective security disciplines. The mission of the Society is to promote critical thinking, high scholarship and professional development; to further enhance the ethical standards of the protective security professions; and to cultivate a high order of personal living. In addition to its academic purpose, the Society is strongly committed to helping communities prepare for safety and emergency conditions and sponsors many types of informational events throughout the year. The Saint Leo University Chapter was started in May of 2019. Membership criteria includes: completion of ½ of the total number of credits required for their overall program, including completion of ½ of all credits in the Homeland Security, Intelligence, Emergency Management, or Protective Studies A.S., B.S., Minor, Master's, Doctoral, or Certificate Program. In addition, students must have achieved an overall 3.25 (undergraduate) or a 3.50 (graduate) cumulative GPA or higher (on a scale of 4.0) for all credits, including transfer credits, or be in the top 20% of their class standing. <http://www.securityhonorsociety.org/home.html>

### **Phi Alpha**

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. Graduate students are eligible when they are enrolled in a graduate program in social work, have completed 9 semester hours of required social work graduate courses or at least 37.5% of the total hours/credits required for the graduate degree, whichever is later achieved, and rank in the top 35% of their class. For community college transfer students, Saint Leo has an alumni chapter of Phi Theta Kappa (PTK), the international honor society of two-year colleges. <https://www.phialpha.org/individual-membership.html>

### **Phi Alpha Theta**

Phi Alpha Theta is a professional society whose mission is to promote the study of history through encouraging research, good teaching, publication, and the exchange of learning and ideas among historians. We seek to bring

students and teachers together for intellectual and social exchanges, which promote and assist historical research and publication by our members in a variety of ways. All are welcome-- you do not need to be a history major to join! For more information, visit <https://www.phialphatheta.org/>

### **Pi Gamma Mu**

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. Visit <https://pigammamu.org/>

### **Pi Mu Epsilon**

Pi Mu Epsilon is the National Honor Society of Mathematics. Saint Leo University became a member of this organization in 2020 and was the 405th member of the organization. We are called the Florida Mu chapter. Pi Mu Epsilon is an organization that promotes mathematics as well as recognizes students who excel in their pursuit of mathematics. To be selected as a member of this organization a student must earn a grade point average of at least 3.0 on a 4 point scale in their mathematics courses and their work in their undergraduate degree program. Visit <https://pme-math.org/>

### **Pi Sigma Alpha**

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. Visit <https://pisigmaalpha.org/>

### **Psi Chi**

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. Visit <https://www.psichi.org/>

### **Sigma Iota Rho**

Sigma Iota Rho is an honor society led by the Saint Leo International Studies program. This group is for students interested in understanding the modern world and meeting like-minded students, faculty, and professionals. The purpose of Sigma Iota Rho is to promote and reward scholarship and service among students and practitioners of international studies, international affairs, and global studies and to foster integrity and creative performance in the conduct of world affairs. Join Sigma Iota Rho and find your place in the World! Visit <https://www.sigmaiorho.org/>

### **Sigma Tau Delta**

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. Visit <https://www.english.org/>

### **Theta Alpha Kappa**

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. Visit <https://thetaalphakappa.org/>

### **Tri Beta (Beta Beta Beta)**

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. Visit <https://www.tribeta.org/>

### **Upsilon Pi Epsilon**

Upsilon Pi Epsilon (UPE) is the first, and only, existing international honor society established to recognize academic excellence at both the undergraduate and graduate levels in the Computing and Information Disciplines. Organized at Texas A&M University, College Station, Texas, in 1967, the society now consists of chapters in various colleges and universities throughout North America and overseas. Saint Leo University's Omicron Chapter was established in fall, 2015. Its membership consists of outstanding scholars, chosen not only for their academic achievement in a computing science program, but also for distinguishing themselves as true professionals by meeting the standards and achieving the goals of the society, which include: The recognition of outstanding talent in the field of computing science; the promotion of high scholarship in computing science; the establishment and maintenance of high standards in computing science; the representation of computing science in interdisciplinary communications, and the encouragement of individual contributions to society through computing science. UPE is a member of the Association of College Honor Societies and has received endorsements from the two largest computer organizations in the world, the Association for Computing Machinery (ACM) and the IEEE Computer Society (IEEE-CS). Visit <https://upe.acm.org/>



# Student Affairs

The office of the Vice President for Student Affairs is located in the Student Activities Building. The Division of Student Affairs serves all University students- campus, Centers, and online in addition to family members and the community. In addition to the wide variety of departments that focus on particular parts of the student experience, the Division specializes in assisting students with issues, concerns, and those students in distress or crisis. Student Affairs staff practice a student-centered education and student-first philosophy of service. The Division of Student Affairs includes: Accessibility Services, Career Services, Counseling and Prevention Services, Dining Services, Health Center, Office of Military Affairs and Services, Residence Life, Student and Family Engagement (student activities, student organizations, student government, Greek Life, community service), specialized groups and teams including the Esports Competitive Team, the Sporting Clays Competitive Team, the Radio Station, GoldRush Dance Team and the Roaring Lions spirit section, and University Safety.

Enrollment in the institution or completion of a program does not guarantee employment. Saint Leo University does provide career counseling, job search advising, and career management support to all Saint Leo University students and alumni.

## Student 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 affairs, 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, College Dean, or Center Director. All issues concerning student life should be directed to the Vice President for Student Affairs.

## 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 the Additional Resources section of the following website <https://www.saintleo.edu/student-experience/on-campus/residence-life/housing>.

## **Admission to Class**

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

## **Student Misconduct**

As members of our community, Saint Leo University students are expected to behave in accord with good taste and respect for others. In addition, they must observe the regulations of the University and all local, state, and federal laws. All University community members—faculty, staff, employees, students—have the right and obligation to report violations of civil or University regulations to the appropriate University Vice President or Associate Vice President. Special note on Center Students: Center Directors serve as designees of the Associate Vice President for Student Affairs with respect to Center students.

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

Additionally, if a student demonstrates a lack of respect for a faculty or staff member by raising his/her voice, using profanity, and/or being aggressively argumentative, the student may be found in violation of the University's core values and brought through the conduct process which may result in conduct probation, suspension, or dismissal from the University.

## **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 they have been subject to personal abuse by a faculty member, staff member, or another student should report the incident online to the Division of Student Affairs, College 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 fact, many of our activities, such as retreats, and mission/ service trips, are open to all—

that is, open and welcoming to all other 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 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.

## University Ministry Services

- Ensures the worship and ritual life for the University Community with 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 communities through the Ministry Mentor 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 student choir and band to make Campus Liturgies and "Praise and Worship Nights" a joyful expression of faith.
- Invites 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.
- Supports efforts to affirm and protect life from conception to natural death with our pro-life Imago Dei group.
- Through Project Rachel provides support and guidance for those who are suffering remorse after having had an abortion.
- Collaborates with Counseling Services, to provide emotional support to students as needed.

## 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 soccer, basketball, baseball, tennis, lacrosse, and golf, and cross country. The University offers competition for women in soccer, indoor volleyball, beach volleyball, basketball, softball, tennis, golf, lacrosse, acrobatics and tumbling, and cross country.

In order to participate in intercollegiate athletics, students must be free from academic or disciplinary probation. Athletes must earn at least 9 credit hours per term and earn a minimum of 24 credits per year. All student-athletes must maintain a 2.0 grade point average. Students must ensure that professors are informed in advance of their scheduled absences (see Academic Procedures and Definitions). Freshman students must qualify for athletic participation under the NCAA Initial Eligibility Standards as follows: successfully complete a high school core curriculum of at least 16 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 (english, math, or natural or physical science), four additional years of English, Math, Natural or Physical Science, Social Science, foreign language, comparative Religion or Philosophy. The compliance office at the University will handle transfers on a case-by-case basis.

The athletic facilities include the Marion Bowman Activities Center that features a gymnasium with two basketball courts and three volleyball courts, and a student-athlete fitness center.

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

## Recreation

The campus recreation programs enrich the educational experience and promote student/ staff/faculty wellness by providing high-quality, satisfying recreational experiences:

**Intramurals:** Intramural sports are a wonderful way to make new friends, develop your mind and body, and learn new skills. Participate in structured leagues and an array of activities, including basketball, flag football, softball, volleyball, ultimate frisbee, soccer and dodge ball.

**Fitness Center:** The fitness floor is a 7,000 sq foot space. The fitness Floor contains all the latest cardio, plate loaded, free weights, sectorized and HIIT Equipment. The fitness floor is in the wellness center. There are also three group exercise rooms in the wellness center.

**Lakefront:** Take the canoes, kayaks, or paddleboards out on the water; hang out on the dock or even fish. Bring a group of friends down and take advantage of the various lawn games we have available. Enjoy the picturesque view while benefiting from a little peace and quiet from your busy day at the lakefront.

**Pool:** The Wellness Center has a resort style pool with an infinity edge and two lanes. Stop in to work on your tan or play water basketball. The pool is open from 8 am everyday till sunset.

## **WorldWide Student Life**

Online and education center students are invited to get involved and join clubs and associations without ever having to leave the comfort of their home. Meetings are 100% virtual and facilitated by advisors, faculty members, guest professionals, and students. All activities have a professional, educational, or personal development focus and provide you with the opportunity to interact conveniently in a live virtual setting. Current students can access the list of remote clubs available, membership applications, news, meeting recordings, and events through EngageLeo, found in OKTA. Questions? Email: [wwstudentlife@saintleo.edu](mailto:wwstudentlife@saintleo.edu)

## **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

# Financial Information

## Student Financial Services

Student Financial Services administers federal, state, private, and university financial assistance programs, including student employment.

It is the purpose of Student Financial Services to administer financially needy and/or academically qualified students with financial aid in the form of scholarships, grants, loans, and work programs to the extent that resources are available.

In order to make the best use of limited funds, awards often consist of a combination of resources. Staff members are ready to help all students plan for the most efficient use of their financial resources for education.

Student Financial Services' primary means of communication to students is through email. It is the student's responsibility to frequently check their Saint Leo University email for important messages from Student Financial Services. It should be noted that the information in the catalog is not all inclusive. It is the student's responsibility to review all of the relevant information. Please visit the Student Financial Services web section at [www.saintleo.edu/tuition-financial-aid](http://www.saintleo.edu/tuition-financial-aid) for detailed information about the following:

- Tuition and costs
- Tuition refunds and returns of Title IV funds
- Refund disbursements
- Financial aid process
- Financial aid eligibility requirements
- Determining financial need
- Accepting awards
- Verification process
- Satisfactory academic progress (SAP)
- Financial aid appeal process
- Types of financial aid
- Student employment
- Book vouchers
- Student borrower resources
- Consumer information

## Contacting the Student Financial Services

Students with questions are encouraged to contact Student Financial Services.

Student Financial Support

(800) 240-7658

Email: [sfs@saintleo.edu](mailto:sfs@saintleo.edu)

URL: [www.saintleo.edu/tuition-financial-aid](http://www.saintleo.edu/tuition-financial-aid)

# Free Application for Federal Student Aid (FAFSA)

Students should apply for assistance each academic year. The U.S. Department of Education's Free Application for Federal Student Aid (FAFSA) on the web ([studentaid.gov](http://studentaid.gov)) is used to determine eligibility for assistance based on need.

The FAFSA must be completed for each academic year that consideration for financial assistance is requested. Students should submit their regular or renewal FAFSA so that it is received by the federal processor by the January 1 priority date. The FAFSA is available annually by October 1. When completing the FAFSA, applicants must enter Saint Leo University's federal school code - 001526.

## How Financial Aid Awards and Amounts Are Determined

Financial aid is awarded on the basis of financial need, program requirements, and fund availability. Financial need is calculated using the Free Application for Federal Student Aid (FAFSA). Using the income and asset information reported, a measurement of the family's financial strength is calculated. This calculation is the estimated family contribution (EFC). The estimated family contribution is subtracted from the cost of education to determine the student's financial need. The cost of education is made up of direct and indirect costs. Direct costs include tuition and fees. Indirect costs include estimates for books, transportation, and personal and miscellaneous costs.

## Disbursement of Funds

Financial aid begins to be 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). A change in your status pertaining to any of these requirements can impact your eligibility for financial aid funds.

Financial aid is disbursed directly to a student's account which can be viewed on demand via Student Self-Service. The funds are used to pay tuition and required fees, along with housing and meal plans, if applicable. Refunds are issued within 14 days from the date a credit balance is created.

This complete policy is located at [www.saintleo.edu/tuition-financial-aid](http://www.saintleo.edu/tuition-financial-aid).

## 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.

In order to maintain financial aid eligibility, recipients must meet all of the following SAP Policy requirements:

- Earn a minimum cumulative GPA (please see the policy for specifics)
- Successfully complete at least 67% of all attempted credit hours
- Complete program of study within the maximum timeframe of 150% of the published program length

SAP is evaluated at the end of each academic semester or after each set of two 8-week linked terms when grades are posted. The evaluation normally occurs two weeks after the end the semester/term.

For full details regarding Saint Leo University's SAP policy, details concerning the requirements listed above, and the complete appeal process, visit [www.saintleo.edu/sap](http://www.saintleo.edu/sap).

## Fees and Costs

### Policies Common to the Graduate Degree Programs

A complete listing of Saint Leo University tuition and fees can be found on Saint Leo's Tuition & Costs webpage at [www.saintleo.edu/tuition-costs](http://www.saintleo.edu/tuition-costs).

Tuition and fees for the 2024-2025 academic year are effective as of July 1, 2024.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 GI Bill® (Ch. 33) or Veteran Readiness & Employment benefits, while payment to the institution is pending from the VA. (GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>)

This school will not:

- Prevent the student's enrollment
- Assess a late penalty fee to the student
- Require the student to secure alternative or additional funding
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution

Students wishing to participate in the educational assistance programs of the Department of Veteran Affairs (CH 30, 31, 33, 35, 1606) must submit a Request for Certification of Enrollment via eForm in order for Saint Leo to certify their course enrollment to the VA. Students can access eForm by logging into [login.saintleo.edu](http://login.saintleo.edu). Requests for Certification of Enrollment should be submitted at least 30 days prior to term start to allow time for processing and timely receipt of benefits.

Graduate students in the Master of Business Administration (MBA) and Master of Science in Cybersecurity (MS Cyber) programs who are active duty, reserve, and guard service members are eligible for the Saint Leo military rate. Spouses of active duty, reserve, and guard service members are also eligible for the military rate, when enrolled in the Master of Business Administration (MBA), Master of Science in Accounting (MSA), and Master of Science in Cybersecurity (MS Cyber) programs. To qualify for the discounted tuition rate, the student must be an eligible military status type, enrolled in a participating program and submit the below required document(s).

#### **Military Tuition Benefits**

Saint Leo University offers programs that are approved for Military Tuition Assistance and Veteran Administration (VA) Education Benefits. VA Education Benefits help veterans, service members, and their qualified family members pay for college. Eligibility to receive VA education benefits is determined by the Department of Veteran Affairs. Military Tuition Assistance is a benefit paid to eligible members of the Army, Navy, Marines, Air Force, and Coast Guard. Each service has its own criteria for eligibility, obligated service, application processes, and restrictions. Future students should verify their eligibility with their branch's military education office prior to enrolling. Service members must receive approval from an Educational Services Officer (ESO) or counselor within the Military Service prior to enrolling. Saint Leo University does not determine Military Tuition Assistance or VA Education Benefit eligibility.



Students eligible to receive Federal military or veterans' educational benefits and who have applied for Title IV aid using the Free Application for Federal Student AID (FAFSA) can access a College Financing Plan. The College Financing Plan is a standardized financial aid offer designed by the Department of Education. It is a snapshot of a student's personal aid package, intended to provide prospective undergraduate and graduate students with a consistent way to view costs and aid between universities. The College Financing Plan is available through the Saint Leo Portal and complies with the Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members.

In compliance with regulatory agencies, Saint Leo University does not provide commission, bonus or other incentive payment based directly or indirectly on securing Service member enrollments. Additionally, our policies are consistent with the ban against high-pressure recruitment tactics as identified in DOD Instruction 1322.25 and the DODMOU.

### **Military Tuition Assistance**

To verify your eligibility and assess resources available, please contact your military education office. Perspective students should consult their military education office prior to enrolling regarding eligibility and the process to apply for TA funds. The Service member should also visit their respective Military Service's education portal for additional information. Once eligibility has been confirmed, fax your approved TA form to (352) 433-1903 or email the document to Jennifer.Werme@saintleo.edu (US Navy/Marine Corps/ Coast Guard) or Tami.Gildea@saintleo.edu (US Air Force). US Army/US Army Reserves/US Army National Guard do not need to submit TA forms, Saint Leo University will download the eligibility list from the respective website. **TA must be requested each term, for each class.**

### **Required Documents**

#### **If Active Duty Military, Guard or Reserve - one of the following:**

- Leave and Earnings Statement (LES)
- Enlistment Contract/Re-enlistment Contract

#### **If Discount Eligible Spouse**

- DEERS form 1172

OR

A copy of marriage certificate **AND** one of the following:

- Leave and Earnings Statement (LES)
- Enlistment Contract/Re-enlistment Contract

Documentation should be submitted directly to the Admissions Operations team through one of the methods below:

- Admission Operations Email: WWAdmission@saintleo.edu
- Admission Operations eFax: 888-743-8116
- Admission Operations Direct Mail:

### **Saint Leo University**

#### **University Campus - MC2008**

**33701 County Road 52, Saint Leo, FL 33574-6665**

# 2024-2025 Graduate Tuition & Fees

Direct Costs By Program**	Tuition Per Credit Hour*
Master of Accounting	\$845
Master of Arts in Creative Writing	\$735
Master of Arts in Theology	\$580
Master of Business Administration	\$670
Master of Business Administration (Online)	\$845
Master of Education	\$580
Master of Science in Criminal Justice	\$695
Master of Science in Emergency Management	\$695
Master of Science in Human Services	\$650
Master of Science in Instructional Design	\$580
Master of Science in Psychology	\$785
Master of Social Work	\$620
Master Programs CARDS (Cyber Security, Computer Science, Artificial Intelligence)	\$785
MBA (online) & Cybersecurity - Military***	\$670
Educational Specialist - Education/Social Services (Online)	\$780
Navy Pace Graduate	\$695

\*Tuition increases annually

\*Per credit rates listed above are based on the modality of the course taken per term. Students attending University Campus or Education centers that take an online class will be charged the online per credit rate where applicable

\*\* Not all graduate programs are available at all Education Center locations, online, or at University Campus

\*\*\*Graduate students in the Master of Business Administration (eMBA) and Master of Science in Cybersecurity programs who are active duty, reserve, and guard service members are eligible for the Saint Leo military rate. Spouses of active duty, reserve, and guard service members are also eligible for the military rate, when enrolled in the Master of Business Administration (eMBA) and Master of Science in Cybersecurity programs.

Indirect Costs*	Year
Books, Course Materials, Supplies, and Equipment	\$536
Housing	\$17,100
Food	\$3,500
Transportation	\$2,900
Miscellaneous Personal Expenses	\$2,500
Federal Loan Fees	\$216
Total	\$26,752

\*The indirect costs listed here are estimated average expenses; actual costs will vary from student to student.

Other Fees & Deposits	
Health Fee (campus based students only)	\$450
Student Activity Fee (campus based students only)	\$490
Student Health Insurance* (campus based students only)	\$1,845
Portfolio or Exam Reading Fee	\$135
International Credential Evaluation Fee	\$260

Degree Conferral Fee (Regardless of participation in commencement)	\$145
Certificate Fee	\$75
Replacement Diploma	\$45
ID or Food Card Replacement	\$35
Official Transcripts - Electronic	\$16
Official Transcripts - Paper	\$40
Rush / Overnight Delivery - Domestic	\$45
Rush / Overnight Delivery - International	\$75
Resident Parking Decal (Includes \$3.93 sales tax)	\$80
Non-Resident Parking Decal (Includes \$1.96 sales tax)	\$60
Technology Fee (per online course)	\$45
Dual enrollment per course (for high school students)	\$375
Research Fee (per hour-accounts over 5 years old)	Max by state
Returned Check Fee (varies depending on amount)	Max by state
Course Materials Connection Program*	\$30 per credit
Late Registration Fee***	\$65

\*May be waived by following opt-out procedures.

<b>Cost of Attendance*</b>	<b>Semester</b>	<b>Year</b>
Tuition	\$4,290	\$8,580
Books, Course Materials, Supplies, and Equipment	\$268	\$536
Housing	\$8,550	\$17,100
Food	\$1,750	\$3,500
Miscellaneous Personal Expenses	\$1,250	\$2,500
Transportation	\$1,450	\$2,900
Federal Loan Fees	\$108	\$216
<b>Total</b>	<b>\$17,666</b>	<b>\$35,332</b>

<b>Cost of Attendance* - Creative Writing**</b>	<b>Summer Semester with 1 Class</b>	<b>Fall Semester with 2 Classes</b>	<b>Spring Semester with</b>	<b>Year</b>
Tuition	\$2,205	\$4,410	\$4,410	\$11,025
Books, Course Materials, Supplies, and Equipment	\$178	\$268	\$268	\$714
Housing	\$1,460	\$8,550	\$8,550	\$18,560
Food	\$875	\$1,750	\$1,750	\$4,375
Miscellaneous Personal Expenses	\$0	\$1,250	\$1,250	\$2,500
Transportation	\$725	\$1,450	\$1,450	\$3,625
Federal Loan Fees	\$72	\$72	\$72	\$216
<b>Total</b>	<b>\$5,515</b>	<b>\$17,750</b>	<b>\$17,750</b>	<b>\$41,015</b>

\*The Cost of Attendance budget is based on federal guidelines and is used to determine financial aid

\*\*The Cost of Attendance budget for the year includes an allowance for summer term residency eligibility; and is a representation of estimated average cost.

<b>Specific Course Fees</b>	<b>Course</b>	<b>Fee per Semester</b>
Art Studio	ART studio courses	\$75

Assessment Test	ACC-498, ACC-505; ACC-549; COM-498; COM-590; DBA-765; ECO-201; GBA-298; GBA-398; GBA-498; HCA-498; HCM-590; HRA-498; HRA-540; IHT-498; MBA-525; MBA-599; MKT-498; MMM-498; SOC-496; SPB-449	\$105
Assessment Test	HUS-498	\$180
Criminal Justice Command School - Grad Fee	CRM-300; CRJ-500	\$145
Laboratory	BIO-100/200/300, BIO498 (a non-lab course), BIO, CHE, PHY Lab Courses	\$105
Private Music Instruction	MUS-120; MUS-220; MUS-320; MUS-420	\$415
Proctor Fee	Proctoring Placement Exams	\$55
Prior Learning Theory and Practice	PLA-100	\$930

\*\*\*The late registration fee is charged to all WorldWide students that register after the deadline.  
Deadlines are listed at [www.saintleo.edu/academic-calendar](http://www.saintleo.edu/academic-calendar)

2024-2025 tuition and fees are effective as of July 1, 2024.  
2024-2025 tuition and fee changes were approved as of October 2023

# 2024-2025 Doctoral Tuition & Fees

Direct Costs	Tuition Per Credit Hour*
Doctor of Business Administration	\$965
Doctor of Education	\$780
Doctorate of Criminal Justice	\$850
Doctorate in Theology	\$780

\*Tuition may increase annually

Indirect Costs*	
Books, Course Materials, Supplies, and Equipment	\$536
Housing	\$17,100
Food	\$3,500
Miscellaneous Personal Expenses	\$2,500
Transportation	\$2,900
Federal Loan Fees	\$216
<b>Total</b>	<b>\$26,752</b>

\*The indirect costs listed here are estimated average expenses; actual costs will vary from student to student.

Other Fees & Deposits	
Tuition Deposit Reservation (Non-Refundable)	\$500
Degree Conferral Fee (Regardless of participation in comm)	\$145
Replacement Diploma	\$45
ID or Food Card Replacement	\$35
Official Transcripts - Electronic	\$16
Official Transcripts - Paper	\$40
Rush / Overnight Delivery - Domestic	\$45
Rush / Overnight Delivery - International	\$75
Non-Resident Parking Decal (Includes \$1.96 sales tax)	\$60
Technology Fee (per online course)	\$45
Research Fee (per hour-accounts over 5 years old)	Max by state
International Credential Evaluation Fee	\$260
Returned Check Fee (varies depending on amount)	Max by state
Course Materials Connection Program*	\$30 per credit

\*May be waived by following opt-out procedures.

Cost of Attendance*	Semester	Year
Tuition	\$5,064	\$10,128
Books, Course Materials, Supplies, and Equipment	\$268	\$536
Housing	\$8,550	\$17,100
Food	\$1,750	\$3,500
Miscellaneous Personal Expenses	\$1,250	\$2,500
Transportation	\$1,450	\$2,900
Federal Loan Fees	\$108	\$216
<b>Total</b>	<b>\$18,440</b>	<b>\$36,880</b>

<b>Specific Course Fees</b>	<b>Course</b>	<b>Fee per Semester</b>
Art Studio	ART studio courses	\$75
Assessment Test	ACC-498, ACC-505; ACC-549; COM-498; COM-590; DBA-765; ECO-201; GBA-298; GBA-398; GBA-498; HCA-498; HCM-590; HRA-498; HRA-540; IHT- 498; MBA-525; MBA- 599; MKT-498; MMM- 498; SOC-496; SPB-449	\$105
Assessment Test	HUS-498	\$180
Criminal Justice Command School - Grad Fee	CRM-300; CRJ-500	\$145
Laboratory	BIO-100/200/300, BIO498 (a non-lab course), BIO, CHE, PHY Lab Courses	\$105
Private Music Instruction	MUS-120; MUS-220; MUS-320; MUS-420	\$415
Proctor Fee	Proctoring Placement Exams	\$55
Prior Learning Theory and Practice	PLA-100	\$930

\*The Cost of Attendance budget is based on federal guidelines and is used to determine financial aid eligibility; and is a representation of estimated average cost.

2024-2025 tuition and fees are effective as of July 1, 2024.

2024-2025 tuition and fee changes were approved as of October 2023

## Payment Policy

Students who agree to and participate in educational services provided by Saint Leo University incur a financial obligation to the University. Financial obligations may include but are not limited to tuition, fees, housing, meal plans, and any other additional costs. Payment is due prior to the start of a semester/term unless specifically deferred by tuition assistance, tuition remission, or authorized payment options. Students should be financially prepared to meet University expenses at the start of the term.

It is the responsibility of the student to apply for and utilize eligible financial aid to assist with covering the charges of educational services received. Financial aid includes but is not limited to, federal financial aid, state financial aid, or loan funding. Additional funding that will appear as a credit on the student account statement includes but is not limited to employer tuition assistance, federal tuition assistance or Veteran's Administration benefits. It is the responsibility of the student to review account charges, understanding that once all financial aid and/or additional funding is applied, it is the responsibility of the student to pay any charges still outstanding and any new charges by the due date.

## Past-Due Accounts

If financial obligations are not met by the due date, past due student account balances will receive a financial balance hold 15 days past the balance due date. A financial hold will prevent future registration as well as other services being offered in accordance with University policy. A late fee of 1% (12% annually) will be added to any past due balance each month. Students using CH33, Post 9/11, GI Bill®, or Veteran Readiness & Employment benefits, whose impending VA benefits have not been applied to his or her tuition and/or fees, will not be subject to late fees. (GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>). Delinquent student account balances may be reported to a credit bureau and referred to collection agencies or litigated. If referred to collection agencies, collection agency fees up to 33% may be added to unpaid charges. A student may also be removed from future classes if their delinquent status is not resolved timely.

## Methods of Payment

All students must pay their tuition and fees in full at the time of registration. The following payment methods may be used:

1. Checks, or debit/credit cards are accepted at the University Campus. Do not mail cash. Payments may also be made via [login.saintleo.edu](http://login.saintleo.edu). Payment may also be made via phone through the Student Financial Support Center at (800) 240-7658.
2. Financial aid grants or loans administered by Saint Leo University.
3. Financial assistance from an outside third-party source. To receive credit for this form of aid, students should present written documentation at the time of registration of the amount of the award and the manner in which it is to be paid.
4. Students may also use the Saint Leo University deferred payment plan. Payment plan enrollment is available for the current semester only. Students can enroll in the payment plan via [login.saintleo.edu](http://login.saintleo.edu). Payment plans with 5 to 12 installments will have an application fee of \$50. Plans with less than 5 installments will have a \$35 application fee. All tuition and fees for the semester must be paid in full before registration for the next semester will be accepted. The deferred payment plan is subject to late fees, as noted below.

## Financial Responsibility

No grade reports, transcripts, diplomas, 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 fees, 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 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 WorldWide Education Center and/or online program in Georgia, Maryland, South Carolina, or Wisconsin, please proceed to the applicable schedule.*

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 WorldWide Education Center and/or online programs in Georgia, Maryland, South Carolina, and Wisconsin.*

Laboratory and special course fees are 100% refundable if course is dropped before the end of the drop/add period. After the drop/add period, 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. Questions regarding refunds should be directed to Student Accounts at [studentaccounts@saintleo.edu](mailto:studentaccounts@saintleo.edu) or 352-588-6600.



## **Refunds of Tuition and Course Fees (Georgia)**

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

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.

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% refundable if course is dropped before the end of the drop/add period. After the drop/add period, 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.

## **Refund of Tuition and Course Fees (Maryland)**

*Refund policy for students enrolled in courses at Saint Leo University WorldWide 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 has been completed.

60% tuition refund if course withdrawal occurs after 20% of the course has been completed but before 30% of the course has been 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 (South Carolina)**

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

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.

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% refundable if course is dropped before the end of the drop/add period. After the drop/add period, 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.

## **Refund of Tuition and Course Fees (Wisconsin)**

*Refund policy for students enrolled in courses at the Saint Leo WorldWide Online Learning Center 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 has been completed.

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

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

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

40% tuition refund if course withdrawal occurs after 50% of the course is 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.

# Chapter 3: Courses of Instruction

## **DCJ 801 - Dissertation Oral Defense**

**0 credit hours**

## **MBA 501 - Management Essentials**

**3 credit hours** This course focuses on the basics of management by introducing students to business environments in which they focus on the big picture, identify internal and external opportunities for growth, and manage resources. The course will also present students with management techniques to help them stay current and apply creative solutions to problems. Students will be introduced to the programmatic themes of globalization, leadership, teamwork, and ethics.

## **MBA 525 - Professional Development**

**3 credit hours** *Prerequisite:* MBA 501 (may be taken concurrently)

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 527 - Successful Leadership Through Emotional Intelligence**

**3 credit hours** *Prerequisites:* MBA ORI

This course is designed so students can discover their base level of emotional intelligence (EQ) and provide them with specific techniques to develop their emotional intelligence skills. The first portion of the class will be an in-depth examination of leadership, with a focus on understanding the seven dimensions of emotionally intelligent leaders. Next, the class will turn to emotional intelligence, with the focus of getting the students to actively practice and apply techniques to improve their EQ. Finally, this class will turn to contemporary issues faced by today's organizational leaders and will examine those issues by applying emotional intelligence techniques.

## **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 531 - Human Capital for Organizational Performance**

**3 credit hours** *Prerequisites:* MBA 501; MBA 525 (this course may be taken concurrently)

This course is an advanced introduction to the major theories and issues in the study of human behavior in work organizations. This course will provide students with a strategic and analytical approach to complex behavioral problems within organizations. In addition, the design and implementation of management practices for aligning human resource practices and the strategic intent of the organization are also incorporated to give the student a more complex framework for managerial decision making. The course also integrates an overview of commercial law as it affects day-to-day business decisions. Topics include: perception, motivation, leadership, job satisfaction, group dynamics, stress, organizational climate, and communication processes, 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 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 551 - Business Analytics**

**3 credit hours** This course will utilize data analysis techniques and software tools to model and solve business related problems. Students will solve problems related to a variety of functional areas in business that include, but are not limited to forecasting, waiting line analysis, linear programming, inventory management, and decision analysis.

### **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:* Complete MBA 525 , MBA 540 and MBA 575; Complete MBA 531 or HRA 545; Complete MBA 560 or ACC 504; Complete MBA 565 or SPB 565

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 525, successful completion of 12 credit hours in the MBA program with minimum 3.0 GPA.

This three-credit elective course allows students to arrange full- or part-time employment in fields related to their MBA curriculum to give them an experiential learning opportunity at the graduate level. Students are responsible for choosing a faculty member ("faculty supervisor") to coordinate the academic portion of the internship and a supervisor at the employment site ("site supervisor") to oversee the job duties and responsibilities. One hour of internship experience is granted for every 40 hours of documented employment. Students must complete a minimum of 120 work hours to earn three academic credits for the internship. Prior to registering for this course, students must arrange both supervisors, and secure an affiliation agreement from the organization.

### **ACC 504 - Government and Not-For-Profit Accounting**

**3 credit hours** *Prerequisites:* Undergraduate courses in Principles of Accounting I and II and ACC 505

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 and ACC 505

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 and ACC 505

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 and ACC 505.

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 and ACC 505

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 and ACC 505 .

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.

*ACC 504, ACC 505, ACC 512, ACC 532, ACC 535, ACC 540, MBA 540, MBA 570*

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.

### **MBA 581 - Data Analytics**

**3 credit hours** *Prerequisites:* MBA 598

This course will examine core statistical and data analysis techniques that can be used for decision making. Upon completion of this course students will understand data retrieval, analysis, and mining; and decision modeling to effectively persuade in the project-oriented world of data-driven decisions.

### **MBA 582 - Advanced Data Analytics**

**3 credits credit hours** *Prerequisites:* MBA 581

This course will examine advanced data analytics that can be used for decision making. Upon completion of this course, students will understand data analysis and decision making modeling using methods such as time series analysis, predictive data mining, optimization models, and Monte Carlo simulation.

### **MBA 586 - Business Intelligence**

**3 credits credit hours** *Prerequisites:* MBA 582

This course provides an overview to the field of business intelligence, which has been defined as the extensive use of data, statistical and quantitative analysis, exploratory and predictive models and fact-based management to drive decisions and actions. The development and use of data warehouses and data marts to support business analytics is discussed. The use of key performance indicators, dashboards and scorecards for performance management and opportunity assessment are addressed. Text and web mining are discussed, and the application of selected data mining techniques to business decision making situations is illustrated.

### **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.

### **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 531*

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.

### **COM 545 - Web Services Security**

**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 Cybersecurity**

**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.

### **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.

### **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 571 - Digital Storytelling and Crisis Management**

**3 credit hours** *Prerequisites: MBA 565*

The course focuses on how storytelling using social media can enhance and maintain brand image and support marketing strategies. The course also explores the best techniques using social media communications for reputation and crisis management online.

### **MKT 575 - Web Analytics**

**3 credit hours** *Prerequisites: MBA 565 - Marketing*

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.

### **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.

## **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.

### **SCM 510 - Strategic Supply Chain Integration**

**3 credit hours**

Alignment of the supply chain strategy with the business strategy and the maintenance of close working relationships with managers in other functional areas including manufacturing, sales and marketing, and international operations. Emphasizes the importance of transportation planning, inventory control, warehouse management, development of customer service, and procurement in the design and operation of supply and distribution systems. Emphasis is on the importance of information systems in supporting such activities and developing a Sales & Operations Planning (S&OP) framework within the organization.

### **SCM 515 - Dynamic Risk Modeling & Quality Initiatives**

**3 credit hours** *Prerequisites: MBA 525 and SCM 510*

This course introduces cultures and leading to continuous improvement (TQM, Six Sigma) and limiting risk within the organizations supply chain. This course will cover the fundamentals of Lean and Six Sigma and will equip students with other important tools and strategies to improve the performance of business processes. Students will practice solving business problems and improving processes through case studies, team exercises and simulations. Students will gain an understanding of: the causes and methods for limiting risk, the need for fact-based management, and demonstrate how to utilize these tools within parts of the supply and value chain. Course will be designed to meet the Six Sigma Green Belt certification requirements including the completion of a LSS student project.

### **SCM 520 - Integrated Global Systems & Sustainability Initiatives**

**3 credit hours** *Prerequisites: MBA 525 and SCM 510*

Managing global operations and the supply chain requires an understanding of culture, customs, and business processes. This course looks at all three areas while also helping students demonstrate how to balance conflicting objectives, choose and leverage global procurement, and negotiate the export and import processes. This course examines international trade, state and federal resources provided, and sustainability initiatives including ISO 2600.

### **SCM 530 - Building Competitive Advantages through Strategic Relationships & Reverse Logistics**

**3 credit hours** *Prerequisites: MBA 525 and SCM 510*

This course introduces Customer Relationship Management (CRM) and Supplier Relationship Management (SRM) techniques, its integration into ERP systems, and its strategic advantages. It will focus on the fundamentals of Relationship Management while also looking at how extending the supply chain to include Third-Party Logistics (3PL) and Fourth-Party Logistics (4PL) can be used to further strengthen the organization.

### **SCM 535 - Best Practices for Supply Chain Integration**

**3 credit hours** *Prerequisites: MBA 525 and SCM 510*

This is a case-driven course in which students perform an in-depth study of elite global supply chains of the top Fortune 100 Companies and learn to how to implement world-class best practices in global supply chain management. Students are required to analyze, synthesize, and incorporate proved knowledge, skills, and techniques in developing an effective and efficient supply chain for a newly founded company seeking entry into the global marketplace.

### **COM 501 - Computation Structures**

**3 credit hours** This course introduces architecture of digital systems, emphasizing structural principles common to a wide range of computer systems. The course provides students a solid grounding in foundational issues of computational structures, covering the following areas: algorithms, abstraction, hardware, computer organization, system software, language models, and the social and ethical issues of computing.

### **COM 502 - Cybersecurity Engineering**

**3 credit hours** The advent of global networks has provided communication capabilities for businesses and individuals unparalleled in the history of the world. Attacks on information systems that deny service, destroy systems, and purloin information through the use of worms, viruses, and other criminal attacks make it imperative that information security

be a significant part of any business plan and that individuals working in that or allied fields become knowledgeable in the principles of information security.

### **COM 542 - Advanced Computer Architecture**

**3 credit hours** This course explores the design and evaluation of modern uniprocessor computing systems. Students will be introduced to developments in Evaluation methodology, metrics and caveats, instruction set design, advanced pipelining, instruction level parallelism, prediction-based techniques, alternative architectures (VLIW, Vector and SIMD), memory hierarchy design, I/O, and recent trends in architecture (e.g., low-power architectures, application-specific processors). Several case studies examine the application of these architectural ideas in modern commercial processors.

### **COM 562 - Advanced Operating Systems**

**3 credit hours**

This is a graduate course that covers key concepts in modern operating systems. Specific topics include process management, synchronization mechanisms, scheduling strategies, deadlock detection/avoidance, memory management, file systems, protection and security, and distributed systems. Concepts will be reinforced through programming projects using a realistic operating system.

### **COM 566 - Database Systems**

**3 credit hours**

The primary goal of this course is to learn principles and practices of database management and database design. The course covers fundamentals for the logical design of database systems, the entity-relationship model, semantic model, relational model, hierarchical model, network model, and implementations of these models. Other topics include the design theory for relational databases, design of query languages and the use of semantics for query optimization, design and verification of integrity assertions, and issues on database security.

### **COM 571 - Intro to Artificial Intelligence**

**3 credit hours**

This course provides an introduction to the field of artificial intelligence. The major topics covered will include reasoning and representation, search, constraint satisfaction problems, planning, logic, reasoning under uncertainty, and planning under uncertainty.

### **COM 575 - Machine Learning and Intelligent Systems**

**3 credit hours** The objective of this course is to provide an introduction to the fundamental concepts, algorithms, and theories in machine learning. The course will cover perceptrons, linear models, nonlinear embedding methods, neural networks/deep learning, parametric/non-parametric methods, kernel machines, mixture models and graphical models. Various examples and applications will also be discussed.

### **COM 583 - Applied AI and Deep Learning**

**3 credit hours**

*Prerequisites:* For Master of Science in Artificial Intelligence degree program only.

Deep learning is a sub-field of machine learning that focuses on learning complex, hierarchical feature representations from raw data. In this course, students will learn the fundamental principles and implementation details of deep learning. This includes the concepts and methods used to optimize these highly parameterized models, the modules that make them up, and common neural network architectures (convolutional neural networks, recurrent neural networks, etc.).

### **COM 593 - Current issues in AI**

**3 credit hours** *Prerequisites:* For students in the Master of Science in Artificial Intelligence program.

This course is an advanced overview of more traditional approaches to understanding AI techniques and an in-depth look at recently developed perspectives on AI applications of the future.

### **COM 625 - Internship**

**3 - 6 credit hours**

This is a pass/fail course. This course is an optional elective course designed for students pursuing a Masters degree in Computing. It will provide the students the opportunity to integrate and apply the knowledge and skills learned in the degree program in a real life situation while working under the supervision of an expert preceptor. The students, along with their designated faculty member and preceptor, will develop a program related to their curriculum including specific learning outcomes, specific competency requirements and the associated learning activities. At least two site contacts will be completed by the faculty member to ensure that the agreed upon learning outcomes and skills are achieved satisfactorily.

### **CRW 500 - Workshop**

**3 credit hours**

*Prerequisites:* At least three credits of CRW-504.

This course focuses on the production of new work and the fundamentals of craft in fiction, nonfiction, or poetry writing. Students will participate in peer/mentor review workshops and receive feedback on their work. The goal is to produce a substantial body of original creative work that is of publishable quality.

*Taken four times altogether with optional three credits in another genre (only during student's second year in program)*

## **CRW 501 - Workshop in Fiction**

**3 credit hours**

*Prerequisites:* At least three credits of CRW-504.

This course focuses on the production of new work and the fundamentals of craft in fiction. Students will participate in peer/mentor review workshops and receive feedback on their work. The goal is to produce a substantial body of original creative work that is of publishable quality.

*Taken four times altogether with optional three credits in another genre (only during student's second year in program)*

## **CRW 502 - Workshop in Nonfiction**

**3 credit hours**

*Prerequisites:* At least three credits of CRW 504: Theory & Practice of Creative Writing

This course focuses on the production of new work and the fundamentals of craft in nonfiction. Students will participate in peer/mentor review workshops and receive feedback on their work. The goal is to produce a substantial body of original creative work that is of publishable quality.

*Taken four times altogether with optional three credits in another genre (only during student's second year in program)*

## **CRW 503 - Workshop in Poetry**

**3 credit hours**

*Prerequisites:* At least three credits of CRW 504: Theory & Practice of Creative Writing

This course focuses on the production of new work and the fundamentals of craft in poetry. Students will participate in peer/mentor review workshops and receive feedback on their work. The goal is to produce a substantial body of original creative work that is of publishable quality.

*Taken four times altogether with optional three credits in another genre (only during student's second year in program)*

## **CRW 504 - Theory and Practice of Creative Writing - Taken 3 times (9 total credits)**

**3 credit hours**

This course encompasses the one-week annual Summer Residency, held in-person on University Campus. The residency is designed as an immersive and contemplative retreat that includes a daily morning workshop where a faculty mentor leads small groups of students in discussing their own creative work that they have submitted for review. The rest of each day allows for bonding time with peers and mentors as well as discussions and activities led by a faculty member, a distinguished visiting writer, or a professional in the writing field, such as an editor or publisher. Each day concludes with readings by faculty members or visiting writers, which are free events that are open to the public. Students also get the chance to share and celebrate their own writing-in-progress with each other during informal open mics. Students must participate in every event of the Summer Residency and will reflect on their experience as a part of this course. The goal of this course is to produce a substantial body of original creative work that is of publishable quality.

*Taken three times altogether*

## **CRW 505 - Preparing the Master Thesis**

**3 credit hours**

*Prerequisites:* Twelve credits in CRW 500 (501, 502, or 503) Workshop and twelve credits in ENG 500 (501, 502, or 503) and six credits in CRW 504: Theory & Practice of Creative Writing

This course encompasses the one-week annual Summer Residency, held in-person on University Campus. The residency is designed as an immersive and contemplative retreat that includes a daily morning workshop where a faculty mentor leads small groups of students in discussing their own creative work that they have submitted for review. The rest of each day allows for bonding time with peers and mentors as well as discussions and activities led by a faculty member, a distinguished visiting writer, or a professional in the writing field, such as an editor or publisher. Each day concludes with readings by faculty members or visiting writers, which are free events that are open to the public. Students also get the chance to share and celebrate their own writing-in-progress with each other during informal open mics. Students must participate in every event of the Summer Residency and will reflect on their experience as a part of this course. The goal of this course is to produce a substantial body of original creative work that is of publishable quality.

*Taken three times altogether*

## **CRW 510 - Workshop**

**3 credit hours**

*Prerequisites:* At least three credits of CRW 504: Theory & Practice of Creative Writing

This course focuses on the creation of new work and the fundamentals of craft in each student's given genre: fiction, nonfiction, or poetry. Students will participate in peer/mentor review workshops and receive feedback on their work. The goal is to create a substantial body of original creative work that is of publishable quality.

*Taken four times altogether with optional three credits in another genre (only during student's second year in program)*

## **CRW 601 - Preparing the Master's Thesis**

**3 credit hours**

*Prerequisites:* CRW 5011 - 5012 and 5013 - Theory and Practice of Creative Writing I and CRW 5012 Theory and Practice of Creating Writing II

24 hours of graduate credit; to be taken in second semester of second year only.

Students in this course prepare a draft final thesis, a book-length collection of original creative work that is part of the capstone experience of the Master's program. An acceptable thesis is defined as 48-64 pages of original poetry, or a substantially complete work of prose (regardless of genre) ranging from 80-150 pages. The course will also focus on the thesis as a marketable work product; students will research markets for publication in their genre of concentration and prepare excerpts for submission and possible publication. Students compile a draft version of the thesis at the end of the term; the revised thesis will be submitted during their final on-campus residency, and a public reading from the thesis will be given.

### **ENG 502 - Foundations in Nonfiction**

**3 credit hours**

*Prerequisites:* At least three credits of CRW 504: Theory & Practice of Creative Writing

This course focuses on the fundamentals of craft in nonfiction writing. The focus of the class is predominantly reading and responding to both canonical and contemporary examples of nonfiction, as well as reading examples of contemporary literary criticism and essays on craft. The goal is to produce a substantial body of original critical work that demonstrates the skill of reading like a writer.

*Taken four times altogether with optional three credits in another genre (only during student's second year in program)*

### **ENG 503 - Foundations in Poetry**

**3 credit hours**

*Prerequisites:* At least three credits of CRW 504: Theory & Practice of Creative Writing

This course focuses on the fundamentals of craft in poetry writing. The focus of the class is predominantly reading and responding to both canonical and contemporary examples of poetry, as well as reading examples of contemporary literary criticism and essays on craft. The goal is to produce a substantial body of original critical work that demonstrates the skill of reading like a writer.

*Taken four times altogether with optional three credits in another genre (only during student's second year in program)*

### **ENG 510 - Foundations**

**3 credit hours**

*Prerequisites:* At least three credits of CRW 504: Theory & Practice of Creative Writing

This course focuses on the fundamentals of craft in each student's given genre: fiction writing, nonfiction writing, or poetry writing. The focus of the class is predominantly reading and responding to both canonical and contemporary examples of fiction, nonfiction, or poetry as well as reading examples of contemporary literary criticism and essays on craft. The goal is to produce a substantial body of original critical work that demonstrates the skill of reading like a writer.

*Taken four times altogether with optional three credits in another genre (only during student's second year in program)*

### **ENG 5101-5104 - Foundations in Poetry**

**3 credit hours**

*Corequisites:* CRW 5101-5104 - Workshop in Poetry

This survey of both canonical and contemporary texts offers a focused study of poetry designed to familiarize students with the major poetic movements in literary history, and to reinforce the relationship between close reading and the production of new work. Students read from an individual reading list developed in consultation with the faculty mentor. The course will include intensive reading, response essays, and short critical analyses. Students will complete a longer critical paper on a specific topic that emerges from their reading experience. The reading list will include, but not be limited to, works based on the optional thematic strand of war literature.

Course may be repeated with course numbers ENG-5102, ENG-5103, ENG-5104.

### **ENG 5201-5204 - Foundations in Fiction**

**3 credit hours**

*Prerequisites:* CRW 5011 - 5012 and 5013 - Theory and Practice of Creative Writing

*Corequisites:* CRW 5201-5204 - Workshop in Fiction

This survey of both canonical and contemporary texts offers a focused study of fiction designed to reinforce the relationship between close reading and the production of new work. Students will examine the development of the novel in literary history, as well as the emergence of the short story as an art form. Students read from an individual reading list developed in consultation with the faculty mentor. The course will include intensive reading, response essays, and short critical analyses. Students will complete a longer critical paper on a specific topic suggested by their reading experience. The reading list will include, but not be limited to, works based on the optional thematic strand of war literature.

Course may be repeated with course numbers ENG-5202, ENG-5203, ENG-5204

### **ENG 5301-5304 - Foundations in Creative Nonfiction**

**3 credit hours**

*Prerequisites:* CRW 5011 - 5012 and 5013 - Theory and Practice of Creative Writing

*Corequisites:* CRW 5301-5304 - Workshop in Creative Nonfiction

This survey of both canonical and contemporary texts offers a focused study of creative nonfiction designed to reinforce the relationship between close reading and the production of new work. Students examine the emergence of the genre in a historical context from Montaigne's essays to contemporary texts. Students read from an individual

reading list developed in consultation with the faculty mentor. The course will include intensive reading, response essays, and short critical analyses. Students will complete a longer critical paper on a specific topic that emerges from their reading experience. The reading list will include, but not be limited to, works based on the optional thematic strand of war literature.

Courses may be repeated with course numbers ENG-5302, ENG-5303, ENG-5304

### **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 505 - Intro to Behavioral Science in Criminal Justice**

**3 credit hours** This course is an examination of behavioral issues in criminal justice for the criminal justice professional. The course addresses law enforcement, court, criminal and victim behaviors that impact the criminal justice system. The learner will examine the role and effect of different behavioral and psychological issues related to participants in court room settings including defendant, witnesses and jurors in criminal courts, police and correctional settings including investigative tools, criminal behavior including sexual assault and Victimology. The learner will examine behavioral issues in juveniles and adults as applicable to each area. In addition, the course will examine the behavioral science assessment tools used by criminal justice professionals in working with courts, criminals, victims and law enforcement as modeled by the Federal Bureau of Investigations Behavioral Science Unit and other best practices.

### **CRJ 509 - Insights into Criminal Behavior**

**3 credit hours** This course explores biologically inherited and socially experienced determinants of criminal behavior, leading to a broader understanding that allows us to better assess and manage criminals in all facets of work in forensic services. Topics will include the practical implications of this study for law enforcement in all areas of criminal justice, with additional focus on special populations and contemporary issues in the provision of treatment in forensic settings.

### **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 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 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. 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 become have become problematic today. 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 554 - Human Behavior & the Judiciary**

**3 credit hours** This course illustrates how behavioral science informs courtroom decisions. Behavioral science is concerned with gaining a better understanding of human behavior. Topics related to the application of behavioral science for law enforcement operations include behavioral science for law enforcement; applied criminology; psycho-social aspects of criminal behavior; conflict and crisis management/communication; futuristics in law enforcement; youth violence; death investigations; psycho-social behavior and mindset of gangs; stress management in law enforcement; cyber criminals; and interpersonal violence. Specific topics in the course include competency, civil commitment, insanity pleas and child custody, jury consultation, jury selection, sentencing, and expert witness qualifications. The course examines the practical implications of the professionals working with behavioral issues and organizations such as law enforcement agencies, correctional facilities and court systems.

### **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 562 - Environmental Crimes**

#### **3 credit hours**

This course explores crime theory and criminology as it applies to environmental crimes. The differences between environmental harm and environmental crime will be reviewed, along with legal and regulatory processes for prosecuting environmental crimes at the federal, state and local levels.

### **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 571 - Causes & Control of Juvenile Delinquency**

**3 credit hours** This course is designed for criminal justice practitioners who seek an understanding of the nature and extent of modern juvenile delinquency, the major theories that attempt to explain its causes, and the research that can help develop sound policies and programs in the areas of prevention, intervention, and rehabilitation. Directed readings and assignments challenge students to research and address means by which law enforcement, the court system, corrections and communities can work together to have a positive impact on juvenile delinquency. Students will gain a greater understanding of the long-term ramifications of effective, ineffective, and research-based responses to juvenile delinquency as well as the effects of such programs upon the juveniles, their families, communities, and the organizations that work with them in an attempt to maintain order.

### **CRJ 573 - Analytical Understanding of Interviews & Interrogation**

#### **3 credit hours**

This class evaluates the methodologies and best practices of the criminal justice professionals for gaining evidentiary information through the process of interviews and interrogations. Students will learn current and relevant systemic influences for the solicitation of information which are the most valid and acceptable to the scientific and criminal justice community. Ethical and integrity issues regarding false confessions, deception and torture will be explored.

### **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 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.

### **CRJ 603 - Criminal Justice Administration and the Law**

**3 credit hours** The course of instruction will identify the common legal issues that surround criminal justice administrators. The course will focus on civil and criminal liability, employment law, discipline, dismissal, and fair labor practices. In addition, both state and federal legislation along specific case law will be analyzed.

### **CRJ 605 - Behavioral Challenges**

**3 credit hours**

This course will provide the criminal justice professional with an understanding of human behavior in the administration of due process, investigations, and management of personnel. Students will examine biological factors, psychological manifestations and theoretical applications of behavior in society and the workplace. They will also apply these behavioral dynamics to members of their community, political actors, citizen and activist groups, protestors and the mental health population within their community.

They will produce an accurate diagnosis of personality disorders through behavioral observations and psychological theories that will support productivity and administrative resolutions of employee problems. Students will learn current theoretical concepts, relevant psychological dynamics, and systemic influences for managing behavior which are the most accepted by the scientific and business community.

Validity and reliability methodologies for analyzing and assessing human behaviors will be explored. Specific areas to be covered include interpretation of biological and psychological behaviors, emotional intelligence, behaviors related to psychopathology, and various methods and instruments for completing employment screening and promotional assessments.

### **CRJ 607 - Critical Incident Management Theory & Application**

**3 credit hours**

This course will evaluate the fundamental responsibilities of dealing with critical incidents and their application to catastrophic events. Students will apply the principles of strategic management when planning and implementing the Incident Command System to address large scale event.

### **CRJ 609 - Ethics in Police Leadership**

**3 credit hours**

This course evaluates the theories regarding ethical behavior within the criminal justice profession. Students will evaluate the unethical behaviors and analyze how laws and policies govern the activities of law enforcement personnel. Further, students will synthesize the leadership roles and how they Student will also assess the importance and oversight of police civilian review boards.

### **CRJ 611 - Executive Leadership in Criminal Justice**

**3 credit hours** This course examines effective leadership principles for executives within the field of Criminal Justice. Students will synthesize the various leadership ideologies and apply them to various criminal justice situations. Students will also examine the main principles of servant leadership and the applicability to effective management.

### **CRJ 613 - Financial Management for Criminal Justice Executives**

**3 credit hours**

This course evaluates the budgeting process within criminal justice. Students will synthesize the methods of planning and budgetary approaches while evaluating the macroeconomic variables that impact the budgetary practice. Students will also focus on key methodologies for zero based budgeting over a fiscal year.

### **CRJ 615 - Human Resource Management for Criminal Justice Executives**

**3 credit hours** Human Resource Management is a specialization within the broad field of management that encompasses several functions including the attraction, recruitment, hiring, selection, training, maintenance and retention of a qualified, motivated, and productive law enforcement workforce. The effective performance of law enforcement functions requires understanding and skill in organizational dynamics, planning, recruitment, selection, orientation, training, employee development, leadership development, performance appraisal, performance management, compensation, benefits, safety, and security. There are problems and issues that are specific to law

enforcement and public safety organizations and this course will address both the generic and the specific issues of human resource management as applicable to police organizations.

### **CRJ 617 - Organization and Administration in Criminal Justice**

**3 credit hours** This course is intended to evaluate the evolution of police administration. Students would examine the causes of post-traumatic stress disorder on law enforcement personnel. Students will critique the major issues that challenge criminal justice administration and assess the impact that unions and collective bargaining have on policy and the organization.

### **CRJ 618 - Organizational Design in Criminal Justice**

**3 credit hours** This course analyzes the typical organizational structures within a policing agency. Students will evaluate the factors of procedural and substantive due process that affects the functions that are applicable to supervision and management. Students will evaluate the basic types of police design that challenge the functions within an organization.

### **CRJ 621 - Project Management for Criminal Justice Administrators**

**3 credit hours** This course interprets the various components within criminal justice that examine the internal and external environments that affect criminal justice administrators. Students will exam the structure for developing teams to evaluate projects and assist administrators in accomplishing tasks. In addition, students will be exposed to project management and how it is effective in leadership and its application.

### **CRJ 623 - Strategic Management for Executive Personnel**

**3 credit hours** 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.

### **EDD 706 - Action Research**

**3 credit hours**

This course will expose the student to action research methods and statistics. The course designed to provide the knowledge and skills to successfully identify a strategic plan in identifying a problem, using research from literature review to support the problem, and identify strategies and develop a plan for solving the problem by creating an organizational process that is sustainable and actionable. This course also covers descriptive and inferential methods of statistical analysis emphasizing measures of central tendency and dispersion, univariate, bivariate, and multivariate analysis including tests of statistical significance. Students will use SPSS to apply statistical techniques.

### **COM ORI - Cybersecurity Orientation**

This pass/fail course provides new Master of Science in Cybersecurity students with an overview of the programs. Topics include Saint Leo University history and core values; program information; expectations; academic honesty; and Saint Leo University 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 - Secure Software Design**

**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 510 - Principles of Cybersecurity Management**

**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 512 - Cybersecurity Risk Management**

**3 credit hours** *Prerequisites:* COM 510 - Principles of Cybersecurity Management

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 - Principles of Cybersecurity Management

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 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 546 - Advanced Penetration Testing**

**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.

### **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 Saint Leo University history and core values; program information; expectations; academic honesty; and Saint Leo University 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. Includes the 1st of 3 on-ground residencies during the second week of the course.

### **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 expects that students will 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, teamwork, leadership, and quality improvement programs. These concepts are aimed to create more goals for socially responsible organizations.

### **DBA 721 - 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

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 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:*

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 736 - SPSS**

**3 credit hours** This course expands on the quantitative research methods covered in DBA 735 by focusing on the use of SPSS software to conduct quantitative statistical tests and the interpretation of the results of such tests. The quantitative research methods, concepts related to descriptive and inferential statistics, and research design introduced in DBA 735 will be reviewed and expanded upon, with a particular focus on using SPSS software to perform parametric and non-parametric statistical procedures and the interpretation of the results of such procedures. Includes the 2<sup>nd</sup> of 3 on-ground residencies during the second week of the course.

## **DBA 738 - Applied Research**

**3 credit hours**

*Prerequisites:* DBA 730, DBA 735 and Citi Certification (IRB)

From problem formulation and objective setting, this course details how to undertake primary and secondary research, that is, exploratory, descriptive, and causal research. It details focus groups, questionnaire design, measurement scales, sampling procedures, sampling and non-sampling error, data collection, editing, analysis, and synthesizing data into a cogent, succinct report.

## **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 747 - Seminar in Economics and Finance**

**3 credit hours**

*Prerequisites:* DBA 740

This course will provide our DBA students with exposure to topics in Economics and Finance. This course will provide them with a base in both microeconomics and macroeconomics, from a theoretical standpoint, but in an applied manner. Using this economic foundation, the students will use data to visualize and evaluate the impact of certain policy decisions on various countries. Additionally, a grounding in theories related to corporate finance will enable students to evaluate and analyze capital budgeting, capital structure, and financing decisions which will prepare them to strategically analyze both project and corporate performance. At the conclusion of the course, they will also take time to consider emerging topics in economics and finance that are likely to have a significant impact on the future of these fields.

## **DBA 750 - Strategic Management in Global Organizations**

**3 credit hours** *Prerequisites:*

DBA 701, DBA 705, DBA 710, DBA 715, DBA 730, DBA 730, DBA 735, DBA 740, DBA 721

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 730, DBA 740, DBA 721, 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 756 - Consulting Best Practices**

**3 credit hours** *Prerequisites:* DBA 705, DBA 710, DBA 715, DBA 721, DBA 730, DBA 740, DBA 721, DBA 750  
This course provides the foundation for working in the field of consulting; with a goal of preparing the student for the Practicum phase of this specialization (the next course). Course topics will be delivered using lecture notes from the instructor, discussion questions, cases, and the Final Business Plan for Consulting Work. The topics in this class include: Identifying your strengths for the consulting field, marketing yourself as a consultant, knowing what to expect going into a consultant relationship, the starting point of building a successful consulting relationship, diagnosing the client's problem and tying the project/product to the problem, getting the contract, the importance of executing/implementing the consulting plan, evaluating the consulting project and the relationship, and dealing with ethical issues in the consulting arrangement.

### **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 761 - Consulting Practicum**

**3 credit hours** *Prerequisites:* DBA 756

This course provides practical experiences in the consulting field. The topics in this class include: marketing yourself as a consultant, learning about consulting relationships, building a successful consulting relationship, diagnosing the client's problem, writing and securing the contract, executing/implementing the consulting plan, evaluating the final consulting project, and successfully dealing with ethical issues in the consulting arrangement.

### **DBA 765 - Doctoral Written Comprehensive Exam**

**3 credit hours** *Prerequisites:* DBA 701, DBA 705, DBA 710, DBA 715, DBA 720, DBA 721, DBA 725, DBA 730, DBA 735, DBA 736, DBA 738, DBA 740, DBA 721, 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 - 783 - Directed Research**

**12 credit hours**

*Prerequisites:* Candidacy Status. Committee identified and charged. DBA 765 completed.

During continued enrollment in DBA 780-4, 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 780-783(4)

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.

## **DCJ 705 - Transformational Leadership**

**3 credit hours**

This course is one of four required core courses in the Doctor of Criminal Justice major. It examines leadership models and theories as they pertain specifically to the specialized disciplines in the criminal justice system. The course focuses on the personal leadership development of the individual student, and also helps the student to define his/her path of future study in one of the five areas of specialization within the criminal justice system

## **DCJ 707 - Systems Approach to Homeland Security**

**3 credit hours** This course is an examination of the systematic approach to homeland security and interactive process of strategic planning and financial operation of terrorist organizations. An emphasis will be placed on a system to eliminate terrorist organizations with strategies for protecting the border, infrastructures, and communities. Topics will include identifying, and developing, ways to secure the U.S border; terrorist groups, United States vulnerabilities to terrorism, DHS organization, constitutional issues, anti-terrorism methods, research and findings on past and present incidents of terrorist, and efforts to protect the public.

## **DCJ 710 - Critical Issues in Criminal Justice**

**3 credit hours**

This course examines critical incident planning from a comprehensive "systems" approach that takes into consideration the tactical, operational, and strategic levels of management. A wide array of critical incident management issues are examined, including preventative strategies, operational response, and consequence management

## **DCJ 712 - Terrorism, Domestic Radicalization**

**3 credit hours** This course covers the origins of domestic radicalization and the creation of modern jihad. Topics covered include the nature and origins of the modern terrorist mindset: Training, tactics, targets and technologies.

## **DCJ 715 - International Perspectives in Criminal Justice**

**3 credit hours** This course of study will address broad criminal justice issues from an international perspective and provide insight into the globalization of crime and criminal justice and the growing transnational law enforcement challenges. The international perspective will be addressed by identifying and appraising key international crime and criminal justice concerns, examining diverse jurisdictional perspectives, disclosing lessons learned and best practices, and synthesizing tactical, strategic, operational, administrative, legal, and research approaches.

## **DCJ 720 - Qualitative Research Methods**

**3 credit hours** The course examines and explores the essential concepts that are required for completing doctoral-level qualitative research in criminal justice. This course will expose the student to qualitative methods and techniques including ethics, interviewing, field research, focus groups, content analysis, and coding. Student researchers are engaged in research techniques, applications, and design that are essential in qualitative research methodology through a practical and applied skills approach culminating in the design of a research proposal.

## **DCJ 722 - Organizational and Community Resilience**

**3 credit hours**

This course is one of three courses in the Homeland Security Specialization within the Doctorate in Criminal Justice degree program, and is designed to be taken last. The course examines the nature of organizational and community resilience within the context of homeland security. Special emphasis is on managing the risks of disruptive events in an increasingly complex and dynamic global environment. Students will be exposed to a management systems approach that is designed to enable resilience to strengthen risk, crisis, and disaster management.

## **DCJ 725 - Criminological Theories**

**3 credit hours** This course is an advanced study the theories of crime causation. The course examines both classical and contemporary criminological theory as well as integrated theories, feminist theories, critical race theory, Asian critical race theory, Latino critical theory, and Black feminist criminological thought. This course will provide students with an understanding of crime typology, crime trends, and crime measurement as a means of understanding the correlation between crime and crime theory.

## **DCJ 730 - Managing Human Resources in Criminal Justice**

**3 credit hours**

The human resource function of modern Criminal Justice organizations is critical, as people are our most important resource. The course is a graduate level survey of principles, practices, theory, and current issues facing organizations as related to attracting, selecting, and maintaining a productive workforce in today's competitive operating environment. This course helps students to better understand the complexities of managing people in organizations, with primary focus on human resource management strategy, organizational staffing, human resource development, total rewards, employee and labor relations, and risk management. By focusing on the strategic, operational and



administrative roles of human resource management, students acquire critical knowledge of the changing nature of issues facing their most important organizational asset: human resources. In addition to the functional topics listed above, attention is also given to developing human resource system support competencies, such as job analysis and design, human resources law, ethics, economics and theory application in Criminal Justice.

### **DCJ 735 - Quantitative Research Methods**

**3 credit hours** The course examines and explores the essential concepts that are required for completing doctoral-level quantitative research in criminal justice. This course will expose the student to quantitative methods and techniques including sampling, validity, reliability, conceptualization, measurement, research design, surveys, and evaluation research. Student researchers are engaged in research techniques, applications, and design that are essential in quantitative research methodology through a practical and applied skills approach culminating in the design of a research proposal.

### **DCJ 740 - Juvenile Justice**

**3 credit hours** This course serves as an introduction to the juvenile justice system, and examines issues and trends associated with the entry, processing, adjudication, and release of youth through the system at a graduate student level. The course reviews the historical development of a separate juvenile justice system in the United States, and explores the foundation of the separate system. Additional topics include defining delinquency, processing of youth through the system, juvenile justice administration, juvenile justice policy considerations, and critical issues in juvenile justice (e.g., race, gender, poverty, sentencing).

### **DCJ 745 - Societal Trends in Policing**

**3 credit hours** This course of study will identify current trends, emerging issues, and concerns of policing communities. The social trends in policing will be addressed by identifying and explaining key concepts, integrating different perspectives, querying assumptions, marshaling evidence, examining lessons learned, and drawing logical conclusions relative to the current and future policing policies and practices impacted by social trends.

### **DCJ 750 - Data Analytics**

**3 credit hours** This course focuses on the statistical tools and techniques necessary to analyze complex quantitative data in order to answer questions about crime. This course will begin with an overview of basic statistics, research methodology, and criminological theory. Using IBM SPSS (Statistical Package for the Social Sciences) as the analytic software, students will learn the methods of data collection, data analysis, and interpretation. This course will also cover a variety of statistical techniques, analytic strategies, and data mining.

### **DCJ 755 - Correctional Philosophy and Administration**

**3 credit hours** This course provides a foundational overview of crime and incarceration in the United States. Correctional agencies in the United States have played a vital role in the punishment and rehabilitation of convicted and diverted offenders. Learners will analyze and work towards a greater understanding and assessment of correctional interventions and effective programming to reduce future recidivism.

### **DCJ 760 - Global Extremism and Mass Movements**

**3 credit hours** This course examines global extremism and mass movements from myriad perspectives, and identifies several pathways that students can consider for future studies in this topic. Special emphasis is placed on the scrutiny of "trace evidence" resulting from the flow of money, human migrations, the use of the Internet, nation-state relationships, the use of iconography, and links to universities, schools, and madrassas. This course helps the students to build a Chapter 2 literature review for their dissertation study.

### **DCJ 761 - Action Research**

**3 credit hours**

This course will expose the student to action research methods and statistics. The course is designed to provide the knowledge and skills to successfully identify a strategic plan, identifying a problem, using research from literature review to support the problem. Students will also be expected to identify strategies and develop a plan for solving the problem by creating an organizational process that is sustainable and actionable. This course also covers descriptive and inferential methods of statistical analysis emphasizing measures of central tendency and dispersion, univariate, bivariate, and multivariate analysis including tests of statistical significance. Students will use SPSS to apply statistical techniques.

### **DCJ 765 - Law, Policy and Social Order**

**3 credit hours** The aim of this course is to provide policy researchers with a set of conceptual frameworks for analyzing the political environment of public policy and policy research, and to practice forming effective strategies for policy analysis, program evaluation, policy design, and advocacy. The concepts, skills, and analytical tools students learn in the course rest upon a foundation of economic principles, institutional analysis and, to a lesser extent, political and social psychology. They identify patterns of behavior and outcomes, ways of thinking about those patterns and outcomes, and methods of analysis that facilitate understanding and prediction, and, ultimately, the shaping of strategies to improve the success of policy researchers in their professional life.

## **DCJ 780 - 783 - Directed Research**

### **12 credit hours**

780 - The content of Directed Research focuses on developing a preliminary literature review, Problem Statement, Purpose, Research Questions, Draft of Design and Dissertation Proposal. The concept paper represents the first stage in the dissertation process that ultimately will allow the student to demonstrate mastery of a chosen field of study and make an original contribution to that field. The concept paper consists of the following three chapters: Chapter 1 (e.g., introduction, problem statement, purpose and definition), Chapter 2 (preliminary literature review and research questions), Chapter 3 (Methodology, Draft of Design and Dissertation Proposal).

781/782 - The course will enable students to design a Dissertation Proposal that builds on the previously submitted Concept Paper. During the course, students will further develop and submit an Institutional Review Board (IRB) Proposal. The IRB proposal must receive approval before students can proceed to the Dissertation 3: Research component of their doctoral studies. Throughout the course, students will continue to conduct dissertation related research in preparation for the Dissertation 3: Data Collection and Analysis course. The student will conduct the research for the dissertation in keeping with guidance prescribed by the Institutional Review Board and University policy.

783 - This course is a continuance of the Dissertation process. During this time, students will have three (3) major milestones: Writing of the Dissertation, Submission of the manuscript and the Oral Defense of the research. Students will submit the work to the Chair, Committee Member and 2nd Reader. All data collected and analyzed along with the independent research must continue to conform to University and Institutional Review Board Policy and the standards of ethics set forth by Saint Leo University.

### **EDD 701 - Doctoral Success Lab**

**3 credit hours** This course is an introduction to the doctoral program, the school, and the university in the form of a five-day orientation session. Topics include an introduction to the doctoral program by faculty and staff, a discussion of program policies and procedures, a demonstration of computer and technology resources available to students, and a tour of main campus facilities. Other topics will include how to do research (literature review and research thought processes), an overview of academic writing, online Library Resources, and the APA writing style. This is a Pass/Fail course.

### **EDD 706 - Essentials of Instructional Design for Leadership**

**3 credit hours** In this course, students will develop the necessary skill-set to orchestrate the development of high quality online programs and learn best practices for both synchronous and asynchronous learning and training. More specifically, students will learn about essential instructional design concepts and engage with the systematic development of training/instruction using core instructional design processes, including needs assessment, learner and task analysis, instructional design sequence and strategies, and the use of e-learning tools needed to create engaging and interactive courses.

### **EDD 760 - Action Research**

**3 credit hours** This course is designed to provide school leaders with the knowledge and skills to successfully identify a strategic plan in identifying a problem, using research from literature review to support the problem, and identify strategies and develop a plan for solving the problem by creating an organizational process that is sustainable and actionable. The course aligns with National standards for transforming and sustaining school change through effective leadership strategies.

### **EDD 770 - Doctoral Dissertation Seminar**

#### **3 credit hours**

This course expands the candidates' understanding of the theoretical and practical aspects of designing and successfully constructing their concept paper. The purpose of this course is to familiarize candidates with the components of the concept paper and the IRB process.

### **EDD 780 - Directed Research**

**3 credit hours** The content of this course focuses on developing a preliminary literature review, Problem Statement, Purpose, Research Questions, Draft of Design and Dissertation Proposal. The concept paper represents the first stage in the dissertation process that ultimately will allow the student to demonstrate mastery of a chosen field of study and make an original contribution to that field. The concept paper consists of the following three chapters: Chapter 1 (e.g., introduction, problem statement, purpose and definition), Chapter 2 (preliminary literature review and research questions), Chapter 3 (Methodology, Draft of Design and Dissertation Proposal).

### **EDD 781 - Directed Research**

#### **3 credit hours** *Prerequisites:* EDD 780

The course will enable students to design a Dissertation Proposal that builds on the previously submitted Concept paper. During the course, students will further develop and submit an Institutional Review Board (IRB) Proposal. The IRB proposal must receive approval before students can proceed to EDU-782. Throughout the course, students will continue to conduct dissertation related research in preparation for EDU-782. The student will conduct research for the dissertation in keeping with guidance prescribed by the Institutional Review Board and University Policy.

## **EDD 782 - Directed Research**

**3 credit hours**

*Prerequisites:* EDD 781

The course will enable students assemble the data from the survey and conduct extensive analysis of that data. The students will also have to interpret the information that they have gained from this process.

## **EDD 783 - Directed Research**

**3 credit hours**

*Prerequisites:* EDD 782

This course is a continuance of the Dissertation process. During this time, students will have three (3) major milestones: Writing of the Dissertation, Submission of the manuscript and the Oral Defense of the research. Students will submit the work to the Chair, Committee Member and 2nd Reader. All data collected and analyzed along with the independent research must continue to conform to University and Institutional Review Board Policy and the standards of ethics set forth by Saint Leo University.

## **EDD 801 - Dissertation Oral Defense**

**0 credit hours**

## **EDU ORI - Graduate Studies in Education Orientation**

**0 credit hours** This course provides the new Graduate Studies in Education students with an overview of the Saint Leo Graduate Studies in Education program. Topics include Saint Leo University history and core values, the Graduate Studies in Education program and expectations, academic honesty, and the Saint Leo University portal (sign-in, eLion, Learning Studios, and student email). This course provides students with information and resources to navigate and course program resources. 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 for this course.

## **EDU 521 - Academic Coaching**

**3 credit hours** This course will focus on introducing candidates to best practices for K- 12 academic coaching. Topics will include providing collaboration with teachers and administrators, data analysis, curriculum issues, knowledge of standards, professional development facilitation and school leadership. These foundations will provide candidates with experience in working with teachers to improve their instructional practice as well as improve student achievement. Special attention will be given to mastering the complexities of observing and modeling in classrooms and providing feedback to teachers.

## **EDU 522 - Driving Instructional Change through Data**

**3 credit hours** This course develops confidence in the instructional leader who relies on student performance data to impact instruction. This course explores ways data are used for making key school improvement decisions and how those decisions can impact teaching and learning. Topics include developing data literacy, triangulating data and developing protocols to use with school teams.

## **EDU 523 - Introduction to Instructional Design**

**3 credit hours** An introduction to the systematic design of instruction. Topics include needs assessment; front-end analysis; goal analysis; instructional analysis, including determining entry behaviors; contexts for performance and learning, performance objectives, assessment; instructional strategies, including motivational activities; formative evaluation; and summative evaluation.

## **EDU 524 - Program Evaluation**

**3 credit hours** *Prerequisites:* EDU 630 - Measuring Learning & Performance

Using an evaluation framework, the processes of defining an evaluation situation, framing an evaluation research question, constructing an evaluation design, developing data collection tools, and preparing a data analysis plan are examined. A program evaluation plan, within an instructional design context, is prepared.

## **EDU 525 - Data Driven Instructional Decision Making**

**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.

**Note:**

EDU-525: Data Driven Instructional Decision Making (ends Spring 2025)

EDU-525: Student Learning and Continuous School Improvement (effective Summer 2025)

## **EDU 525 - Student Learning and Continuous School Improvement**

**3 credit hours** This course develops a deeper understanding of various types of data used in school settings, how that data are interpreted to positively impact classroom instruction and how the results are communicated to parents, students and other community stakeholders. This course addresses summative and formative assessments; examines the connection between content standards, assessment, and instruction; and explores a wide range of progress monitoring tools that are available for use at the local, regional and national levels for continuous improvement. Finally, it examines the leader's role in setting a course for school reform and improvement using

instructional decisions that are driven by data. This course specifically addresses the Florida Educational Leadership standard 4. The assignments in this course include an embedded fieldwork component.

**Note:**

EDU-525: Data Driven Instructional Decision Making (ends Spring 2025)

EDU-525: Student Learning and Continuous School Improvement (effective Summer 2025)

**EDU 529 - Meaningful Parent, Family and Community Engagement**

**3 credit hours** This course is designed to provide leaders with the opportunity to use collective and collaborative leadership skills to develop communities of innovative instructional practice, engagement of all stakeholders and create systems of sustainability for schools. The focus of this course is for instructional leaders to identify demographic needs of students, faculty, staff and families in order to enhance communication skills and partnerships that support increased student achievement. The assignments in this course include an embedded fieldwork component.

**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

This course applies research-based effective strategies to the design of instruction. Topics include the use of active learning, the sequencing of instructional events, strategies appropriate for different types of learning outcomes, and best practices for pedagogy within face-to-face, blended/hybrid, and online learning environments.

**EDU 534 - e-Learning Design**

**3 credit hours**

*Prerequisites:* EDU 523

In this course students will learn how to use appropriate eLearning tools to design, develop, and support the implementation of a variety of learning outcomes in higher education, K-12, corporate, and military environments. In this course students will learn about e-learning design principles and explore a variety of e-learning tools through collaborative projects by applying them to solve instructional design problem(s). They will evaluate a variety of e-learning tools based upon usability, publishing, interactivity, assessment, cost, and support options.

**EDU 536 - Principles of Learning Theory**

**3 credit hours** *Prerequisites:* EDU 523

In this course students will explore instructional design models, principles, and processes used to design learning experiences in both formal (e.g., education, industry) and informal learning environments. Students will learn about rapid prototyping as a way to design and develop instructional solutions and training materials to resolve well-defined instructional problem. 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 538 - Design Frameworks e-Learning**

**3 credit hours** *Prerequisites:* EDU 523 and EDU 532

In this course students will explore instructional design models, principles, and processes used to design learning experiences in both formal (e.g., education, industry) and informal learning environments. Students will learn about rapid prototyping as a way to design and develop instructional solutions and training materials to resolve well-defined instructional problem. 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 539 - Selected Topics in Instructional Design**

**3 credit hours** *Prerequisites:* EDU 523 and EDU 532

This course provides an intensive study of selected topics in instructional design to help students extend their knowledge of the field. Course topics include professional foundations and dispositions of the field of instructional design, communication and collaboration, diversity, ethics and values, context variance, and current trends in the field. The aim is to help instructional designers explore the human and professional dimensions of the field to become active listeners, effective communicators, and successful collaborators in order to increase empathic development of instructional solutions.

**EDU 540 - Online Learning Design: Pedagogy to Practice**

**3 credit hours**

*Prerequisites:* EDU 523, EDU 532, EDU 534, EDU 538, and EDU 630

In this course, students will explore instructional design models, principles, and processes used to design learning experiences in formal (e.g., education, industry, military) and informal learning environments. Students will learn

about rapid prototyping as a way to design and develop instructional solutions and training materials to resolve well-defined instructional problems as well as how AI is shaping and influencing instructional design. Additionally, the course will cover topics on project management skills for instructional designers related to project initiation, planning, execution, and closeout with a specific focus on communication and decision-making throughout the process. 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 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 549 - Curriculum Development Beyond Common Core**

**3 credit hours** This course helps students to develop a deeper understanding of how to strategically plan for high yield instructional strategies as teachers integrate the common core standards. Current curriculum models will be considered as the research is applied in practice. Neuroscience findings that relate to motivation and student engagement will be incorporated throughout the course.

### **EDU 551 - Vision and Mission**

**3 credit hours** School leaders with a strong vision and mission positively impact the entire school community, the culture / climate of the school and overall school performance. This course will do a deep dive into how leaders create and implement a powerful vision and mission for their school and specifically address Florida Educational Leadership Standard 2. The assignments in this course include an embedded fieldwork component.

### **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 design practices in a given situation. Students learn how to apply principles from change management theories to improve learning and performance improvement. In this course students engage with a case study research design methodology and use appropriate quantitative and/or qualitative analysis procedures and a variety of data collection tools and procedure to analyze innovative practices in instructional practices.

### **EDU 553 - Teaching and Leading Curriculum for Special Populations**

**3 credit hours** Instructional leaders must demonstrate a working knowledge of best practices in teaching students with disabilities, limited English proficient students and all other special populations. This course will delve into those best teaching practices as well as the legal requirements and ramifications related to leading a school servicing all special populations. This course will address descriptors from Florida Educational Leadership standards 1, 3, 4, 5 and 8. The assignments in this course include an embedded fieldwork component.

### **EDU 555 - School Management**

**3 credit hours** This course focuses on school operations topics of school law and school finance and addresses the Florida Educational Leadership (FELS) standard 3, descriptors 3a, b, c, e, g and h. 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. 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. The assignments in this course include an embedded fieldwork component.

**Note:**

EDU-555: School Management (This version ends Fall 2024)

### **EDU 555 - School Management**

**3 credit hours** This course focuses on school operations topics of school law and school finance and addresses the Florida Educational Leadership (FELS) standard 3, descriptors 3a, b, c, e, g and h. 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. 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. The assignments in this course include an embedded fieldwork component.

**Note:**

EDU-555: School Management (This version effective Fall 2024)

### **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 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 cover 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.

### **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 cover 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.

### **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 - Professional and Ethical Norms**

**3 credit hours** This course is grounded in the Code of Ethics and Principles of Professional Conduct of the Education Profession in the State of Florida along with standard 1 of the Florida Educational Leadership standards. 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. The assignments in this course include an embedded fieldwork component.

### **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, behaviors, and knowledge acquired from the program curriculum to address a training need for a non-profit organization through design of an instructional solution. 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 throughout the program to a real-life professional endeavor.

### **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 609 - Leadership for School Change**

**3 credit hours** Teacher leaders are critical to successful schools. This course will enable teachers to collaboratively develop protocols through school processes, including professional learning communities, grade and team level meetings that will allow them to facilitate student achievement growth and school improvement. Data analysis to inform instruction, sharing educational practice and current trends and resources and implementing sound practices through implementation of innovative practices that support teaching and learning and keeps master teachers in the classroom are key aspects of this course.

### **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 613 - Emergent Literacy**

**3 credit hours** This course focuses on providing teachers with an understanding of the stages of literacy development and examines the foundational skills of phonological awareness and phonics assessment and instruction. **Field experience is required. Complete Field Experience Log.**

### **EDU 614 - Classroom Management for Teachers**

**3 credit hours**

This course is designed to provide current and aspiring teachers with the tools necessary to manage classroom behavior well. This course will focus on the essential elements of classroom management, how classroom rules must exist in concert with school rules, and the elements of positive behavioral intervention support (PBIS) and how good planning will positively impact student engagement and learning

### **EDU 618 - Leading the Instructional Cycle**

**3 credit hours**

This course examines the teaching and learning process and how it can be enhanced through collaboration, data analysis, and the implementation of digital tools. The curriculum construction, teaching, and assessment cycle will be analyzed to help candidates meet the needs of all learners. Current curriculum research, resources, and practices to encourage collaboration are examined

### **EDU 619 - Facilitating Student Learning through High Quality Instruction**

**3 credits credit hours** This course develops a deeper understanding of high yield instructional strategies and the teacher's role in facilitating rigorous learning experiences for the students. This will include engaging learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. Students in this course will also develop the ability to engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving and global contexts.

### **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 and Behavior**

**3 credit hours** This course provides an overview of the cognitive and social/emotional development of the child and adolescent. The major focus of the course is a study of current psychological theories of learning, including motivation, cognitive processing, and behavioral theories which guide child development and classroom management. This course will enhance the role of the educator in fostering effective teaching and learning strategies and a safe learning environment

### **EDU 625 - Foundations in Language and Cognition**

**3 credit hours** This course provides the Exceptional Education Major with an understanding of the reading foundational skills of oral language, phonemic awareness, phonics, and fluency and an understanding of the basic theories and underlying recent approaches to the teaching of reading. This course examines how these basic skills

contribute to the reading process and provide teachers with the knowledge to address the needs of all readers Field experiences required.

### **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 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 examines learning analytics processes which produce metrics used to guide decision-making to improve instructional practice, learning outcomes, and the learning environment. Processes used to construct achievement tests, direct performance assessments, and attitude measurement are examined in detail as are standardized testing applications.

### **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 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 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 with a particular emphasis on children's and adolescent literature. Students will also learn how to create a positive reading/writing learning environment that fosters literacy development. Field Experience is required. 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** This course will provide students with experiences, through case studies, in the operational and management issues that educational leaders face on a daily basis. This course will address topics in the areas of human resources, school safety and security, plant utilization, finance/budget and overall operations and management.

**Note:**

EDU-647: School Operations (ends Summer 2024)

EDU-647: School Operations and Safety (effective Fall 2024)

### **EDU 647 - School Operations and Safety**

**3 credit hours** This course delves into the operational and management issues that educational leaders face on a daily basis. This course will address Florida Leadership Standard 3 (d, f, h, I, j k, l) in the areas of school safety and security, student discipline, facilities and food services, maintenance, and overall operations and management through an application approach. The assignments in this course include an embedded fieldwork component

**Note:**

EDU-647: School Operations (ends Summer 2024)

EDU-647: School Operations and Safety (effective Fall 2024)



## **EDU 648 - Cultivating a Caring School Community**

**3 credit hours**

This course is designed to provide teacher leaders with the ability to use collective and collaborative leadership skills to develop communities of innovative instructional practice, engagement of all stakeholders and create systems of sustainability for schools. The focus of this course is for teacher leaders to identify demographic needs of students, faculty, staff and families in order to enhance communication skills and partnerships that support increased student achievement

## **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 educators with the knowledge, theories and research pertaining to working with colleagues, other professionals, students and parents in collaborative settings. Teachers and teacher leaders, working together to improve student outcomes through a variety of multi-disciplinary plans, is the focus of this course

## **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 661 - Learning Environment**

**3 credit hours** This course will concentrate on the four descriptors under the Florida Educational Leadership Standards (FELS), standard 5 Learning Environment by examining and applying best practices in creating a learning environment that cultivates a caring, rigorous and supportive school community. In addition, students will engage in practicum field experiences to apply best practices across all of the FELS. The field experience begins with this course and is concluded in EDU 678 as the student documents a minimum of 150 hours to demonstrate mastery of the required FELS descriptors. The student is responsible for securing his/her mentor (high performing principal or experienced assistant principal), and necessary participation agreements.

**Note:**

EDU-661: Managing the Learning Environment (ends Spring 2025)

EDU-661: Learning Environment (effective Spring 2025)

## **EDU 661 - Managing the Learning Environment**

**3 credit hours** 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.

**Note:**

EDU-661: Managing the Learning Environment (ends Spring 2025)

EDU-661: Learning Environment (effective Spring 2025)

## **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.

**Note:**

EDU-662: Human Resources (ends Fall 2024)

EDU-662: Recruitment and Professional Learning (effective Summer 2024)

### **EDU 662 - Recruitment and Professional Learning**

**3 credit hours** This course focuses on understanding and applying current research-based best practices in human resource management related to recruitment, selection, induction, retention and assessment/evaluation. It specifically addresses all of the descriptors of the Florida Educational Leadership Standard 6. 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. The assignments in this course include an embedded fieldwork component.

**Note:**

EDU-662: Human Resources (ends Fall 2024)

EDU-662: Recruitment and Professional Learning (effective Summer 2024)

### **EDU 667 - Teacher Inquiry**

**3 credit hours** This course is designed to introduce students to teacher inquiry practices. Students will develop an understanding of the components of effective practitioner-based research, including collecting and analyzing data as well as presenting it to others in a systematic way. Students will demonstrate their understanding by designing their own inquiry projects as well as critiquing and evaluating published studies.

### **EDU 668 - Seminar in Multiculture Education**

**3 credit hours** This course is a survey course on multicultural education. It covers a broad scope of topics on multicultural education and provides graduate level students with an understanding of the macro level influences of diversity in education. The course examines education in U.S. society through historical overview of sociological, cultural, and structural perspectives and focuses on inequity and the intersecting roles of race, language, class, gender and ability/disability. It includes an examination of competing models of diversity in education as well as reviews critical scholarly work in the field and includes competencies for developing advocacy-oriented skills and dispositions, fostering a collaborative culture to support educator development and student learning, and improving outreach and collaboration with families and community.

### **EDU 669 - Principalship: Theory and Practice**

**3 credit hours** 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 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 677 - Teacher Inquiry for School and Student Growth**

**3 credit hours** Educators use teacher inquiry to improve schools, student performance, and their own instruction. In this course, students will learn to identify a wondering, determine appropriate data collection methods, analysis and display qualitative and quantitative data, and disseminate teacher inquiry findings. Students will demonstrate their understanding by designing their own inquiry projects as well as critiquing and evaluating published studies.

### **EDU 678 - Building Leadership Expertise**

**3 credit hours** Graduate education students are required to complete a supervised practicum (150 hours) in a preK-12 school setting that serves the needs of all students. This course serves as the culmination of the fieldwork hours that students began gathering in EDU 661. During this course, students will build leadership expertise in order to cultivate, support, and develop other school leaders to promote the academic success and well-being of all student, develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards- aligned content, collaborate with the school principal to cultivate a diverse group of emerging teacher leaders, develop capacity in teacher leaders and hold them accountable and plan for and provide opportunities for mentoring new personnel. This course addresses the Florida Educational Leadership Standard 7 (a-d).

**Note:**

EDU-678: Building Leadership Expertise (effective Fall 2025)

EDU-678:The Practicum (ends Summer 2025)

### **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.

**Note:**

EDU-678: Building Leadership Expertise (effective Fall 2025)

EDU-678:The Practicum (ends Summer 2025)

### **EDU 679 - Seminar & Field Experiences in Exceptional Student Education**

**3 credit hours**

Students in the Exceptional Student Education program are required to complete a supervised practicum in a K-12 classroom that serves the needs of students with exceptionality and English Learners (ELs). This practicum may be completed in an inclusion or self-contained classroom. The graduate student will work with K-12 students with disabilities and English learners in a classroom setting diagnosing, prescribing, and implementing a reading plan for literacy improvement. Practicum students will apply best practices in reading instruction based on concepts and research acquired in the prerequisite courses taken in the Exceptional Student Education program. To take this course students must be certified teachers employed in a K-12 setting working with students with disabilities and English learners. A University Supervisor will be assigned to observe the practicum students twice in their classroom during the semester as part of the field experience. Grade is Pass or Fail.

### **EDU 704 - Assessment, Accountability and Analytics for Continuous Improvement**

**3 credit hours** This course concentrates on school-wide and district-wide practices that positively impact student performance. State and federal accountability frameworks are studied; state and national school improvement trends are examined. Analytics are explored at the local, state and federal levels through the lens on continuous school improvement. The course aligns 2015 ISLLC standards for transforming and sustaining schools through effective leadership strategies and focuses on Florida Educational Leadership standard 4: Student Learning and Continuous School Improvement.

### **EDU 706 - Instructional Technology**

**3 credit hours** Technology plays an ever-increasing role in education. This course helps teacher leaders and school administrators understand the role technology plays in improving teaching, learning, and school operations. Throughout this course educators will explore, plan, and develop methods for integrating technology in the K-12 setting for instruction, assessment, and evaluation.

### **EDU 707 - Leading the School Organization through Vision and Mission**

**3 credit hours** This course supports transformational leaders of schools at the building and district level. Student achievement goals are reached by the facilitation by strong leaders that encourage and facilitate processes for teacher leaders; students; families; and the community stakeholders through a vision of student success for every child.

Embedded in the course and the national standards of excellence for leaders (The Interstate School Leadership Licensure Consortium (ISLLC) Council of Chief State School Officers) (2015) along with Florida Educational Leadership standard 2 Vision and Mission.

### **EDU 709 - Technology Innovation and Diffusion**

**3 credit hours** Candidates will explore various types of educational technology and how they can be integrated into K-12 classroom instruction at different levels using the SAMR process. Candidates will identify and use educational tools in K-12 instruction to increase student achievement, support students with disabilities, increase parent involvement, and to provide professional development.

### **EDU 710 - Ethical Analytical Leadership**

**3 credit hours**

This course is designed to provide school leaders with the knowledge and skills to successfully analyze roles and relationships, organizational structures, and use effective leadership strategies to assist stakeholders in ethical decision making that supports student achievement. The course aligns 2015 ISLLC standards for transforming and sustaining schools through effective leadership strategies along with Florida Educational Leadership standard 1 Professional and Ethical norms

### **EDU 712 - School Leadership Topics to Build Expertise**

**3 credit hours** *Prerequisites: Permission of Director.*

The Interstate School Leadership Licensure Consortium (ISLLC) (Council of Chief State School Officers) (2015) standards focus on seven aspects of transformational leadership that enables leaders to think critically; analyze systems and organizational structures; support innovative initiatives that supports effective practice and research that maximized student learning and demonstrations of achievement outcomes; facilitates staff members ability to drive instructional practice for student success; build collaborative school cultures; and create a community of stakeholders invested in academic success and personal well-being of every student. This course will facilitate a Professional Learning Community whose members study topics in each of these areas for transforming schools for measured student, school and district success. This course focuses on Florida Educational Leadership standard 7: Building Leadership expertise.

### **EDU 719 - Essentials of Instruction Design for Leadership**

**3 credit hours**

In this course, students will develop the necessary skill-set to develop high quality online programs and courses, and learn best practices for both synchronous and asynchronous learning and training. More specifically, students will learn about essential instructional design concepts and engage with the systematic development of training/instruction using core instructional design processes, including needs assessment, learner and task analysis, instructional design sequences, instructional design strategies, and the use of e-learning tools needed to create engaging and interactive courses

### **EDU 722 - Building a Collaborative Culture through Meaningful Family and Community Engagement**

**3 credit hours** This course is designed to acquaint school leaders with the theories, practices, skills, and knowledge(s) of building collaborative cultures and creating sustainable school partnerships and their importance in transforming schools. The focus of this course is the Florida Educational Leadership standard 8 (Meaningful parent, family and community engagement) and to develop an understanding of the importance of building and maintaining relationships that support students, families, teachers and schools, as all stakeholders move forward to increase student achievement. In this course you will study all aspects of creating and analyzing meaningful partnerships for effective teaching practices in k-12 public and private schools.

### **EDU 723 - Power of Teacher Leader Innovation through Professional Learning**

**3 credit hours** Candidates will develop an understanding of how the brain learns so that they can more effectively coach teachers to help create quality instruction. Topics will include brain construction, information processing, memory, transfer, organization, and thinking skills along with other elements to train and retain talented educators. In collaboration with teachers and administrators through data analysis, curriculum and standards analysis, and professional development facilitation, candidates will work to improve instructional practice and student achievement. Special attention will be given to mastering the complexities of observing and modeling in classrooms and providing feedback as well as the Florida Educational Leadership standard 6 Recruitment and Professional Learning .

### **EDU 724 - Equitable Leadership**

**3 credit hours**

This course is designed to provide school leaders with the knowledge and skills to successfully create a learning environment with equity in mind through the student of current research and practice. The school leaders will analyze student outcome data, school culture, organizational structures, and teaching strategies to create a plan to foster equity. The course aligns 2015 ISLLC standards for cultivating a caring and inclusive school environment dedicated to student success.

### **EDU 725 - Program Evaluation and Change Management for Leaders**

**3 credit hours** *Prerequisites: EDU 719*

In this course, students will learn about instructional/training program evaluation concepts and use an evaluation framework to evaluate existing programs for the purposes of program review. Additionally, students will extend their role as instructional designers to work as agents of change within the organization to develop strategic, proactive plans for the future of educational changes, and apply effective change management strategies to implement instructional innovations.

### **EDU 730 - Diversity and Leadership**

**3 credit hours** In this course education leaders will learn how to support the professional learning of teachers and leaders using the principles of inclusive leadership in order to work with teachers and other school personnel to productively put district diversity plans into place in the classroom and collaboratively lead a school (or district). Students will learn how to create healthy, safe, and supportive school environments in which diverse students are known, accepted, valued and empowered to reach their fullest potential. The course will also address how education leaders can build and sustain productive relationships with families and other community partners to promote understanding, appreciation and use of the community's diverse cultural, social and intellectual resources.

### **EDU 735 - Educational Politics, Policy and Leadership in Operations and Management**

**3 credit hours** This course focuses on school politics and policy issues facing k-12 educators, specifically school and district leaders. Included in the course are ways to navigate, follow and challenge the status quo as needed related to policy issues. Federal and state policy development, implementation and process of change impacts education leadership and policy development. Analysis of policy impact on leading schools for social justice, the effects on student achievement, curriculum and leadership are areas addressed in this course. School leaders' role in governance and the political navigation in dealing with various stakeholders, school operations, school design, and governance are covered topics and addresses Florida Educational Leadership standard 3: School operations, management and safety.

### **EDU 740 - Introduction and Qualitative Research**

**3 credit hours** Candidates will explore the characteristics of educational research to determine the similarities and differences between quantitative and qualitative research. Focusing on a specific area of interest, candidates will learn how to construct a literature review. Candidates will also examine methods of qualitative data collection and analysis and how these can be used to improve teaching and learning.

### **EDU 745 - Introduction to Quantitative Design**

**3 credit hours**

*Prerequisites:* EDU 740

This course provides students in education with a working knowledge of research methods and basic statistical skills needed for quantitative research design. The course will provide an introduction to quantitative reasoning, particularly the execution and interpretation of commonly used descriptive and inferential statistical techniques as applicable to the field of education.

### **ACC 535 - Forensic Accounting**

**3 credit hours**

*Prerequisites:* Undergraduate classes in Auditing and Intermediate Accounting II and ACC 505

This course focuses on methods, techniques, strategies, and thinking processes utilized in forensic accounting. It also addresses professional standards of practice, ethics, and law applicable to subfields in forensic accounting. Students will be introduced to the forensic accounting profession, which includes the areas of bankruptcy, digital forensics, fraud, financial statement misrepresentations, economic damages, and associated legal issues.

### **ACC 625 - Accounting Internship**

**1-3 credit hours** *Prerequisites:* ACC 505

Master of Accounting students, along with their designated faculty members, arrange for a full or part-time job in the field related to their accounting curriculum. Under the guidance of a designated faculty member, students work to enrich their University experiences through an internship in order to practice master's-level accounting 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.

### **PSY 520 - History and Systems of Psychology**

**3 credit hours**

This course is a review of the evolution of the history and major systems of psychology including behaviorism, physiological psychology, psychoanalysis and the humanistic and cognitive movements. Particular attention will be given to classic studies in psychology that had significant impact on the discipline. The course develops in students not only an understanding of how psychology emerged as an independent discipline, but also how other scientific and cultural events helped shape what psychology is today. This will allow the students to better understand the diverse people, ideas, and schools of thought that have shaped psychology through the ages and how psychology applies to the world in which we live.

### **PSY 523 - Classroom Management: Ethics and Diversity in the Classroom**

**3 credit hours** Students will evaluate ethical situations related to classroom management. Students will apply the Saint Leo Core Values to issues related to ethics as well as diversity in the classroom. Sample topics will include plagiarism, differences in learning, issues related to online vs. face-to-face delivery, and topics related to the Americans with Disabilities Act (ADA).

### **PSY 525 - Diversity and Ethics**

**3 credit hours** Students will be introduced to the APA Code of Ethics in relation to research in psychology. Students will evaluate ethical situations involving data management, report writing, integrity, and authorship as well as examine ethical and validity issues involving diversity in research studies. Students will also examine how sociocultural factors and personal biases may shape research and practice.

### **PSY 530 - Research Methods I**

**3 credit hours** This course focuses on the development of research procedures and statistical analyses supporting the elucidation of the psychological concepts. Students will engage in original research resulting in an annotated bibliography suitable for the support of a developing master's capstone thesis project. In addition, students will review basic statistical procedures and outline these results in APA style write-ups and displays. Students will actively engage with published literature highlighting core methodologies and statistical procedures and across multiple content areas within psychology.

### **PSY 535 - Research Methods II**

**3 credit hours** *Prerequisites:* PSY 530

This course is the second of a two-course sequence that focuses on the development of research procedures and statistical analyses supporting the elucidation of psychological concepts. Students will engage in formulating their own original research resulting in a research proposal suitable for a master's capstone thesis project. In addition, students will review basic statistical procedures and outline these results in APA style write-ups and displays. Students will actively engage with published literature highlighting core methodologies and statistical procedures and across multiple content areas within psychology.

### **PSY 540 - Advanced Social Psychology**

**3 credit hours** This course covers key theories and perspectives related to social psychology. This course emphasizes both classical and recent empirical research on social psychological topics such as aggression, relationships, the self, social cognition, discrimination, attitudes, social influence, prosocial behavior, group behavior, and the application of social psychology to real world issues.

### **PSY 543 - Industrial Psychology**

**3 credit hours** *Prerequisites:* PSY 520 , PSY 525 , PSY 530 , PSY 535

This course examines the industrial side of industrial/organizational psychology. It includes an overview, history of the field, research methods, legal and ethical issues, standards for decision making, selection procedures, performance management and training and development. Students will also explore the topics of selection and performance appraisal in more depth.

### **PSY 545 - Learning and Cognition**

**3 credit hours** The purpose of this course is to increase individual understanding of how the mind/brain function together, learns from and within diverse environments, and creates the phenomenon of self from a myriad of sensory inputs. Throughout the course, we will examine seminal and recent research highlighting the multiple controversies and breakthroughs happening everyday within cognitive and learning science. Growing from within these explorations, we will also work to fashion a research proposal focusing on a topic within human learning and cognition suitable for use in a master's level capstone.

### **PSY 550 - Lifespan Development**

**3 credit hours** This course uses a chronological approach to examine key issues related to development through the lifespan. The course will examine developmental theories as well as classical and recent research related to physical, cognitive, social, and emotional development.

### **PSY 555 - Physiological Psychology**

**3 credit hours** Students will gain a basic understanding of the structure and function of the neuron and the central and peripheral nervous systems especially the brain, sensory, motor and hormonal systems and the physiological basis for such areas of psychology as mental illness, drug effects, sleep cycles, emotion, motivation, and learning and memory. An emphasis will be placed on a critical analysis of current scientific research evidence as a means to evaluate theories in the field of neuroscience. We will also emphasize practical applications of the research where appropriate.

### **PSY 557 - Organizational Psychology**

**3 credit hours**

*Prerequisites:* PSY 520, PSY 525, PSY 530, PSY 535, PSY 543

This course examines the organizational side of industrial/organizational psychology. It includes an overview, history of the field, research methods used, organizational theory and structure, motivation, attitudes and job satisfaction,

leadership, stress and work-life balance and the future of organizations. Students will also explore in-depth the topics of motivation and effective leadership in organizations

### **PSY 560 - Psychology of Teaching and Practice**

**3 credit hours** This course is designed to provide an initial preparation for instructors who will be teaching psychology courses at the college level. This course focuses on concepts related to successful college teaching including: preparing a statement of teaching philosophy, preparing to teach a course, facilitating and assessing student learning; anticipating, preventing and appropriately managing typical problems, and working with diverse students. The course also focuses on preparing students to teach a variety of psychology areas including developmental psychology, social psychology, learning/cognition, physiological psychology, personality, and research methods.

### **PSY 563 - Groups, Teams and Conflict Management**

**3 credit hours**

*Prerequisites:* PSY 520, PSY 525, PSY 530, PSY 535, PSY 543, PSY 557

This course provides an overview of groups, teams, and conflict management in organizations. Topics covered include group dynamics and performance, groupthink, work teams, types of teams, team structure and processes and effective conflict management and conflict styles. Students will also explore in-depth issues of team effectiveness and styles of dealing with conflict.

### **PSY 565 - Health Psychology**

**3 credit hours** This course utilizes a biopsychosocial perspective in understanding behavioral health and illness. Key topics to be covered include stress and coping, personality, homeostasis, social support, chronic disease, aging, and emotional/motivational factors in health behavior. Empirical findings and theoretical frameworks central to the field will be addressed.

### **PSY 570 - Stress, Mind and Body**

**3 credit hours** This course provides a survey of the empirical research on and theoretical frameworks used to understand human mental processes surrounding stressors, the physiological and psychological consequences of perceived stress, and common methods for coping with stress. A variety of related topics are covered, including chronic stress, traumatic stress, psychophysiology, coping with chronic pain, and stress-related disorders.

### **PSY 575 - Psychological Learning Theories in Instruction**

**3 credit hours** In this course, students will examine psychological learning theories. Students will evaluate the strengths and weaknesses of these theories. Students will examine case studies involving learning processes for adult learners as well as emerging adults.

### **PSY 577 - Organization Development and Change**

**3 credit hours**

*Prerequisites:*

PSY 520, PSY 525, PSY 530, PSY 535, PSY

This course examines organization development (OD). It includes an overview of OD, the OD practitioner, the process of OD, interventions, such as human process, technostructural, human resource, and strategic change, global organizational development and future trends and directions in OD. Students will also explore in-depth the topics of the OD practitioner and intervention strategies.

### **PSY 610 - Psychopharmacology**

**3 credit hours** This course is designed to provide an overview of the biological basis of behavior and how it is influenced by psychoactive substances. Mechanisms of action, methods of substance ingestion, classes of substances and their characteristics, substance use disorders, prevention, and treatment are covered. The histories of the various psychoactive substances, their impacts on society, and public policies will also be addressed.

### **PSY 615 - Emotion, Motivation, and Self-Regulation**

**3 credit hours** This course examines a variety of key findings regarding human emotion, motivated behavior, and our ability to regulate our behavior. A biopsychosocial perspective is brought to this topic, with a focus on both theoretical frameworks as well as practical applications of the research findings. Factors that influence one's capacity for self-regulation, particularly in the context of health, are also discussed

### **PSY 617 - Instructional Strategies for Content Areas in Psychology**

**3 credit hours** This course will explore instructional strategies for many of the content areas in psychology. Research on active learning assignments for these content areas will be explored. Sample content areas include research methods & statistics, developmental psychology, social psychology, physiological psychology, learning & cognition, and personality theory. Students will also develop their own instructional materials and examine different types of technology that can be used in psychology courses. Students will create a sample syllabus and teaching philosophy.

### **PSY 625 - Tests and Measures**

**3 credit hours** This course focuses on the fundamental concepts, principles, and applications of psychological testing. Learners will gain a basic understanding of the construction of tests as well as psychometric properties of tests. Students will be introduced to the ethical use of psychological instruments in a variety of professional and academic settings. Students will be introduced to test use for intellectual assessment, achievement, aptitude testing, measures of personality and psychopathology, forensic assessment and the use of psychological assessments in the corporate and

military environments. Theoretical assumptions of the various tests as well as diversity issues will also be explored in detail.

### **PSY 626 - Learning Outcomes, Test Construction, and Assessment**

**3 credit hours** Students will examine the processes involved in test construction including item analysis. Students will evaluate different methods for assessing learning outcomes. Students will develop outcomes for a proposed course and recommend the best procedure(s) for assessing these outcomes. Students will also examine the reliability and validity of test items and evaluate different types of test questions using item analysis (e. g., multiple choice, short answer, etc.).

### **PSY 690 - Thesis/Capstone Project I**

**3 credit hours** *Prerequisites:* 30 credits of graduate psychology course work

This integrative course represents a culmination of experiences for the graduate student in which they demonstrate what they have learned in previous graduate psychology courses. This is the first part of a two part capstone course which serves as a prerequisite to Capstone II. Students must also show what they are capable of doing after they complete the program. Thus, this capstone course helps the students prepare for jobs in the academic and/or private sector, depending upon the needs of the student. Knowledge of a chosen field in psychology, research design and analysis, and ethical decision making are emphasized. This course is writing intensive with the culminating result of the capstone proposal.

### **PSY 695 - Thesis/Capstone Project II**

**3 credit hours** *Prerequisites:* PSY 690

This integrative course represents a culmination of experiences for the graduate student in which they demonstrate what they have learned in previous graduate psychology courses. They must also show what they are capable of doing after they complete the program. Thus, this capstone course helps the students prepare for jobs in the academic and private sector, depending upon the needs of the student. Knowledge of a chosen field in psychology, research design and analysis, and ethical decision making are emphasized. Part II of a two-part sequence, this course is writing intensive and completes the final capstone project students began in Capstone I and throughout the psychology program process.

### **SWK 510 - Human Behavior in the Social Environment**

**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 - Advocacy and Action in Social Work**

**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 videotaping 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 555 - Abuse and Violence Across the Lifespan**

**3 credit hours** *Prerequisites:* SWK 510, SWK 520, SWK 530, SWK 540

This course will provide content covering various types of abuse and violence throughout the lifespan. Specifically, child abuse, school violence, family violence, human trafficking, community violence, and elder abuse will be analyzed and discussed. The course will consider the interrelationships, the risk factors, current policies/practices, and evidence-based interventions for each type of abuse and violence. In addition, multiple theoretical perspectives will be critically analyzed in determining their usefulness in explaining and predicting violence and abuse. Students will also examine how vulnerable populations are disproportionately affected by abuse and violence.

### **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 (Elective)**

**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** 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 618 - Short-Term Clinical Interventions (Elective)**

**3 credit hours** The purpose of this elective course on brief psychotherapy interventions is to prepare students for advanced clinical social work practice and to develop students' competency in two brief empirically-validated psychotherapy interventions: cognitive-behavioral therapy (CBT) and solution-focused therapy (SFT). This course builds upon an understanding of human behavior in the social environment, clinical social work practice with individuals, and the study of psychopathology. Students will learn a biopsychosocial approach to the assessment and clinical treatment of mental disorders.

### **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 623 - Medical Social Work and Interdisciplinary Teams (Elective)**

**3 credit hours**

The purpose of this course is to help students prepare for advanced social work practice in a variety of interdisciplinary settings. Professional social work practice in these settings often involves a varied skill set that promotes the social workers' critical thinking and advanced communication skills to help clarify roles and determine the tasks at hand. The student will engage in theoretical models for interdisciplinary care, learn a variety of skills needed to be successful in these settings and practice these skills in reflection and assessment. A series of role plays will serve to enhance student insight and awareness regarding analyzing and responding to advanced social work practice clients and colleagues in interdisciplinary settings.

### **SWK 625 - Psychopathology**

**3 credit hours** 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 635 - Social Work Practice in the Military (Elective)**

**3 credit hours** 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 636 - Trauma Informed Care with Children and Adolescents (Elective)**

**3 credit hours** Trauma in Children & Adolescents is the foundation course to introduce students to a comprehensive overview of core concepts related to understanding and addressing trauma, specifically with children and adolescents. The first half of the course will provide a general overview to include a basic understanding of trauma and trauma-related theoretical perspectives used to inform evidence-based assessment and interventions. The second half of the course will include special considerations for children and adolescents with topics related to the impact of trauma on childhood development and surrounding systems, evidence-based tools for screening, assessment, and intervention, resilience, and the impact on the professional's response to trauma. Several theoretical frameworks will be presented to include cognitive, neurobiological, clinical, and socio-cultural perspectives in the treatment of trauma in children and adolescents.

## **SWK 637 - Trauma Informed Care with Vulnerable Populations (Elective)**

**3 credit hours**

The purpose of this course is to help students prepare for advanced social work practice in a variety of interdisciplinary settings, particularly those where trauma is a focus. Professional social work practice in these settings often involves a varied skill set that promotes the social workers' critical thinking and advanced communication skills to help clarify roles and determine the tasks at hand.

Students will explore a range of events associated with the development of trauma-related dysfunction, along with risk factors which potentiate the development of PTSD across the lifespan. Students will have the opportunity to learn and practice strategies for assessing survivors of psychological trauma using gold-standard, empirically validated assessment methods. This extends to self-assessment in working with vulnerable populations. Students develop understanding of trauma-informed principles of care that advocates for policies and trauma-informed sensitive services across systems levels, responding to those underrepresented and oppressed in society.

## **SWK 638 - Trauma Informed Care with Military and First Responders (Elective)**

**3 credit hours**

Trauma in Military and First Responders is the foundation course to introduce students to a comprehensive overview of core concepts related to understanding and addressing trauma, specifically with the Military and First Responders. The first eight weeks will provide a general overview to include a basic understanding of trauma, and trauma-related theoretical perspectives used to inform evidence-based assessment and interventions. The remaining eight weeks will include special considerations for Military and First Responders with topics related to the impact of combat related and trauma and surrounding systems; evidence-based tools for screening, assessment, and intervention; resilience; and the impact on the professional's response to trauma.

## **SWK 640 - Evidence Based Social Work Research Methods**

**3 credit hours** *Prerequisites: Successful completion of all foundation courses and 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 (Elective)**

**3 credit hours** *Prerequisites: Successful completion of all foundation courses and 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 (Elective)**

**3 credit hours** *Prerequisites: SWK 610 - Leadership (Elective) 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.*

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 656 - Children's Services (Elective)**

**3 credit hours** This course is designed to provide a framework of knowledge, values, and skills necessary to work with maltreated children and their families. It also serves to introduce students to the field of Child Welfare (CW). The course includes the Federal and State mandates, relevant ethical concerns and values, and an overview of Child Protective Services including adoption, foster care, permanency planning, and family preservation services. Students will learn skills in engagement, assessment, and intervention with children and families. Emphasis will be placed on the knowledge and use of evidence to inform practice and the creation of Child Safety Plans based on the Safety Decision Making method.

### **SWK 657 - Evaluation and Treatment of Trauma-Related Conditions (Elective)**

**3 credit hours** *Prerequisites: SWK 610 - Leadership (Elective)*

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.

### **COM 560 - Fundamentals of Software Engineering**

**3 credit hours** Software engineering is an engineered discipline in which the aim is the production of software products, delivered on time and within a set budget, that satisfies the client's needs. It covers all aspects of software production ranging from the early stage of product concept to design and implementation to post-delivery maintenance. This course introduces the major concepts and techniques of software engineering so that students can prepare for their future careers as software engineers. Moreover, through group projects, students can obtain hands-on experiences on entire phases and workflow of the software process.

### **COM 563 - Analysis of Algorithms**

**3 credit hours** Introduction to the design and analysis of computer algorithms. Topics will include concepts of algorithm complexity, and various algorithmic design patterns like divide and conquer, dynamic programming and greedy algorithms. The course will also cover major algorithms and data structures for searching and sorting, graphs, and some optimization techniques.

### **COM 565 - Principles of Software Design**

**3 credit hours** *Prerequisites: COM 560*

This course is an introduction to the design of complete software systems, building on components and patterns. Topics include architectural principles and alternatives, design documentation, and relationships between levels of abstraction.

### **COM 567 - Current Trends in Software Engineering**

**3 credit hours** *Prerequisites:* COM 560

This course is aimed to explore potential research in the field of software engineering. The course will include current research on any of the identified problems and conducting research in the identified problems. This will help the students to understand various research topics in software engineering and depth in one of their selected area.

### **COM 570 - Software Reliability and Testing**

**3 credit hours**

*Prerequisites:* COM 560

This course shows how to define software quality and how it is assessed through various testing techniques. Topics include review/inspection techniques for non-executable software, black-box and white-box testing techniques for executable software and test analysis. Specific test-case development techniques such as boundary value, equivalence class, control paths, and dataflow paths test are introduced. Different levels of testing such as functional, component, and system/regression tests are discussed with the concept of configuration management

### **COM 592 - Software Engineering Capstone**

**3 credit hours**

*Prerequisites:* COM 560, COM 563, COM 565, COM 567, COM 570

This is a capstone project course integrating software engineering knowledge and skills acquired in previous courses. Team-based approach to problem formulation, requirements engineering, architecture, design, implementation, integration, documentation and delivery of a software system that solves a real-world problem.

This course provides a capstone design experience for students interested in software engineering. While previous courses in the curriculum provide students with the knowledge and skills necessary to begin a career as a software engineer, the end-to-end design and implementation experience offered in this course comes much closer to the experience that software engineering professionals encounter in the workplace. The emphasis on documentation and presentation of designs and results is also valuable career preparation, and forces students to take ownership of their designs and systems as they present them to others.

### **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 ORI - Theology Orientation**

**0 credit hours credit hours**

### **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 515 - The Gospel and Epistles of John**

**3 credit hours** *Prerequisites:* THY 502

This course is an introduction to the academic study of the Johannine Literature of the New Testament (the Gospel and Epistles of John). The course studies: the historical context of the Johannine Literature; modern historical-critical scholarship on the Gospel and Letters of John; and the content and theology of the Johannine Literature. Multiple scholarly and methodological approaches are surveyed.

### **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 553 - Canon Law**

**3 credit hours** This course examines the nature, history, and substance of canon law in the Catholic Church, with particular but not exclusive attention to general norms (Book I); the rights and obligations of the Christian faithful and ecclesiastical structures (Book II); the teaching office of the Church (Book III); and the sacraments (Book IV)

### **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 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 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 600 - Special Topics**

**3 credits credit hours** The course will focus on special topics in the theological or pastoral area that would be of educational interest for students in the program.

### **THY 700 - Special Topics**

**3 credit hours** This is a course in a particular theological or pastoral area.

### **THY 701 - Theological Research and Writing**

**3 credit hours** Research and writing are two essential tasks of the theologian. The purpose of this course is to equip students with the necessary skills for conducting theological research and to improve their theological writing. Each semester will take a particular set of focal questions in applied theology and focus on developing research, citation, reviewing, and writing skills through those topics.

### **THY 705 - Applied Theology**

**3 credit hours**

How does one bring together the academic dimension of theology to the daily, real life experiences of one's community? Applied Theology focuses on developing the student's mastery of theological traditions and teachings for the purpose of studying how those commitments are lived out by Christians, by the Church, and in the world

### **THY 710 - Theological Methods**

**3 credit hours**

Critical reflection on theology requires one to ask "what is one doing when one is doing theology?" This course introduces students to various methods for doing theology, including engagements with important dialogue partners (philosophy, history, sociology, psychology, economics, world religions, critical theories, etc.

### **THY 715 - Scripture for Applied Theology**

**3 credit hours**

THY

Scripture is the essential root of Christian teaching and practice. This course investigates the role of scripture in applied theology, with particular focus on methods of interpretation and application

### **THY 720 - Vatican II**

**3 credit hours** Arguably the most central event in the modern history of the Catholic Church, the Second Vatican Council has been a source of renewal and debate since it was first called for in 1959. In this course, students will engage the context, documents, and debates around Vatican II. Students will focus especially on how to apply the Council's teaching in their particular contexts, work, and ministries. The course will include a select survey of some of the seminal documents promulgated by the Second Vatican Council, a consideration of the historical and theological significance of these documents, and assessment of the importance of the Council for the Church, other faiths and the world in contemporary times.

### **THY 725 - Catholic Intellectual Tradition I**

**3 credit hours**

The heart of the Catholic Intellectual Tradition is the search for truth, goodness, and beauty that have their origin and their end in God. This course focuses especially on the dimension of truth through emphasis on the complementary roles of faith and reason. Through critical engagement with essential texts from the Catholic tradition and other interlocutors, this course will examine key approaches to faith and reason, critiques of those approaches, and the challenges presented by the search for truth

### **THY 726 - Catholic Intellectual Tradition II**

**3 credit hours**

Continuing the investigation of the CIT's search for truth, goodness, and beauty, this course considers the good in light of grace, nature, and sin. What is the relationship of nature and grace to one another, and how does sin present an issue for both? Through close analysis of major figures in Christian history, this course considers how teaching on grace, nature, and sin have shaped the Catholic intellectual tradition.

### **THY 727 - Catholic Intellectual Tradition III**

**3 credit hours**

Building on the previous courses' investigations of the Catholic Intellectual Tradition, this course considers beauty in light of the theological aesthetics. What does it mean to describe God as beautiful? What is the role of the imagination in one's engagement with God? How does art in its multitude of forms serve as a form of and source for theology? Through an interdisciplinary consideration of religious art, architecture, literature and music, in conversation with essential theological texts, this course examines the centrality of beauty in the Catholic intellectual tradition

### **THY 730 - Toward the Restoration of Christian Unity**

**3 credit hours** This course explores the advent and ongoing development of ecumenical and inter-religious dialogue which has taken place within Christianity over the past 65 years with particular focus on the seminal ecumenical teachings proffered by the Second Vatican Council; recent papal and Magisterial teachings; the work of the Pontifical Council for the Promotion of Christian Unity, World Council of Churches and leading theologians in the field; as well as the contributions of Roman Catholic-Protestant dialogues facilitated by the United States Conference of Bishops in conjunction with various Protestant partners.

### **THY 733 - Public Theology**

**3 credit hours** According to theologian David Tracy, the theologian is responsible for serving three publics: the academy, the church, and the wider society. This claim, a challenge to theories of secularization, requires critical, rigorous analysis of the realities of public contexts and what resources and insights theology has to offer them. In this course, students will learn about what it means for theology to go public, to engage these wider conversations, and to bring the resources of the theological tradition to bear on relevant public questions.

### **THY 735 - Interfaith Leadership**

**3 credit hours**

This course examines the Catholic Church's engagement with the world religions. After surveying the history and impact of the Second Vatican Council's 1965 Declaration on the Relation of the Church to Non-Christian Religions (*Nostra Aetate*) the course examines "insider perspectives" on the teachings, sacred texts, and contemporary expressions of Hinduism, Buddhism, Judaism, Islam, and Confucianism. The course then provides students with an overview of the status of the Church's dialogues with each of these traditions with attention to the importance of interfaith leadership at the local level.

### **THY 740 - Fundamental Moral Theology**

**3 credit hours** In order to understand the teachings of the Christian moral life, one must understand the foundations that orient moral evaluation and decision-making. The course focuses on key concepts like moral norms, freedom, conscience, natural law, the roles of scripture, tradition, and magisterium, and the methods of moral decision-making

### **THY 743 - Virtue Ethics**

**3 credit hours**

What does it mean to live the good life? The tradition of virtue ethics focuses on the question of happiness and dispositions necessary for human flourishing. This course examines happiness, morality, and virtue in the thought of St. Thomas Aquinas, who stands as one of the towering figures in the history of Christian theology. After a brief introduction to Aquinas's life and context, the seminar will study Aquinas's view of the relation of God, human happiness, and the virtues.

### **THY 745 - Catholic Social Teaching**

**3 credit hours**

How does the Catholic moral tradition respond to the "signs of the times" in society and culture? Through a close and analytical study of the tradition of Catholic social teaching (CST), this course will show how the Church's response is informed by sacred scripture, tradition, virtue ethics, and careful attention to the lived challenges of the contemporary world. In addition to focus on papal encyclicals, it will also look at the work of local and regional episcopal conferences as well as lay movements in shaping CST

### **THY 765 - Comprehensive Exams**

**3 credits credit hours** *Prerequisites:* Satisfactory completion of all preceding courses.

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 theological research techniques will be examined throughout these exams.

### **THY 770 - Doctoral Dissertation Seminar**

**3 credit hours**

*Prerequisites:* THY 765

This course is convened by the ThD Program Director or their designated representative. The purpose of this course is for candidates to identify their dissertation committee, develop the proposal, and then successfully defend their proposal to their committee

### **THY 780 - Directed Research I**

**3 credit hours** *Prerequisites:* THY 765 and THY 770

Following a successful defense of the candidate's dissertation proposal, the candidate begins research and writing of their dissertation. The course of that research and writing are to be organized by the candidate and their committee chair



**THY 781 - Directed Research II**

**3 credit hours** *Prerequisites:* THY 780

The doctoral candidate continues researching and writing their dissertation under the direction of their committee chair.

**THY 782 - Directed Research III**

**3 credit hours** *Prerequisites:* THY 781

The doctoral candidate continues researching and writing their dissertation under the direction of their committee chair.

**THY 783 - Directed Research IV**

**3 credit hours** *Prerequisites:* THY 782

The doctoral candidate continues researching and writing their dissertation under the direction of their committee chair.

**THY 801 - Dissertation Oral Defense**

**0 credit hours**

In this course, the candidate defends their complete dissertation to the committee. The course functions to emphasize the Saint Leo core values of excellence, integrity, and personal development. This required not-for-credit course is the conclusion of the Th.D. program. Tuition fees will not be assessed for this course

**ENG 501 - Foundations in Fiction**

**3 credit hours**

*Prerequisites:* At least three credits of CRW 504: Theory & Practice of Creative Writing

This course focuses on the fundamentals of craft in fiction writing. The focus of the class is predominantly reading and responding to both canonical and contemporary examples of fiction, as well as reading examples of contemporary literary criticism and essays on craft. The goal is to produce a substantial body of original critical work that demonstrates the skill of reading like a writer

*Taken four times altogether with optional three credits in another genre (only during student's second year in program)*

# Chapter 4: Administration and Faculty

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Lutz, Florida  
Vero Beach, Florida  
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Tampa, Florida  
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University Park, Florida  
Spartanburg, South Carolina  
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# Administration

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President  
Vice President of Academic Affairs  
Vice President, Business Affairs and Chief Financial Officer  
Vice President, Strategic Enrollment Management  
Vice President, Student Affairs  
Vice President, University Advancement  
President's Office Consultant  
Special Assistant to the President  
Senior Executive Assistant

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Susan Kinsella  
James Detuccio  
Stacy Gato  
Jennifer Shaw  
Steven Kubasek  
Jeffrey Anderson  
Ana DiDonato  
Marcia Malia

## Academic Affairs

Vice President of Academic Affairs  
Associate Vice President for Academic Affairs  
Executive Director, Academic Administration  
Doctoral Program Manager  
Director of Learning Resources

Susan Kinsella  
Craig S. Cleveland  
Joseph M. Tadeo  
Donna Shea  
Abbie Luoma

### Accreditation Office

Assistant Vice President of Accreditation and New Program Integration  
Director of Accreditation

Diane Ball  
Christina Branas

### Assessment

Director of Academic Assessment  
Assessment Analyst

Heather Johnson  
TBD

### College of Arts, Sciences, and Allied Services

Dean, College of Arts, Sciences, and Allied Services  
Associate Dean, College of Arts and Sciences

Heather Parker  
Marc Pugliese

### Criminal Justice

- Director, Doctorate in Criminal Justice Program (DCJ)
- Director, Graduate Studies in Public Safety Administration (CRJ/CIM)
- Department Chair of Undergraduate Criminal Justice (CRM)

Phillip Neely  
Robert Diemer  
Moneque Walker-Pickett

### Education (EDD/MED/EDU)

- Department Chair, Undergraduate Education
- Director, Doctorate in Education; Graduate Studies in Education

Holly Atkins  
Fern Aefsky

### English, Music, and the Arts (ART/ENG/FAS/HUM/MUS/SPA/POR)

- Department Chair, Undergraduate English, Music, and the Arts
- Associate Chair, Undergraduate English, Music, and the Arts

Chantelle MacPhee  
Pamela DeCius

### Graduate Studies in English

Director, MA in Creative Writing

Anne Barngrover

### Interdisciplinary Studies & Experiential Learning (PHI)

- Department Chair, Interdisciplinary Studies & Experiential Learning
- Associate Chair, Interdisciplinary Studies & Experiential Learning

Karen Hannel  
Elisabeth Aiken

### Natural and Applied Sciences (BIO/CHE/ENV/PHY/SCI)

- Department Chair, Undergraduate Natural and Applied Sciences

Laura Altfeld

### Social Sciences (PSY/SOC/SSC)

- Department Chair, Undergraduate Social Sciences

Janis Prince

<ul style="list-style-type: none"> <li>• Associate Chair, Undergraduate Social Sciences</li> </ul>	Keith Burton
<p>Graduate Psychology</p> <ul style="list-style-type: none"> <li>• Director, Graduate Studies in Psychology</li> </ul>	Cathleen Dunn
<p>Theology &amp; Religion (THY/REL)</p> <ul style="list-style-type: none"> <li>• Director, Graduate Studies in Theology; Department Chair, Philosophy &amp; Religion</li> </ul>	Randall Woodard
<p>Doctorate Studies in Theology</p> <p>Director, Doctorate Studies in Theology</p>	Stephen Okey
<p>Graduate Outreach Program Administrator</p> <p>Special Projects Manager</p> <p>Administrator, Graduate Studies in Theology</p>	<p>Tamara DiSi</p> <p>Brenda (Nikki) Heister</p> <p>W. Thomas Poynor</p>
<p><b>Donald R. Tapia College of Business</b></p> <p>Dean, Tapia College of Business</p> <p>Associate Dean, Tapia College of Business</p>	<p>Passard Dean</p> <p>Michele Flint</p>
<ul style="list-style-type: none"> <li>• Department Chair for Accounting, Economics, Finance</li> <li>• Director, Doctor of Business Administration (DBA) Program</li> <li>• Department Chair, for Communications (COM), Management (MGT), and Marketing (MKT)</li> <li>• Director, Graduate Studies in Business Masters in Business Administration (MBA)</li> <li>• MBA Program Manager</li> </ul>	<p>Daniel Tschopp</p> <p>J. Adam Shoemaker</p> <p>Kelly Atkins</p> <p>Pamela Lee</p> <p>Meghan Mathias</p>
<p><b>College of Computing, Artificial Intelligence, Robotics, and Data Science (CARDS)</b></p> <p>Dean, College of Computing, Artificial Intelligence, Robotics, and Data Science</p> <p>Associate Dean, College of Computing, Artificial Intelligence, Robotics, and Data Science</p>	<p>Derek Mohammed</p> <p>Vyas Krishnan</p>
<ul style="list-style-type: none"> <li>• Department Chair, Computer Science</li> <li>• Department Chair, Mathematics</li> </ul>	<p>Van Nguyen</p> <p>Monika Kiss</p>
<p><b>College of Health Professions</b></p> <p>Dean, College of Health Professions</p>	Kathy Van Eerden
<ul style="list-style-type: none"> <li>• Department Chair, Nursing (NUR)</li> <li>• Department Chair of Undergraduate Social Work (SWK)</li> <li>• Director, Graduate Studies in Social Work (MSW/SWK)</li> </ul>	<p>Debra Peterson</p> <p>Ebony Perez</p> <p>Courtney Wiest</p>
<p><b>Center for Catholic-Jewish Studies</b></p> <p>Director, Center for Catholic &amp; Jewish Studies; Assistant Professor of Theology</p> <p>Cohn Visiting Chair in Jewish Thoughts; Assistant Director for Center for Catholic &amp; Jewish Studies</p>	<p>Matthew Tapie</p> <p>Rabbi David Maayan</p>
<p><b>Bridge Program</b></p> <p>Director, Bridge Program</p>	Iona Sarieva
<p><b>Honors Program</b></p> <p>Associate Director, Honors Program</p>	Elisabeth Aiken
<p><b>Center for Maribeth Durst Applied Research Institute</b></p> <p>Director, Center for Maribeth Durst Applied Research Institute</p>	Lisa Rapp-McCall
<p><b>Student Success and Academic Engagement</b></p> <p>Chief Officer, Student Success &amp; Academic Engagement</p> <p>Director, WorldWide Student Success</p> <p>Director, Student Success</p> <p>Director, Academic Engagement</p>	<p>Ben Forche</p> <p>Sarah Young</p> <p>Justin Carter</p> <p>Jo Hutterli</p>
<p><b>Student Success - Campus</b></p>	

Director, Student Success  
Student Success Coach  
Student Success Coach  
Student Success Coach  
Student Success Coach

Justin Carter  
Courtney Caton  
Steve Large  
Audrea Maxwell  
Emma Hutterli

**Student Success - Undergraduate WorldWide**

Associate Director, Undergraduate Student Success  
Student Success Coach  
Student Success Coach  
Student Success Coach  
Student Success Coach  
Student Success Coach  
WorldWide Student Success Coach  
WorldWide Student Success Coach

Emilio Favale  
Luis Barba-Martin  
Rhonda Gillylan  
Emily Katz  
Christopher Klossner  
Shontay Siders-Allen  
Cheryl Edwards  
Donna (Nikki) Bleiler

**Student Success - Graduate Worldwide**

Associate Director, Graduate Student Success  
Student Success Coach  
Student Success Coach  
Student Success Coach  
Student Success Coach  
Student Success Coach  
Student Success Coach

Deborah Rumsey  
Ali Najjar  
Arielle Villarini  
Leslie Ramirez  
Allison Hawkins  
Sacha Fenimore  
Sasha Bergstrasser

**Center for Teaching & Learning Excellence**

Director, Center for Teaching & Learning Excellence  
Teaching & Learning Faculty Development Specialist  
Teaching & Learning Specialist  
Digital Communications Project Manager

Candace Roberts  
Issys Salazar  
TBD  
Kari Cremer

Assistant Director, Innovation & Implementation  
eLearning Development Manager  
Learning Management System Administrator  
Simulation Specialist

Greg Kunzweiler  
Gina DiBattista  
Christina Hewitt  
Emily Kochanski

**Learning Design**

Lead Learning Graphic Designer  
Lead User Experience Specialist

Gina DiBattista  
Christina Hewitt

**Learning Resources**

Director of Learning Resources  
Learning Resource Specialist  
Learning Resource Specialist

Abbie Luoma  
Jessica Moreira  
Traci Dunlap

**Library Services**

University Librarian  
Reference/Instructional Services Librarian; Associate Professor  
Collection Development Librarian  
Instruction and Assessment Librarian; Assistant Professor  
Reference and Instructional Outreach Librarian; Professor  
Library Technology Specialist  
Interlibrary Loan Assistant  
Online Reference and Instruction Librarian; Assistant Professor

Doris Van Kampen-Breit  
Janet Franks  
Renee Gould  
Amy Harris  
Carolann Moon  
Marissa Smith  
Andrew Venturella  
Christina Woods

**Registrar Office**

Registrar  
Associate Registrar  
Assistant Registrar

Kelsea Gonzalez  
Pamela Frazer  
Michelle Badger

**WorldWide Operations Faculty Services**

Faculty Services Coordinator, COL - Tampa

Jenna-Lee Beckett

# Athletics

## Intercollegiate Athletics

Director of Athletics, Wellness and Recreation  
Associate Athletic Director for Business and Finance  
Assistant Athletic Director, Internal Operations  
Director of Operations, Athletic and Events  
Director, Athletic Communications  
Manager, Athletic Communications

Marcial Lazenby  
Dawn Bolton  
Jesse Vervelde  
Carrie Fidurko  
Jonathan Glass  
George Hillen

## Compliance

Assistant Athletic Director, Compliance

Brent Graves

## Acrobatics & Tumbling

Acrobatics & Tumbling, Head Coach  
Acrobatics & Tumbling, Assistant Coach

Brittney Johnson  
Taylor Watson

## Baseball

Baseball, Head Coach  
Baseball, Assistant Coach

Joshua Keim  
Purcell Chandler

## Basketball (Men's)

Basketball, Interim Head Coach  
Basketball, Assistant Coach  
Basketball, Assistant Coach

Spencer Henke  
Bob Ludwig  
Brandon Mayhan

## Basketball (Women's)

Basketball, Head Coach  
Basketball, Assistant Coach

Anthony Crocitto  
Nola Carter

## Cross Country

Head Coach, (Men's & Women's)

Anthony Deleva

## Golf

Golf, Head Coach (Men's)

Chris Greenwood

Golf, Head Coach (Women's)  
Golf, Assistant Coach (Women's)

Lyndsey Bevill  
Chris Greenwood

## Lacrosse

Lacrosse, Head Coach (Men's)  
Lacrosse, Assistant Coach (Men's)  
Lacrosse, Head Coach (Women's)

Bradley Jorgensen  
Chad Marino  
Caitlin Hansen

## Soccer

Soccer, Head Coach (Men's)  
Soccer, Assistant Coach (Men's)  
Soccer, Assistant Coach (Men's)

Brett Parker  
Graham Brown  
Rich Bryan

Soccer, Head Coach (Women's)  
Soccer, Assistant Coach (Women's)

Ged O'Connor  
Arielle Kabangu

## Softball

Softball, Head Coach  
Softball, Associate Head Coach  
Softball, Assistant Coach  
Softball, Assistant Coach

Erin Kinberger  
Brittany Johnson  
Zachary Carver  
Pat Affrunti

## Sports Medicine

Director of Sports Medicine  
Athletic Trainer

Jessica Meyers  
Kayla Sadlick

**Strength & Conditioning**

Assistant Athletic Director, Strength & Conditioning  
Strength and Conditioning Coach

Joseph Nudo  
Lexi Werve

**Swimming**

Swimming, Head Coach  
Swimming, Assistant Coach

Michael Southward  
Paulina Majszutowicz

**Tennis**

Tennis, Head Coach (Men and Women)

Hensley Austin

**Volleyball**

Volleyball, Head Coach  
Volleyball, Assistant Coach

Natalia Koryzna  
Erin Ende

**Wellness Center**

Executive Director, Wellness Center Services & Events  
Director of Fitness and Recreation, Wellness Center

Kathleen Pantalone  
Conner Kilpatrick

**Business Affairs**

Vice President of Business Affairs and Chief Financial Officer

James DeTuccio

**Finance and Accounting**

Associate Vice President, Finance and Accounting

Melinda Clark

**Controller**

Assistant Director, Accounts Receivable  
Manager, Budget & Reporting

Jennifer Martell  
Melinda McKendree  
Kristi Floyd

Director, Procure to Pay & Sponsor Billing

Director, Payroll  
Payroll Specialist

Laura Solberg  
Timothy Carroll  
Tracy Wolfe

**Department of Information Technology (DoIT)**

Chief Information Officer (CIO)  
Director, Project Management & Information Technology Governance  
Director, Information Security  
Director, Client Support Services  
Associate Director, Client Support Services  
Director, DevOps

Steven Carroll  
Sean VanGuilder  
Bobby Chapa  
Dennis Gonzalez  
John Castro  
Matthew Redman

**Facilities Management**

Associate Vice President for Facilities Management  
Director, Grounds  
Area Director, Facilities  
Executive Coordinator, Facilities  
Director, Housekeeping  
Area Director, Facilities

Jose Caban  
Robert Blair  
Gordon Briggs  
Bazile Francois  
Jorge Limon  
Argon Roberts

**Student Financial Aid Services**

Director, Financial Aid Support  
Assistant Director, Student Financial Support  
Associate Director, Veteran Financial Services  
Director, Financial Aid Compliance  
Associate Director, Financial Aid  
Associate Director, Financial Aid

Elainne Feeney  
Eusebio Herrera-Montoya  
Kimberley Steele  
Brenda Clark  
Lorna Salmon  
Nicholle Thor

**Human Resources**

Interim HR Director  
HR Business Partner  
HR Business Partner  
HR Coordinator

Daniel Stallworth  
Ahmed Sanders  
Theresa Stoph  
Albert La Red

Manager, Total Rewards  
Total Rewards Business Partner

Ali Nathaniel  
Jess Weaver

**Internal Audit**

Executive Director, Audit and Compliance  
Manager, Audit and Compliance

Monica Kessel  
Mark Nash

**Legal Affairs**

General Counsel

Staci Shelley

**Institutional Research & Business Development**

Executive Director, Business Development  
Director of Institutional Research

Katie Chamberlain  
Cheryl Hemphill

**Strategic Enrollment Management Division**

Vice President, Strategic Enrollment Management, University Campus

Stacy Gato

**Enrollment Services and Operations**

Assistant Vice President, Enrollment Services & Operations  
Director, Center for Enrollment Excellence  
Director, Enrollment Support Services

Nicholas Macchio  
Michael O'Brien  
Kristina Phipps

**Enrollment Marketing & Communication**

Assistant Vice President, Enrollment Marketing & Communication  
Manager of University Campus Enrollment Communication  
Director, Enrollment Marketing  
Director, Acquisition Marketing  
Director, Digital Marketing  
Manager, Campus Visit Experience  
Assistant Director, Campus Visit Experience

Scott Watkins  
Khamille Labbe  
Peggy O'Connor  
Jacoby Phillips  
Joel Rivera-Salvador  
Betty-Ann King  
Hannah Twardosky

**University Enrollments Management**

Assistant Vice President, Enrollment Services & Operations

Assistant Director of Undergraduate Admissions

Assistant Director of Undergraduate Admissions

Assistant Director of Undergraduate Admissions

Assistant Director of Undergraduate Admissions

Assistant Director of Undergraduate Admissions

Assistant Director of Undergraduate Admissions

Director, Enrollment Support Services

Nicholas Macchio  
Francisco Carrasquillo-  
Alicea  
Lance Dellaria  
Joao Kastrup  
Emanuel Sado  
Thalia Pabon  
Caitlin Williams  
Kristina Phipps

**Campus Enrollments**

Assistant Vice President, Enrollment Services & Operations

Assistant Director, Undergraduate Admissions

Assistant Director, Undergraduate Admissions

Assistant Director, Undergraduate Admissions

Assistant Director, Admissions

Assistant Director, Undergraduate Admissions

Nicholas Macchio  
Malic Anderson  
Melanie Rivera  
Tonie Schwartz  
Jenna Skrelunas  
Erin Zdrojewski

**Undergraduate Online Enrollment**

Director, Online Undergraduate Enrollment

Associate Director, Undergraduate Enrollment

Associate Director, Undergraduate Enrollment

Brett Terzynski  
Anthony Parks  
Brian Walker

**Graduate Online Enrollment**

Director, Online Graduate Enrollment

Associate Director, Graduate Enrollment

Associate Director, Graduate Enrollment

Jennifer Maiolo-Ferran  
Cindy Crist  
Jennifer Lewallen

**University Enrollment Management - Re-entry Services**

Director, Re-entry Services

TBD



Senior Re-entry Specialist  
Senior Undergraduate Re-entry Specialist  
Re-entry Specialist

Amantha Terwilliger  
Jonathan Brackenrich  
Marc Shapiro

**International Admissions Team**

Director & DSO International & Graduate Admissions  
Assistant Director, & DSO, International Admissions  
Assistant Director, International Admissions  
Assistant Director, International Relations  
Assistant Director, International Relations  
Assistant Director & DSO, International Admissions,

Rachel Andrews  
Jade Overton  
Zeida Alvarez  
Matheus Costa De Assis  
Thomas Sayers  
Nicole Worhacz

**Center for Global Engagement**

Executive Director & DSO, Center for Global Engagement  
Assistant Director & DSO, International Student Services

Paige Ramsey-Hamacher  
Carol Hope Grant

## Saint Leo University WorldWide Operations

Vice President, Strategic Enrollment Management  
Assistant Vice President Saint Leo WorldWide, Center Operations and Special Programs  
Director, WorldWide Learning and Operations  
Associate Director, WorldWide Student Life

Stacy Gato  
Tyler Upshaw  
Alaina Forehand  
Nancy Cheek

## Saint Leo University WorldWide Education Centers

### Florida Region

**Center for Adult Learning at University Campus, Florida** (includes Pasco Hernando Education Offices)

Education Center Director  
Assistant Director

Rod Kirkwood  
Elizabeth Castro

**Key West Education Center, Florida**

Interim Education Center Director

Jeffrey Hite

**MacDill AFB Education Center, Florida**

Center Director  
Associate Director

Rod Kirkwood  
Louis Reyna

**Tampa Education Support Center, Florida**

Center Director  
Associate Director, Admissions Tampa Center

Rod Kirkwood  
Yvonne Kelly Montell

### U. S. Region

Assistant Vice President Saint Leo Worldwide, U.S. Region/Special Programs

Tyler Upshaw

### Georgia

**Savannah Education Center, Georgia**

Center Director  
Assistant Director

Donald (Chase) Bishop  
Yalonka Mitchell

**Special Programs**

Assistant Vice President, Saint Leo Worldwide, U.S. Region/Special Programs  
Manager, Online Consortium of Independent Colleges & Universities (OCICU) Program  
Manager, Special Programs (WorldWide Operations, Consortiums, World Campus & University Mailroom)

Tyler Upshaw  
Susan Boyd  
Joseph Paquette

## Student Affairs

Vice President of Student Affairs  
Associate Vice President of Student Affairs  
Executive Assistant to the VP

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Heidi D'Ambrosio

**Accessibility Services & Career Services**

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Assistant Director, Accessibility Services  
Assistant Director, Accessibility Services

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Hannah Braverman  
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Assistant Director, Career Services

Omar Cosme  
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#### **Counseling Services**

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Assistant Director, Counseling Services

Lawson Jolly  
Emma Manley

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Manager, Catering Services  
Manager, Retail Operations  
Chef

Justin Bush  
Cynthia LiVeli  
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Associate Director, Residence Life  
Area Director, Residence Life  
Area Director, Residence Life  
Senior Coordinator, Housing Operations

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Kimesha Norris  
Jay Segal  
Norah King  
Jenna Humphreys

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Assistant Director, Student and Family Engagement

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Anne Thornton  
Kelsey Tait

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Director, Creative Services  
Project Manager

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Caroline Jorgensen  
Renee Gerstein  
Jason Longo

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Director, Campus Ministry  
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Kevin Floyd  
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# University Campus

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# Administrators

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B.S., Saint Leo University

**Christina Branas—Director of Accreditation**

BA, M.B.A., Saint Leo University

**Katie Chamberlain—Executive Director of Business Development, Community Engagement & Communications**

B.S., Troy University; M.S., Keller Graduate School of Management

**Nancy Cheek—Associate Director, WorldWide Student Life**

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**Melinda Clark—Associate Vice President of Finance, Business Affairs, University Campus**

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**Vincent (Mike) D'Ambrosio—Chief, University Safety and Emergency Management**

B.A., M.Div., Covington Theological Seminary Pineland

**Edward Dadez—President, University Campus**

B.S., Virginia Commonwealth University; M.B.A., Saint Leo University; M.A., Ohio State University; Ph.D., Michigan State University

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B.S., M.A., Barry University; Ph.D., Nova Southeastern University

**James DeTuccio—Vice President of Business Affairs/CFO**

B.S., Florida State University; M.B.A., Saint Leo University; Florida State CPA

**Tamara Disi—Administrator, Graduate Outreach Programs, College of Arts and Sciences and Allied Services**

B.S., M.B.A., Saint Leo University

**Emilio Favale—Associate Director, Undergraduate Student Success**

B.A., University of South Florida; M.B.A., Saint Leo University

**Ben Forche—Chief Officer, Student Success & Academic Engagement**

B.S.; Bowling Green State University; M.Ed.; University of South Carolina; Ph.D.; Ohio University

**Alaina Forehand—Director, WorldWide Operations & U.S. Region Special Programs**

M.F.A., New your Academy of Art

**Pamela Frazer—Associate Registrar**

B.A., University of South Florida; M.B.A., Saint Leo University

**Stacy Gato—Vice President of Strategic Enrollment Management, University Campus**

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**Renee Gerstein—Director of Creative Services, University Brand Marketing & Communications**

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**Chad Gonzalez—Assistant Marketing Manager, University Brand Marketing & Communications**

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**Kelsea Gonzalez—Registrar**

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**Brenda (Nikki) Heister—Special Project Manager, College of Arts, Sciences, and Allied Services**

B.A., M.B.A., Saint Leo University

**Carol P. Hope Grant—Assistant Director & DSO of International Student Services**

B.S., The City University of New York; M.B.A., Saint Leo University

**Jo Hutterli—Assistant Director of Tutoring Services**

B.S., East Tennessee State University; M.S.I.D., Saint Leo University

**Christine John—Brand Manager, University Brand Marketing & Communications**

B.S., Bucknell University

**Lawson Jolly—Director, Counseling Services**

B.S., Palm Beach Atlantic University; M.A., University of South Florida

**Caroline Jorgensen—Director of External Communications and Social Media, University Brand Marketing & Communications**

B.A., Mount Holyoke College

**Monica Kessel—Executive Director, Audit and Compliance**

B.A., Wayne State University, B.S., Cleary University, M.B.A., Saint Leo University

**Stephen Kubasek—Vice President of University Advancement**

B.A., M.B.A., Ph.D., Saint Leo University

**Jason Longo—Project Manager, University Brand Marketing & Communications**

B.A., Montclair State University; M.A., University of South Florida

**Abbie Luoma—Director of Learning Resources**

B.S., University of Phoenix, M.B.A., University of Phoenix

**Nicholas Macchio—Assistant Vice President, Enrollment Services & Operations**  
 B.A., Saint Leo University

**Mary McCoy—University Writer and Media Relations, University Communications**  
 B.S., Bowling Green State University

**Yalonka Mitchell—Assistant Director, Admissions Savannah Education Center**  
 B.A., University of South Carolina; M.B.A., University of Phoenix

**Yvonne K. Montell—Associate Director, Admissions Tampa Center**  
 B.S., M.A., M.S., National-Louis University; M.B.A., Saint Leo University; Ed. D., Argosy University

**Sarah Olsen—Associate Director for Alumni Engagement, University Campus**  
 B.S., Nazareth College of Rochester

**Joseph Paquette—Manager Special Programs - WorldWide Operations, Consortiums, World Campus & University Mailroom**  
 B.S., Saint Leo University; M.S. Nova Southeastern

**Kristina Phipps—Director, Enrollment Support Services, University Enrollment Management**  
 B.S., University of South Florida

**William T. Poyner—Administrator, Graduate Studies in Theology**  
 B.A., Belmont University; M.A., Franciscan University; M.DIV., Crammer Theological House

**Paige Ramsey-Hamacher—Executive Director Center for Global Engagement**  
 B.A., Holy Names College; M.B.A., Saint Leo University

**Candace A. Roberts—Director, Center for Teaching and Learning Excellence; Professor of Education**  
 B.A., Emory University; M.Ed., Ph.D., University of South Florida

**Staci Shelley—General Counsel**  
 B.A., North Carolina State University; J.D., The Catholic University of America

**Joseph M. Tadeo—Executive Director, Academic Administration**  
 B.A., Saint Leo University

**Brett Terzynski—Director, Online Undergraduate Enrollment**  
 B.A., University of South Florida

**Marie Thornsberry—Associate Vice President, University Brand Marketing & Communications**  
 B.A., Flagler College

**Tyler Upshaw—Assistant Vice President, WorldWide U.S. Region/Special Programs**  
 B.A., San Diego State University; M.Ed., Ohio University

**Doris J. Van Kampen-Breit—Professor of Librarian; University Librarian, University Archivist, Faculty Development Librarian; Daniel A. Cannon Memorial Library**  
 B.A., M.A. (L.I.S.), University of South Florida; Ed.D., University of Central Florida; M.B.A., Saintleo University

**Sarah Young—Director, WorldWide Student Success & Academic Engagement**  
 B.A., M.B.A Saint Leo 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 County 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: 352/588-8656  
Email: transcripts@saintleo.edu

### **Academic Student Support Services**

MC 2010, P.O. Box 6665, Saint Leo, FL 33574-6665  
1st Floor Kirk Hall. Telephone: 352/588-8307 Fax: 352/588-8605

### **Accessibility Services**

MC 2010, P.O. Box 6665, Saint Leo, FL 33574-6665  
Student Activities Building. Telephone: 352/588-8464 FAX: 352-588-8605  
Email: adaoffice@saintleo.edu

### **Accounts Payable/Purchasing**

MC 2100, P.O. Box 6665, Saint Leo, FL 33574-6665  
Benedictine Hall. Telephone: 352/588-8218 Fax: 352/588-8350

### **Accounts Receivable**

MC 2100, P.O. Box 6665, Saint Leo, FL 33574-6665  
Telephone: 800/240-7658

### **Admission, Application, and General Information**

MC 2008, P.O. Box 6665, Saint Leo, FL 33574-6665  
Office of Admissions. Telephone: 352/588-8283, 800/334-5532, Fax: 352/588-8257  
Email: admissions@saintleo.edu

### **Athletics**

MC 2038, P.O. Box 6665, Saint Leo, FL 33574-6665  
Marion Bowman Activities Center  
Telephone: 352/588-8221 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

### **Career Services**

MC 2212, P.O. Box 6665, Saint Leo, FL 33574-6665

Student Activities Building. Telephone: 352/588-8247, Fax: 352/588-8329  
Email: careerplanning@saintleo.edu

**Center for Academic Vision & Excellence (CAVE)**

MC 2010, P.O. Box 6665, Saint Leo, FL 33574-6665  
1st Floor Kirk Hall. Telephone: 352/588-8307, Fax: 352/588-8742  
Email: cave@saintleo.edu

**Center for Catholic-Jewish Studies**

MC 2460, P.O. Box 6665, Saint Leo, FL 33574-6665  
Telephone: 352/588-8597, Fax: 352/588-8404  
Email: catholic.jewish.center@saintleo.edu

**Center for Global Engagement**

MC 2440, P.O. Box 6665, Saint Leo, FL 33574-6665  
Student Activities Building, Suite 221 Telephone: 352/588-8442, Fax: 352/588-8509  
Email: global@saintleo.edu

**Center for Teaching and Learning Excellence**

MC 2022, P.O. Box 6665, Saint Leo, FL 33574-6665  
Telephone: 352-588-6558  
Email: CTLE@saintleo.edu

**College of Arts, Sciences, and Allied Services**

MC 2127, P.O. Box 6665, Saint Leo, FL 33574-6665  
Saint Edward Hall. Telephone: 352/588-8270, Fax: 352/588-8300  
Email: toni.winn@saintleo.edu

**Tapia College of Business**

MC 2011, P.O. Box 6665, Saint Leo, FL 33574-6665  
Telephone: 352/588-7199, Fax: 352/588-8912  
Email: judy.fountain@saintleo.edu

**College of Computing, Artificial Intelligence, Robotics, and Data Science (CARDS)**

MC 2217, P.O. Box 6665, Saint Leo, FL 33574-6665  
Telephone: 352/588-8024  
Email: kim.bulmanski@saintleo.edu

**College of Health Professions**

MC 2485 P.O. Box 6665, Saint Leo, FL 33574-6665  
Telephone: 352/588-6421  
Email: kathleen.vaneerden@saintleo.edu

**Counseling & Prevention Services**

MC 2216, P.O. Box 6665, Saint Leo, FL 33574-6665  
Wellness Center, Suite 215. Telephone: 352/588-TALK (8255)  
Email: counseling@saintleo.edu

**Department of Information Technology**

MC 2066, P.O. Box 6665, Saint Leo, FL 33574-6665  
Telephone: 352/588-8888  
Email: helpdesk@saintleo.edu

**Doctor of Business Administration (DBA) Department**

MC 2011, P.O. Box 6665, Saint Leo, FL 33574-6665

Telephone: 352/588-8526  
Email: dbaslu@saintleo.edu

**Dining Services**

MC 2225, P.O. Box 6665, Saint Leo, FL 33574-6665  
Student Community Center, Telephone: 352/588-8421, Fax: 352/588-8204  
Email: dining.services@saintleo.edu

**Doctor of Criminal Justice**

MC 2011, P.O. Box 6665, Saint Leo, FL 33574-6665  
Telephone: 352/588-8363  
Email: DCJ@saintleo.edu

**Doctor of Theology**

MC 2127, P.O. Box 6665, Saint Leo, FL 33574-6665  
Telephone: 352/588-8374  
Email: stephen.okey@saintleo.edu

**GL Accounting**

MC 2100, P.O. Box 6665, Saint Leo, FL 33574-6665  
Benedictine Hall. Telephone: 352/588-8465, 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 Creative Writing**

MC 2127, P.O. Box 6665, Saint Leo, FL 33574-6665  
Telephone: 352/588-7218  
Email: creativewriting@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: 352/588-8015, Fax: 352/588-8289  
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**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 Center**

MC 2214, P.O. Box 6665, Saint Leo, FL 33574-6665  
The Paul and Sarah Lehner Health Services Suite  
Suite 100 inside the Wellness Center

Telephone: 352/588-8347, Fax: 352/588-8305  
Email: health.center@saintleo.edu

**Human Resources**

MC 2327, P.O. Box 6665, Saint Leo, FL 33574-6665  
Telephone: 352/588-8023, Fax: 352/588-8249  
Email: jobs@saintleo.edu

**Learning Resources**

MC 2345 P.O. Box 6665, Saint Leo, FL 33574-6665  
Telephone: 352-588-8674  
Email: student.textbooks@saintleo.edu / faculty.textbooks@saintleo.edu

**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

**Mailroom**

P.O. Box 6665, Saint Leo, FL 33574-6665  
Telephone: 352/588-8396  
Email: mail.center@saintleo.edu

**Master of Business Administration (MBA) Department**

MC 2011, P.O. Box 6665, Saint Leo, FL 33574-6665  
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**Military Affairs & Services**

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Military Resource Center - Apartment 4 (former Lakeside Room)  
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Email: militaryservices@saintleo.edu

**Military Science - Army & Air Force ROTC Programs**

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**President**

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**Recreation**

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Saint Leo, FL 33574-6665  
Wellness Center  
Telephone: 352/588-8676

**Registrar**

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Email: registrarassistance@saintleo.edu

**Residence Life/Housing**

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Email: residence.life@saintleo.edu

**Student Affairs**

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Email: jen.shaw@saintleo.edu

**Student and Family Engagement**

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Student Activities Building, Room 120. Telephone: 352/588-8992, Fax: 352/588-8329  
Email: student.involvement@saintleo.edu

**Student Financial Services (Main Campus)**

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Telephone: 800-240-7658  
Email: sfs@saintleo.edu

**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 Success**

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Student Activities Building, Telephone: 352/588-8247, Fax: 352/588-8422  
Email: student.success@saintleo.edu

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**Undergraduate Social Work**

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**University Advancement**

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**University Brand Marketing & Communications**

MC 2266, P.O. Box 6665, St. Leo, FL 33574-6665  
101 Saint Francis Hall, Telephone (352) 588-8572  
Email: news@saintleo.edu

**University Ministry**

MC 2186, P.O. Box 6665, Saint Leo, FL 33574-6665  
Wellness Center, Telephone: 352/588-8331, Fax: 352/588-8885  
Email: ministry@saintleo.edu



**University Safety**

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Email: vincent.dambrosio@saintleo.edu

**Veterans Financial Services**

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Telephone: 352/289-7012

**Wellness Center**

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Saint Leo, FL 33574-6665  
Telephone: 352-588-8035

## WorldWide Education Centers

### Florida

*Center for Adult Learning at University Campus*  
Saint Leo University, Saint Edwards Hall, Room 135  
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Email: CenterforAdultLearn@saintleo.edu

*Brooksville - PHSC Education Office*

Saint Leo University  
PHSC North Campus  
11415 Ponce de Leon Blvd.  
Brooksville, FL 34601  
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Email: PHSC@saintleo.edu

*Spring Hill-PHSC Education Office*

450 Beverly Court  
Building E, Room 203  
Spring Hill, FL 34606  
Telephone: 352/340-4866  
Email: PHSC@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 x3622; Fax: 305/296-6443  
Email: keywest@saintleo.edu

*Special Programs (WorldWide Operations, Consortiums & World Campus)*

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Email: Susan.Boyd@saintleo.edu

*Tampa Education Center*

Saint Leo University  
1403 N. Howard Avenue

Tampa, FL 33607  
Telephone: 813/226-2776; 352/588-6531 x2773; 813/226-2778 x2778

*MacDill AFB Education Office*  
Saint Leo University  
(Albert B. Arrighi Education Center)  
8102 Condor St., Suite 116  
MacDill AFB, FL 33621-5408  
Telephone: 813/840-0259 x3226; Fax: 813/840-2979  
Email: macdill@saintleo.edu

## Georgia

*Savannah Education Center*  
Saint Leo University  
325 W Montgomery Cross Rd.  
Savannah, GA 31406  
Telephone: 912/352-8331 x3023 or x3030; Fax: 912/354-2164  
Email: savannah@saintleo.edu

Classes are also scheduled at classroom locations near several of these Centers.

