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Graduate Catalog

Students are advised that the information in this Catalog is subject to change at the discretion of the University which reserves the right to add, amend, or repeal any of its regulations, policies, and programs, in whole or in part, at any time. Students are further advised that it is their responsibility to consult with the appropriate Dean of the School they are enrolled in for current information. The contents of this Catalog constitutes a contract between Saint Peter's University and the students.

The material herein applies to the 2022-2023 academic year.

Main Campus

2641 John F. Kennedy Boulevard, New Jersey 07306 (201) 761-6000

www.saintpeters.edu **(**http://www.saintpeters.edu**)**

Welcome

Welcome to Saint Peter's University, a school committed to the Jesuit tradition of quality education based on a sound philosophical foundation.

Graduate Programs

Saint Peter's offers the following graduate programs:

Master of Arts in Education. With concentrations in Educational Leadership, Educational Technology, English as a Second Language, Higher Education, Reading, Teaching, Special Education and School Counseling.

Educational Specialist. A 36 credit hour program that is beyond the master's degree, and can be achieved after the master's degree has been completed.

Graduate Education Certification Program. With certifications as a Supervisor, Teacher, School Business Administrator, Middle School Mathematics, Teacher of Students with Disabilities, Director of Counseling Services, and Professional/Associate Counselor.

Master of Science in Nursing. With a concentration in Nursing Primary Care (Adult-Gerontology Nurse Practitioner).

Master of Arts/Science in Industrial Organizational Psychology. A 36 credit hour program designed to prepare students for a wide range of career paths in academic, organizational, and consulting settings.

Master of Business Administration. A 36 credit-hour program with optional concentrations in cyber security, finance, international business, management, management information systems, marketing intelligence, business analytics, risk management, human resource management and health care administration.

Master of Science in Accountancy. A 30 credit-hour program preparing undergraduate accounting majors to take the CPA exam and non-accounting majors to prepare for a professional services role in consulting, information systems, or compliance.

Dual MBA/MS in Accountancy. A 54 credit-hour joint program offering two degrees and providing a strong accounting and professional services foundation along with the full breadth of an MBA degree.

Master of Science in Finance. A 30 credit-hour program designed for working professional and full-time and part-time students who wish to gain the expertise to succeed in today's globalized financial world.

Master of Arts in Communication and Public Relations. A 33 credit-hour program that focuses on the skills and knowledge needed for professionals in the field of Strategic Communication.

Master of Public Administration. A 36 credit-hour program that focuses on the skills and knowledge needed for professionals in the field of Public Administration.

Master of Science in Business Analytics. A 30 credit-hour program designed for working managers and professionals who seek to deepen their industry credentials, data analysis skills and ability to leverage and monetize data in managerial processes and decision making to meet market needs.

Master of Science in Cyber Security. A 30 credit-hour program that prepares students with the technical knowledge and skills needed to protect and defend computer systems and networks.

Master of Science in Data Science. A 36 credit-hour program that is designed for students interested in pursuing careers in industry-specific analytical fields.

Master of Science in Health Sciences. A 36 credit-hour program that is designed to prepare students for a wide range of careers in the healthcare industry.

Master of Science in Marketing Science. A 36 credit-hour program that is designed for students interested in the roles of mathematics, analytics, modeling, and psychology in analyzing and interpreting consumer data.

Doctoral Programs

Doctor of Education (Concentrations in K-12 and Higher Education Administration)
Doctor of Nursing Practice

Convenient Locations

Saint Peter's University offers its graduate programs at the main campus as well as other partner sites:

Jersey City (Kennedy Boulevard)

Doctorate in Education (K-12, Higher Education), Graduate Education, Business, Accountancy, Communication and Public Relations, Public Administration, Marketing Science, Finance, Health Sciences, Psychology, Business Analytics, Cyber Security, Data Science and Nursing.

Trimesters, Semesters, and Summer Sessions

Business, Accountancy, Public Administration, Marketing Science, Finance, Business Analytics, Health Sciences, Psychology and Communication and Public Relations courses are offered on a trimester basis. Education and Nursing courses are offered both in a trimester and semester format. Data Science and Cyber Security courses are offered in a semester format. Check schedules at www.saintpeters.edu.

Admission Information

Applicants seeking admission to graduate study must complete the admission requirements for each program. Refer to the academic program section of this catalog for such information.

Credit for Undergraduate and Graduate Course Work

Saint Peter's University may award credit for graduate courses taken at other schools. Certain requirements may be waived based upon undergraduate courses. Check with the program advisor for more information.

Academic Advisement

Academic advisors are available to assist students in planning their schedules. Individuals who have been accepted into a graduate program must meet with the Administrative Coordinator/Director of that program for advisement prior to his/her initial registration for courses. An appointment can be scheduled by contacting one of the following offices.

- Graduate Education (201 761-6473) or jdoria@saintpeters.edu.
- Graduate Business (201 761-6472) or mmcdonough1@saintpeters.edu.
- Graduate Accountancy (201 761-6470 or psookram@saintpeters.edu
- Graduate Nursing (201 761-7490) or lohare@saintpeters.edu.
- Graduate Communication (201 761-6330) or bdonovan@saintpeters.edu.
- Graduate Marketing Science (201 761-6470) or gbizel@saintpeters.edu.
- Graduate Public Administration (201 761-6155) or gschnitzer@saintpeters.edu.
- Graduate Data Science (201 761-6470) or vvoddi@saintpeters.edu.
- Graduate Cyber Security (201 761-6362) or alacava@saintpeters.edu.
- Graduate Psychology (201 761-6470) or jfeinberg@saintpeters.edu.
- Graduate Finance (201 761-6470) or drafferty@saintpeters.edu.
- Graduate Business Analytics (201 761-6470) or jgilkey@saintpeters.edu.
- Graduate Health Sciences (201 761-6470) or cmortellaro@saintpeters.edu.

About the University - Graduate

Saint Peter’s University, inspired by its Jesuit, Catholic identity, commitment to individual attention and grounding in the liberal arts, educates a diverse community of learners in undergraduate, graduate and professional programs to excel intellectually, lead ethically, serve compassionately and promote justice in our ever-changing urban and global environment.

Saint Peter’s University (originally Saint Peter's College) was founded in 1872 as an independent undergraduate liberal arts college. It is one of 28 colleges and universities sponsored by the Society of Jesus and is committed to the Jesuit tradition of quality education based on a sound philosophical foundation. The University has provided educational resources to the residents of Hudson County, Bergen County, Essex County and the surrounding communities for over one hundred twenty five years. The University introduced graduate programs in the years:

- Master of Arts in Education (1979)
- Master of Business Administration (1988)
- Master of Science in Accountancy (1996)
- Master of Science in Nursing (1997)
- Master of Arts in Criminal Justice Administration (2010)
- Doctor of Nursing Practice (2010)
- Doctor of Education (2010)
- Master of Arts in Communication and Public Relations (2013)
- Master of Public Administration (2013)
- Master of Science in Data Science (2014)
- Master of Science in Cyber Security (2016)
- Master of Arts in Education: Higher Education (2017)
- Master of Science in Marketing Science (2018)
- Master of Science in Business Analytics (2019)
- Master of Science in Finance (2019)
- Master of Arts/Science in Industrial Organizational Psychology (2019)
- Educational Specialist (2019)
- Master of Science in Health Sciences (2021)
- Master of Arts in Education: Educational Technology (2021)

Accreditations

Saint Peter’s University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education. Saint Peter’s University is recognized by the New Jersey State Department of Education as an approved teacher-training institution. Saint Peter's University is also accredited by the International Accreditation Council for Business Education.

The Saint Peter's Libraries

Built in 1967, the Edward and Theresa O’Toole Library contains over 50,000 sq. feet of space and houses over 260,000 volumes on its four floors. The library subscribes to 750 print periodicals and over 10,000 online. The library is fully automated. The catalog and links to many important resources are available on the Internet at: www.saintpeters.edu/library (http://www.saintpeters.edu/library/).

During the regular academic year the O’Toole Library schedule is:

Day(s) of Week	Hours of Operation
Monday-Thursday	8:00 A.M. - 11 P.M.
Friday	8:00 A.M. - 5:00 P.M.

Saturday	9:00 A.M. - 5:00 P.M.
Sunday	Noon - 11:00 P.M.

If you need access to books or articles that are not in our collection, we can usually obtain them on interlibrary loan within 2 to 3 weeks. We can also provide you with a referral card to other metropolitan area libraries. We are only minutes from the Research Libraries of the New York Public Library on 42nd Street in Manhattan and its new building, the Science, Industry and Business Library (SIBL) on 34th Street. Students and faculty also have free access to other state-supported university libraries in New Jersey.

Campuses

The main campus of Saint Peter’s University has long been a landmark on Kennedy Boulevard in Jersey City. The New York City skyline, visible from Jersey City, is a constant reminder of the University’s proximity to a major cultural center. The University offers courses at other locations as well.

Graduate Programs

Frank J. Guarini School of Business

Master of Business Administration (MBA) Concentrations in:

- Cyber Security
- Finance
- Health Care Administration
- International Business
- Management
- Marketing
- Risk Management

Master of Science in Accountancy Concentrations in:

- Risk Management
- Finance

Dual MBA/MS in Accountancy

Business Analytics Program

Master of Science in Business Analytics

Cyber Security Program

Master of Science in Cyber Security

Data Science Program

Master of Science in Data Science

Finance Program

Master of Science in Finance

Marketing Science Program

Master of Science in Marketing Science

College of Arts and Sciences

Communication Program

Master of Arts in Communication and Public Relations **(**p. 46**)**

Health Sciences Program

Master of Science in Health Sciences

Psychology Programs

MS or MA in Industrial Psychology **(**p. 88**)**

Public Administration Program

Master of Public Administration (MPA)

Caulfield School of Education

Education Programs

Master of Arts in Education Concentrations in

- Educational Leadership
- Educational Technology
- ESL
- Higher Education
- Pre-School-3
- Reading
- School Counseling
- Special Education
- Teaching

Educational Specialist **(**p. 61**)**

Doctor of Education: Educational Leadership (Higher Education)

Doctor of Education: Educational Leadership (K-12)

School of Nursing

Master of Science in Nursing (MSN)
Primary Care - Adult-Gerontology Nurse Practitioner

Post-Master's Certificate - Adult-Gerontology Nurse Practitioner

RN to MSN Bridge Option

Doctor of Nursing Practice (DNP)

Graduate Certificate Programs

Graduate Certificate Programs

Mission Statements of the Graduate Programs

Master of Science in Accountancy (MSA)

The mission of the Master of Science in Accountancy program is to prepare graduates for a career in accounting professional services, risk management or compliance; to equip graduates with a breadth and depth of knowledge in internal control techniques and procedures; and to develop ethical leaders in the field who will strengthen the financial reporting and risk management practices of their employers or clients.

Master of Business Administration (MBA)

The mission of the Master of Business Administration program is to prepare graduates to manage people, assets, ideas and technology in a rapidly-changing global environment; to equip graduates with critical thinking and problem-solving skills with a particular focus on operational, strategic and financial risk; and to develop ethical leaders with a breadth and depth of knowledge who will advance the standards and procedures in the field of business administration.

Master of Education (M.Ed., Ed.S.)

The mission of the School of Education is to provide students with a value-oriented education based on the Catholic and Jesuit traditions. The programs are grounded in educational pedagogy and the methodologies of teaching. Students in the programs develop professional attitudes and behaviors that emphasize the enormous responsibility they assume as Education Professionals.

Master of Science in Nursing (MSN)

The mission of the Master of Science in Nursing program is to prepare graduates for specialization as adult nurse practitioners and administrators; to develop ethical leaders in the profession who are able to advance standards and create change for quality care and to provide a foundation for doctoral study.

Master of Public Administration (MPA)

The mission of the Master of Public Administration program is to prepare students for leadership in the field of public administration by teaching a rigorous course of study that emphasizes mastery both of quantitative and qualitative analysis and centers itself in high expectations for its students: that they will develop the clarity of mind and skills needed for leadership in the public sector. Moreover, its emphasis upon ethics and social justice continue the work so well articulated by Pedro Arrupe, S.J., in his talk, “Men [and Women] for Others” (University of Valencia, 1973) : “…a decision to work with others towards the dismantling of unjust social structures so that the weak, the oppressed, and the marginalized of this world may be set free.”

Master of Arts in Communication and Public Relations (MA)

The mission of the Master of Arts in Communication and Public Relations program is to prepare students for positions in public relations, public relations management, advertising, and corporate communications with skills in management, leadership, and an understanding of the evolving communication technology's impact on business communication.

Master of Arts/Science in Industrial Organization Psychology (MA/MS)

The mission of the Master of Arts/Science in Industrial Organization Psychology is to provide students with a thorough grounding in Industrial Organizational psychology, preparing our students to meet the needs of one of the fastest growing jobs in the country. The program will increase the marketability of our graduates, enrich the work experience of already employed students, and serve as a potential gateway to Doctoral programs. The Master’s degree in psychology (a) will provide intensive education across the broad topic areas within I/O psychology, (b) will provide the statistical and methodological knowledge required to examine basic or applied issues of the workplace and to function as a scientific researcher, and (c) will train the students to meet the needs of the modern workforce. Our program will allow students to achieve mastery in both organizational and personnel psychology. Consistent with

the mission of Saint Peter's University, the program will have a strong emphasis on incorporating ethics and ethical leadership into the course content.

Master of Science in Business Analytics (MS)

The mission of the Master of Science in Business Analytics program is that it is designed for working managers and professionals who seek to deepen their industry credentials, data analysis skills and ability to leverage and monetize data in managerial processes and decision making to meet market needs. Offered through Data Science Institute, the program provides a unique combination of skills and knowledge for managers. Topics include strategic management, finance, advanced data analysis and visualization.

Master of Science in Cyber Security (MS)

The mission of the Master of Science in Cyber Security program is to provide students with the technical knowledge and skills needed to investigate data breaches, implement security architecture, strategies and recovery plans, and use cyber security and digital forensics software/tool-kits to protect an organization from cyber-attacks. The program prepares students for jobs in the cyber security field including positions as an information security analyst, network architect, systems manager, information assurance analyst/auditor, and detective or criminal investigator.

Master of Science in Data Science (MSDS)

The mission of the Master of Science in Data Science program is to use real-world problems and situations to prepare graduates for roles as strategic thought leaders who leverage predictive analysis and predictive modeling to drive decision making. Students will develop in depth understanding of the key technologies in data science and business analytics: data mining, maching learning, visualization techniques, predictive modeling, and statistics. Students will practice problem analysis and decision-making. They will gain practical, hands-on experience with statistics programming languages and big data tools through coursework and applied research experiences.

Master of Science in Health Sciences (MS)

The mission of the Master of Science in Health Sciences program is to prepare future leaders in healthcare to think critically and lead ethically, grounded in the Jesuit values and traditions. To respond to critical needs in various healthcare settings, particularly in our ever-changing, urban and global environment, the MSHS program will prepare graduates to apply leadership skills to meet the challenges facing health care and the healthcare industry, to work collaboratively to care for the whole person, *cura personalis*, for and with the well- being of others.

Master of Science in Finance (MS)

The mission of the Master of Science in Finance degree program in the Department of Economics and Finance is to develop, deliver, and oversee comprehensive curricula that effectively fosters knowledge, analytical skills and creativity, data interpretation capabilities, and presents multiple viewpoints on issues to help students prepare for a diversity of occupations and responsibilities.

Master of Science in Marketing Science (MS)

The mission of the Master of Science in Marketing Science program is to provide a well-rounded understanding of consumer behavior and impacts. The outcomes will be mapped to ensure that students develop their skills sets in assessing marketing techniques, solving problems, interpreting human behavior, influencing consumer choice, analyzing complex information, working in teams and excelling in individual projects.

Mission Statements of the Doctoral Programs

Doctorate in Educational Leadership (Ed.D.)

Saint Peter's University Ed.D. Programs offered through the School of Education are consistent with the University's mission and Jesuit teaching. The Ed.D. Programs in Educational Leadership are aligned with the national professional standards and the state of New Jersey standards. The Ed.D. Programs infuse the knowledge, skills and insights to propose and implement researched based policy decisions, develop and execute strategic planning to achieve positive organizational change and apply data based research toward educational issues. With these facets in place, the Educational Leadership Programs will produce empowered leaders who are inclined to promote the success of all students and possess a dedication to serving their entire school community.

Doctorate in Nursing Practice (DNP)

The mission of the Doctorate in Nursing program is consistent with the mission of the University. The DNP program prepares advanced practitioners to become ethical and socially conscious leaders and expert nurses in the delivery of health care. Graduates will be advocates for those who cannot advocate for themselves while preparing for life-long learning by utilizing research and other evidence applicable to the diagnosis, treatment, and care for the betterment of their patients, their practice, and their profession.

Academic Policies - Graduate

The following policies apply across the Graduate Programs. Check individual programs for additional policies.

Instructions for Registering for Courses

Students can register online using SPIRIT online at www.saintpeters.edu (http://www.saintpeters.edu/). Registration may be prevented if the student has outstanding obligations, financial or otherwise, to the University. Students are not permitted to attend a course without being officially registered. Students may be administratively de-registered from some or all of their courses if they fail to complete by published deadlines appropriate forms and processes required to properly register for courses, if they fail to complete by published deadlines all requested financial forms and arrangements with the University, if they lack appropriate course prerequisites, or if they fail to attend class.

Holds on Student Processing

For financial or other reasons, the University may place a hold on processing a student’s registration. Students should go to Enrollment Services to solve any processing problems.

Course Schedules

The schedule of all courses appears in SPIRIT online on the University website. As courses frequently change, students should check with the website as they plan courses.

Admission Categories

Full Admission: An applicant who meets all admission requirements.

Provisional Admission: A Provisional admission decision may be processed using unofficial copies of transcripts. Official transcripts must be submitted to the Office of Admissions or the University Registrar to transition from a provisional to fully admitted student. A hold will be placed on your record until the official transcript is received. Provisional students are permitted to enroll in a maximum of 12 credits before they must submit an official transcript. Provisional students that attempt to enroll once the 12 credit maximum has been reached will be denied enrollment until an official transcript is submitted.

Non-degree/Non-matriculated status: An applicant who does not intend to matriculate.

Grading System

Grades should be interpreted as an index of achievement in a course according to the following scale:

Grade	Description
A	4.0 Outstanding
A-	3.7 Excellent
B+	3.3 Very Good
B	3.0 Good
B-	2.7 Above Average
C+	2.3 Average
C	2.0 Satisfactory
F	0.0 Failure; Student stopped attending after midterm grading.
FA	0.0 Student never attended or stopped attending course prior to midterm grading without formal withdrawal. The grade of FA is calculated into the GPA. *

*Students who stop attending class meetings, or do not meet other stated attendance measures in a web-based course, will be given a Final Grade of FA: Failure Due to Non-Attendance. The student's Last Date of Attendance in the course will be used in determining if Federal Financial Aid must be returned. It is in the student's best interest to contact their Dean's Office if they cannot complete their courses. A grade of FA in an eligible course impacts the student's Term and Cumulative GPA as indicated in the Grade Table. In cases where an FA is not appropriate, (i.e. failure due to violating the instructor's attendance policy), students will receive a grade of F - Failure.

Other Grades are:

Symbol	Subject
IC	(Incomplete) given when an instructor allows a student to have additional time to complete the coursework. During the academic year, the maximum time to complete the course is six weeks after the start of the next term. If the grade is not submitted by the end of the next term, the IC will automatically convert to an F.
IP	(In Progress) given when course extends beyond the term.
IT	(Incomplete Teacher) given when the instructor did not submit the grade in time for grade processing.
TR	Credits Transferred
WD	(Withdraw) when a student withdraws not later than the date published in the term calendar.
WV	Course Requirement Waived

A change of grade can only be initiated by the instructor of a course who must submit a Change of Grade Request detailing the reason for the extension and must be approved by the Dean or Director of the program. Such changes are made in unusual circumstances only.

Resolution of Grade Disputes

A student has the right to a fair grade that reflects performance in a class and also to know the components of the final grade. An instructor has the right to determine the grading scale and components to be graded as well as the responsibility to grade fairly and consistently using the announced grading scale.

If a student believes an error was made in the calculation of a grade or that the grade is otherwise not fair, the student should appeal to the instructor within the first six weeks of the next term. If the dispute is not resolved, the student may appeal to the Program Director. If deemed necessary, the student should appeal to the Dean of the College or School, whose decision will be final.

Repeating a Course for a Higher Grade

Students may repeat any course for which they received a grade of "C" of "F" or "FA". All courses and grades remain on the transcript. Only the most recent grade will be included in the cumulative grade point average and will apply towards degree completion. This option is open only to students who have not completed their degree requirements for Saint Peter's University.

Course Changes or Cancellation

The University reserves the right to cancel any course or change schedules, including subject matter or content, meeting days or times, buildings or rooms, and instructors. Students should check SPIRIT for the most current information.

Adding or Dropping Courses

The University permits adding or dropping courses within specific time periods. The University establishes deadlines in advance of each term and publishes them in the calendar for that term. Degree candidates must observe policies with respect to registering on time and adding or dropping courses within the periods established by the University.

Change of Address or Name

A student must notify Enrollment Services and their program office of any change in personal profile, including changes in name, telephone number, email account, or billing, local or permanent addresses.

Students who wish to change their name on University records must complete an Official Name Change Request. Two forms of legal documentation must be submitted, e.g. a marriage certificate, divorce decree, court order indicating the change of name, SSN card or drivers license indicating the updated name. To update your email address, please contact the service desk.

School Closing Announcements

School closings will be posted on the University's webpage www.saintpeters.edu (http://www.saintpeters.edu/).

Academic Transcripts

A transcript is an official record of courses taken, credits earned, and grades received. The Enrollment Services Center offers several options for former and current students to order and receive transcripts. In partnership with SCRIP-SAFE®, Saint Peter's is able to provide official transcripts delivered electronically through the SCRIP-SAFE server network. The cost of the transcript varies by the type of deliver service requested and is detailed on the ordering site. On-line orders for same-day service must be received by 3:00 pm Monday through Friday to be processed the same day. No service is available on weekends or official University holidays as indicated on the Academic Calendar. Unofficial transcripts are no longer provided by the Enrollment Services Center. Students with SPIRIT online access may view their unofficial transcripts online; students who do not have access to SPIRIT online must request an official transcript. No transcripts or certifications will be released to students who have unpaid financial obligations to the University.

Satisfactory Academic Progress and Continuing Enrollment

Students must maintain Satisfactory Academic Progress (SAP) to remain in good standing for financial aid and academic purposes. In order to maintain SAP, a student must maintain a grade point average of at least 3.0, and must successfully complete 66% of all coursework attempted. The University will evaluate SAP annually at the conclusion of each spring term for all students who have attempted more than 12 credits. Students who do not maintain SAP will be unable to receive financial aid and are subject to probation or dismissal. Failing a course or a GPA below 3.0 may lead to an academic probation, suspension, or dismissal from a program. If a student does not improve his or her academic performance, the University may suspend the student from classes for a period of time. If a student comes off suspension and still does not improve performance, the University may dismiss the student. Dismissal is final and precludes any possibility of readmission.

Saint Peter’s University Credit Hour Assignment Policy

This Credit Hour Assignment Policy ensures that the number of credits awarded for the completion of each course taught at Saint Peter’s University reflects United States Department of Education (USDOE), Middle States Commission on Higher Education (MSCHE) and New Jersey state requirements for classroom hours and recommended out of class course work.

The policy assures that measurable learning outcomes and credits awarded for the completion of programs that do not adhere to the standard definition of a “credit hour” (such as online, hybrid and internship courses, as well as credits awarded through prior learning assessment) are consistent with those assigned to traditional face-to-face courses, considering course content and expected learning outcomes.

This policy applies to the assignment of credit hours to all current and new Saint Peter’s University programs, undergraduate and graduate.

Definition of a Semester Credit Hour

One semester credit shall be equal to not less than one hour (50 minutes) of classroom instruction plus two hours (120 minutes) of out of class course work over a span of no less than fifteen (15) weeks.

Definition of a Trimester Credit Hour

One trimester credit shall be equal to not less than one hour (50 minutes) of classroom instruction plus two hours (120 minutes) of out of class course work over a span of no less than eleven (11) weeks.

Course Requirements

Consistent with the definition of a semester credit hour policy, students in traditional lecture/discussion courses are expected to devote two hours outside the classroom on related course work, including study, preparation of written assignments and course-related projects. Instructors acquaint students with all course expectations at the beginning of each course with a detailed syllabus that follows a prescribed format to foster the attainment of measurable learning outcomes. Syllabi include all course requirements and policies in addition to sharing clear evaluation criteria.

For programs that do not adhere to the standard definition of a “credit hour” (such as online, hybrid and internship courses, including student teaching, and credits awarded through prior learning assessment), courses shall be consistent with those face-to-face offerings, with due consideration given to course content and measurable learning outcomes. In addition, syllabi include a clear set of course expectations, policies and evaluation criteria.

Ongoing Assessment of Semester Credits

The number of credits assigned to each course shall be considered in course design and syllabi with expected student learning outcomes for each course meeting the semester hour standard. Consideration of assigned credits are part of the periodic review of syllabi by department chairs, regularly scheduled annual course assessments involving faculty and students, curriculum committee reviews, and formal program evaluations. The school deans collect and store syllabi each semester.

Review

The Provost/Vice President for Academic Affairs, the school deans, and the chair of either the Curriculum Committee or the Committee on Graduate Programs will review all new programs, including those associated courses and credit hours assigned, before submission to and approval by the Faculty Senate. New courses or changes to existing courses may not be instituted without prior departmental approval and the approval of the appropriate school dean.

Enrollment Status

Full time status is defined as:

Six credits per trimester or

nine credits per semester constitute full-time status in graduate programs.

Filing for Graduation

Degrees are awarded in February, May, August, November and December. An annual commencement ceremony is held at the close of the Spring term.

To apply for graduation, students must submit a Graduation Application via Spirit Online, and pay the $150 graduation fee by the date specified in the academic calendar. Failure to comply with the deadline may result in delays in receiving final approval from your Program director and also in receiving a diploma. Students that fail to complete all requirements will be moved to the next term that they register or complete the requirements in. All doctoral students must successfully defend their dissertation approximately one month prior to the Commencement ceremony held in May. Doctoral students who complete their requirements by August will be eligible to participate in the following commencement ceremony.

Students with Disabilities

Saint Peter’s University is committed to providing students with disabilities educational opportunities free from discrimination. Eligible students will be afforded appropriate academic accommodations and/or housing accommodations on a case-by-case basis. Student, for the purpose of this policy, includes prospective students, full and part time undergraduate students, full and part time graduate students and doctoral candidates.

Academic Accommodations

Self-Disclosure: Saint Peter’s University is not responsible for identifying students with disabilities. In order to receive academic accommodations, students must self-identify and apply for academic accommodations as set forth in this policy. Students with disabilities seeking academic accommodations must self-identify to the University Disability Services Coordinator & Dean of Academic Engagement and Student Success. A student seeking academic accommodation must disclose information about the student’s impairment in support of the request and so that a meeting and discussion regarding appropriate accommodations may occur.

Application and Documentation: Students seeking academic accommodations must fill out an Accommodation Request Form. Copies of the Accommodation Request Form are available in the Center for Academic Success and Engagement which is located in the lower level of McDermott Hall or may be obtained online from the Students with Disability website.

Saint Peter's University recommends that the Accommodation Request Form be submitted at least three weeks prior to the start of the term. Students whose applications for academic accommodations are submitted after the start of the term will be processed as soon as possible.

In addition to the student's self-reporting of a disability, the student's health care provider or other qualified professional must submit a certification in support of the student's application. Students may also submit additional supporting documentation to support their requests, such as IEPs, Section 504 plans, or prior evaluations for consideration. Saint Peter's University recommends that the supporting documentation be no more than six years old.

Confidentiality: To the extent permitted by law, any information about students' disabilities or academic accommodations is kept confidential. If release of student records is not required by law, students may elect to file a FERPA Waiver Request with Enrollment Services Center.

Saint Peter's University will not release student information about students' disabilities to their professors, but may communicate with professors to confirm certain information relating to the approved accommodation (i.e. exam date/ time) as set forth in this policy.

Approval Process: Academic accommodations must be approved by the University Disability Services Coordinator & Dean of Academic Engagement and Student Success. Students may deliver a completed Accommodation Request Form copies in person or by mail to the Center for Academic Success and Engagement to the University Disability Services Coordinator & Dean of Academic Engagement and Student Success, 2641 John F Kennedy Blvd, Jersey City, New Jersey, 07306.

Matriculated students may also submit applications or supporting documentation by email to accommodations@saintpeters.edu. Students electing to submit applications through email **must** use their Saint Peter's University email address.

Following the student's submission of the application and supporting documentation, a meeting between the student and the University Disability Services Coordinator & Dean of Academic Engagement and Student Success will be scheduled. The purpose of this meeting is to review the documentation submitted and discuss potential academic accommodations. To the extent practicable, these meetings will occur within the first two weeks of the term.

Accommodations will be assessed on a case-by-case basis depending on the student's individual needs, course selection, documentation, and any other information presented during the application process. Accommodations may include, but are not limited to, extended time to take examinations, alternative testing locations, alternative instructions (i.e. read aloud, different instructions), use of calculator, post-test reviews, and copies of materials or enlarged materials.

All academic accommodations must be approved by the University Disability Services Coordinator & Dean of Academic Engagement and Student Success. If the student is approved for academic accommodations, the student will be provided a Letter of Accommodation by the University Disability Services Coordinator & Dean of Academic Engagement and Student Success addressed to each professor for every class that the student is enrolled in and is approved for accommodations in.

Communication with Professors: The Center for Academic Success and Engagement and the University Disability Services Coordinator & Dean of Academic Engagement and Student Success will not forward copies of Letter(s) of Accommodations to approved students' professors.

Students who receive Letter(s) of Accommodations must provide a copy of those letters to their professors in order to receive the approved accommodations. Saint Peter's University recommends that students meet with their professors during office hours or during any other scheduled time to discuss the Letter of Accommodation.

Examinations: Students approved to take examinations in an alternative location must submit notice to the Center for Academic Success and Engagement as soon as possible of the examination's date and time, but at least 10 business days in advance of the scheduled examination. The Center for Academic Success and Engagement will contact the student's professor to confirm the date of the exam and to obtain testing documentation and resources.

Whenever possible, students will be notified by a staff member in the Center of Academic Success and Engagement regarding the location and time of the examination at least 48 hours in advance of the examination.

Renewals of Accommodations: Matriculated students must complete the Academic Accommodation Renewal Request and submit the form to the Center for Academic Success and Engagement. Saint Peter's University recommends that this application at least three weeks in advance of the start of the term. Supporting documentation must be presented with Academic Accommodation Renewal Request applications at least once a year. For example, if a student requests academic accommodations for the fall term, and provides documentation in support of that application, the student may, but is not required to submit additional supporting documentation for the spring and/or summer terms.

Changes of Accommodations: Students are urged to contact the Center for Academic Success and Engagement at any point during the term to discuss changes to approve accommodations or to request alternative accommodations. Changes to previously approved academic accommodations may require submission of additional supporting documentation.

Academic Accommodation Grievance Process

Denials: Denials of academic accommodations must undergo an informal appeal process with the University Disability Services Coordinator & Dean of Academic Engagement and Student Success. Students will meet with the University Disability Services Coordinator & Dean of Academic Engagement and Student Success to discuss the accommodation denial. During this meeting the student may present additional supporting documentation to support the requested accommodation. Students will be notified of the outcome of the meeting within 10 business days of the meeting.

If the meeting with the University Disability Services Coordinator & Dean of Academic Engagement and Student Success does not resolve the dispute, a formal written Academic Accommodation Appeal may be filed with the Associate Vice President for Academic Affairs. Reasons for appeal may include, but are not limited to, failure to provide any accommodations based on the initial documentation, concerns that the accommodations are unaligned with the student's specific course load selected or changes to the courses selected or how access is impaired or lacking with your current accommodations. This must be submitted within 10 business days of the University Disability Services Coordinator & Dean of Academic Engagement and Student Success decision. Students must include their contact information, identification number, a summary of the dispute and requested outcome. The decision of the Associate Vice President for Academic Affairs is final.

Lack of Implementation: Students who provide their professor(s) with their Letter(s) of Accommodations and whose professor(s) fail to implement the approved accommodations should schedule a meeting with the University Disability Services Coordinator & Dean of Academic Engagement and Student Success as soon as possible after the accommodations is not implemented. University Disability Services Coordinator & Dean of Academic Engagement and Student Success will contact the professor(s) to reinforce that accommodations have been approved and must be implemented.

If the meeting with the University Disability Services Coordinator & Dean of Academic Engagement and Student Success does not resolve the dispute, a formal written Academic Accommodation Appeal may be filed with the Associate Vice President for Academic Affairs. This must be submitted within 10 business days of the meeting held with the University Disability Services Coordinator & Dean of Academic Engagement and Student Success decision. Students must include their contact information, identification number, a summary of the dispute and requested outcome. The decision of the Associate Vice President for Academic Affairs is final.

Official Written Communication to Students/Change of Address

It is each student's responsibility to inform the University of any changes in directory information. You can update your address and contact information on SpiritOnline. A student's lack of receipt of important notifications due to the student's failure to provide a correct, current address is not an acceptable reason for non-receipt of important notifications. Ensuring that a correct address is on file is entirely a student's responsibility.

Official Email Communication to Students

The official, sanctioned method of email communication with students is through each student's account provided by the University. Students are expected to check their University email accounts regularly. A student's lack of receipt of important notifications, due to the student's failure to use the email account provided by the University, is not an acceptable reason for non-receipt of important notifications.

Medical Leave of Absence Policy

Purpose

Saint Peter's University expects students to maintain continuous registration throughout their academic program. It is sometimes necessary for a student to take a leave from enrollment for a period of time. The policies and procedures described below establish a process for the medical leave of absence (medical withdrawal) of undergraduate or graduate student. The procedures herein provide guidance for the basis for a medical leave of absence, process for requesting a medical leave of absence, responsibilities of the student, and appeals process.

Basis for Medical Leave of Absence

Saint Peter's University students who experience extraordinary cases in which serious illness, injury, psychological crises, or other significant medical related trauma that substantially impairs their ability to function successfully or safely as a student may be eligible for a medical leave of absence. It is expected that time away from the University will be used for treatment and recovery.

Absence(s) from class due to an illness or medically related issue(s) is not a medical leave of absence and does not reduce financial obligations or guarantee that final grades will not be recorded. Withdrawing from some or all classes for the semester does not constitute a medical leave of absence. A medical leave of absence determination will be based on an evaluation by the appropriate College/School Dean in conjunction with the Dean of Students.

A medical leave of absence is for a partial or complete withdrawal. All applications for partial or complete withdrawal require thorough and credible documentation from qualified medical professionals. Hand written doctor notes, prescription tabs, or other informal documentation will not be accepted.

A medical leave of absence request may be made at any time during the semester, but must be completed no later than the last day of classes in a semester. Requests not completed by the last day of classes (retroactive requests) will be considered late requests and will be considered for the following semester barring exceptional circumstances. Students who are absent for one or more semesters before officially taking a medical leave of absence jeopardize their privilege to return without reapplication to the University.

Approval of a leave of absence request does not guarantee that a student will remain able to complete degree requirements within the timeframe associated with their accepted catalog year or as required by the academic college. Individual colleges may have additional stipulations. Students should review the appropriate school or college website and/or inquire with academic advising staff regarding the potential change in degree complete from a medical leave of absence.

A medical leave of absence is not intended to be a way of shielding a student from unsatisfactory progress or any other academic concern. A medical withdrawal will not be used when disciplinary or other academic responses are appropriate and the student's circumstances should be addressed through those responses.

A student on a medical leave of absence is not permitted to reside in Saint Peter's University owned or affiliated housing, attend classes, conduct research, maintain employment, participate in Student Life or other campus events, or utilize Saint Peter's University facilities.

Student Responsibilities

Student have several responsibilities in the medical leave of absence process. Students are responsible for completing a written Request for Medical Leave of Absence Form along with appropriate documentation as outlined below in the 'Medical Leave of Absence Student Request Procedures' section.

Students are responsible for their financial obligations and loan repayments. This policy does not have any effect on the exemption of students from student loan repayments or other financial obligations. Before taking a medical leave of absence, a student should contact their lender regarding repayment obligations that may arise as a result of their medical leave. A student should also consult with a Financial Aid officer to discuss any impact the leave may have on financial aid and their tuition bill.

Students who are participating in an Intercollegiate Athletics program should contact Intercollegiate Athletics to discuss the implications for eligibility and other concerns related to a medical leave of absence.

International students with an F1/J1 visa should contact the Director of the Center for Global Leaning to discuss the implications and impact on an immigration visa that may result from your medical withdrawal from the University.

Medical Leave of Absence Request Student Procedures

Requests for medical leave of absence must be submitted by undergraduate or graduate degree candidates to the appropriate school or college dean. To request a medical leave of absence, you must submit a Request for Medical Leave of Absence Form along with appropriate documentation. Appropriate documentation for a medical leave of absence withdrawal consists of a letter from your attending health care provider on letterhead that specifies the following:

- the date of onset of illness,
- the dates you were under professional care,
- the general nature of your medical condition and why/how it prevented you from completing course work,
- the date of your anticipated return to school, and
- the last date you were able to attend class.

Additional documentation may be requested should it be determined by the appropriate school dean, or the Dean of Students. The letter must be typed on the health care provider's letterhead stationery and submitted in a sealed envelope.

Medical Leave of Absence Effective Dates

A medical withdrawal, if approved, is effective on the day a signed and fully completed request is received in the appropriate school dean office.

Tuition, Fees, and Refund Schedule

Approval of a medical withdrawal does not exempt students from their financial obligations. Tuition is adjusted in accordance with the University’s refund schedule, which is published by the Office of Student Accounts and is available at www.saintpeters.edu/refund (http://www.saintpeters.edu/refund/). Fees are non- refundable after the last day do drop tuition at a hundred percent.

Parental Notification

The University reserves the right to notify a parent or guardian if deemed appropriate under the circumstances and applicable laws, including making arrangements for the family member to pick up the student from the University’s premises.

Privacy of Information Regarding Medical Leave

The University will maintain the privacy of information regarding voluntary and involuntary leaves in accordance with federal, state, and local law, and to the greatest extent consistent with the goal of processing such leaves.

Process for Appeal of Decision

Students may be eligible to appeal a determination of ineligibility for a medical leave of absence after a decision has been made in writing by the appropriate school dean. Students who fail to complete the requirements or deadlines will be ineligible for an appeal. A student may request an appeal to the Vice President of Academic Affairs / Provost or designee within five business days of the receipt of the decision. The Vice President of Academic Affairs/Provost or designee will review of the decision. Appeals submitted after five business days will not be considered however; the Vice President of Academic Affairs/Provost or designee may accept late supporting documentation (medical records, documentation from qualified medical professionals, etc.). Such request should be made in writing at the time of the appeal.

The appeal should include detailed support for the request to modify the original decision. The Vice President of Academic Affairs/Provost or designee will review the student's appeal and may affirm, overturn or modify the decision within ten working days from the date of receipt of request for review or an agreed extended time. The Vice President of Academic Affairs/Provost or designee can meet with the student if needed or can consult with anyone that he or she determines is reasonable in order to review the appeal. The decision will be communicated to the student in writing and shall be considered final.

Notification of Rights under FERPA for All Students

The *Family Educational Rights and Privacy Act (FERPA)* affords students certain rights with respect to their education records. These rights include:

1.) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. A student should submit the University Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, she shall advise the student of the correct official to whom the request should be addressed.

2.) The right to request the amendment of the student's education records that the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3.) The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

4.) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202#5901

FERPA Waiver Request

FERPA Waiver

Students who wish to authorize release of their academic information to parents, guardians, spouses or any other individual may do so by submitting a *FERPA Waiver Request* to the Enrollment Services Center. Once recorded, the student will be able to issue authorization on *Spirit Online*. By signing a *FERPA Waiver Request*, the student is waiving his/her rights under the *Family Educational Rights and Privacy Act* and is asking that grades, grade point averages, course schedules, or academic standing be released to the named person(s) indicated on the *Waiver*. The requested information will be released to the named person(s) via Spirit Online, once the system has been updated; in person with photo identification; or by mail when the named person makes a written request for the information. **

**Please note that absolutely no Non-Directory Information relating to academic status (*e.g.,* grades and/or grade point average) will be released by telephone or email whether or not a *Waiver* is submitted. Also, the submission of a *Waiver* does not include the release of any student passwords.

Financial Aid

FERPA provides an exception regarding the release of education records information without the consent of the student when the release is related to financial aid. The disclosure is permitted if the information is necessary to determine eligibility for the aid; determine the amount of aid; determine the conditions for the aid; and/or enforce the terms and conditions of the aid.

Release of Information Via Telephone

Although FERPA does not preclude an institution from disclosing Non-Directory Information via telephone to the student or a *FERPA Waiver* contact, it is the University's policy that no Non-Directory Information relating to academic status (*e.g.,* grades and/or grade point average) will be released by telephone, whether or not a *Waiver* is submitted. Billing information, including tuition and fee charges; outstanding balances; and financial aid information, will be communicated via telephone providing the student or *Waiver* contact can correctly answer personally identifiable questions that only the student or *Waiver* contact would be able to answer. These questions may include, but are not limited to, Saint Peter's Student Identification Number (*SPIRIT Number*), Permanent address on file, High School or previous institutions attended, and currently enrolled courses.

Statement Regarding Dependent Students

Institutions are not required to disclose information from the student's education records to a parent of a dependent student. Saint Peter's University does not accept proof of dependency status in lieu of a *FERPA Waiver Request.*

School Officials

School officials with a legitimate educational interest may access student education records with the scope of performing their job duties. A school official is deemed to have legitimate educational interest if the information requested is necessary for that official to

a.) perform appropriate tasks that are specified in his/her position description of by contact agreement; b.) perform a task related to a student's education; c.) perform a task related to the discipline of a student; d.) provides a service of benefit relating to the student or student's family. Disclosure to a school official having a legitimate educational interest does not constitute authorization to share that information with a third party without written consent.

Statement Regarding Transfer of Education Records

Saint Peter's University does not release education records to any external third-party without a signed request.

Campus Security/Police Records and Disciplinary Records

In order to remain exempt from FERPA, law enforcement and disciplinary records are therefore created by the University's law enforcement unit and/or Dean of Student's Office, for a law enforcement or disciplinary purposes, and are maintained separately from education records.

Retention of Academic Documents

Saint Peter's University does not re-release official copies of documents submitted for admission, scholarship application, or any other academic reason. This includes, but is not limited to, High School and non-Saint Peter's University transcripts. A student may request copies of materials in the academic file; the copies provided will bear a "FILE COPY" watermark. The student's signature is required to release copies of any documents from the academic file. Saint Peter's University follows the *American Associate of Collegiate Registrars and Admissions Officer's* (AACRAO) guidelines for retention and disposal of student records: materials in academic files are destroyed following 5 years of non-attendance for any reason. The complete policy is available in the Enrollment Services Center.

Release of Information Under Special Circumstances

Records may be released to parents without a signed *FERPA Waiver Request* under certain exceptions. These include health or safety emergency; or where the student has been found in violation of the University's code of conduct relating to the use of alcohol and/or another controlled substance if the student is under the age of 21.

Student's Right to Non-Disclosure of Directory Information

FERPA requires Institutions to give public notice to students in attendance of the categories of personally identifiable information which the institution has designated as Directory Information. Institutions may disclose Directory Information about former students without meeting the notification requirement; however, if a student has requested, at his or her last opportunity as a student, that Directory Information not be disclosed, the institution must continue to honor that request until informed to the contrary by the former student. If requested to withhold directory information by a student after he or she has left the institution, the institution may, but is not required to, comply with the request.

Information Which May be Designated as Directory Information

Saint Peter's University hereby designates the following information as public or "Directory Information." Such information may be disclosed without a student's previous consent by the University for any purpose, at its discretion:

- Student Name(s) and Spirit Number
- Address Information (local, permanent, and email)*
- Telephone number (local and permanent)
- Date and place of birth
- Program major(s)/concentration(s), and minor(s)
- Student activities including athletics
- Dates of attendance
- Date of graduation, degrees sought/conferred, and other academic awards
- Most recent previous school attended and/or high school
- Academic awards and scholarships, including Dean's List
- Full or Part-time status

* Address information is not provided without a written request indicating the reason for the information.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and Personally Identifiable Information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (Federal and State Authorities) may allow access to your records and PII without your consent to any third-party designated by a Federal or State Authority to evaluate a federal or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Procedure to Withhold Directory Information

Saint Peter's University will not partially withhold Directory Information, so students are advised to think carefully before withholding disclosure as this may prevent third-parties from obtaining critical information in a timely manner, including degree conferral and enrollment verification. To withhold disclosure of Directory Information, written notification must be provided. Saint Peter's University assumes that failure on the part of any student to specifically request the withholding of Directory Information indicates individual approval for disclosures. If you wish to restrict

the release of Directory Information, please contact the University Registrar, who will explain the ramifications and provide a statement for you to sign as indication you do not want Directory Information released.

Policy Notification

At the beginning of each Fall and Spring semester, every student enrolled at Saint Peter's University receives an email from the Registrar containing an updated FERPA policy for the current academic year. The policy also appears in academic catalogs, and printed copies are available in the Enrollment Services Center.

SAINT PETER'S UNIVERSITY

Enrollment Services Center

University Registrar

2641 John F. Kennedy Boulevard

Jersey City, NJ 07306

phone: (201) 761-6050 fax: (201) 761-6051

registrar@saintpeters.edu

Graduate and Adult Support Services

Dr. Rosette Allegretti, *Associate Dean for Academic Affairs*

Gabrielle Planas, *Coordinator of Student Support*

- EAB Navigate - Graduate students are now in our EAB system. In consultation with the graduate program directors, EAB will be an important tool to benefit graduate students. Part of the features of EAB includes institution reports to monitor the progress of students. We have seen great success with EAB on the undergraduate side, utilizing progress reports and retention alerts to provide support and guidance to struggling students.
- Tutoring Services - graduate students and adult learners often need evening or weekend tutoring options. These services can be housed in the reimagined School to align with the interests and needs of this population
- Mock Defenses - doctoral students can gain valuable experience through mock defenses. Those early on into their programs can attend these to become familiar with the process, and those who are nearing their own defense can practice in front of both peers and mentors. The mentors would then provide feedback and suggestions for improvement.
- Career Services - partnering with CEEL, the new School will develop support and internship opportunities relevant to those in graduate programs.
- Workshops - professional development workshops in key areas to succeed both academically and in the workplace will be offered, for example, Microsoft Office, Excel for Business Applications, etc.

Admission Information

Ellen Gregorio, *Director of Graduate Admissions*

In compliance with relevant federal and state civil-rights legislation, Saint Peter's University does not discriminate on the basis of race, creed, religion, color, national origin, nationality, ancestry, sex/gender (including pregnancy), age (except where gender or age is a bona fide occupational qualification), affectional or sexual orientation, marital status, civil union status, familial status, domestic partnership status, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability in the operation of its educational programs and activities (admission, scholarships and loan awards, access to programs and course offerings, competitive and intramural athletics, counseling, student and other employment, use of facilities, and campus sponsored extracurricular activities).

Applicants seeking admission to a master's or graduate degree, or graduate certificate program must have an earned bachelor's degree from a regionally accredited U.S. college or university, or hold an equivalent degree from an international institution of higher education. Domestic students in the process of completing a bachelor's degree may be awarded admission to a program, with their enrollment contingent upon the successful completion of their degree. Students admitted provisionally without official transcripts will only be permitted to register for up to 12 credits before a restriction will be placed on their accounts.

Applicants holding international academic degrees must provide an official international academic credential evaluation prepared by an organization recognized by the National Association of Credential Evaluation Services (NACES). Applicants seeking transfer credit must also provide a course-by-course analysis report as well. All graduate nursing programs require the submission of a course-by-course analysis report prepared by World Education Services, Inc. for each degree earned abroad. Several authorized providers, including World Education Services, Inc., are provided here for your convenience.

- Credentials Evaluation Service, Inc.

P.O. Box 24679

Los Angeles, CA 90024

(203) 475-2133

- Educational Credential Evaluators, Inc.

P.O. Box 17499

Milwaukee, WI 53217

(414) 964-0477

- International Consultants, Inc. (ICI) of Delaware

914 Pickett Lane

Newark, DE 19711

(302) 737-8715

- Foundation for International Services, Inc.

P.O. Box 230278

Portland, OR 97223

(503) 747-4225

- World Education Services, Inc.

P.O. Box 745

Old Chelsea Station

New York, NY 10011

(212) 966-6311

Applicants seeking admission to a doctoral program must have an earned master's degree in a relevant discipline from a regionally accredited U.S. college or university, or hold an equivalent degree from an international institution of higher education. Domestic students in the process of completing a master's degree may be awarded admission to a program, with their enrollment contingent upon the successful completion of their degree.

Applications are reviewed on a rolling basis and should be submitted within the application timelines in order to be considered for the applicant's entry term of preference. Admission to all graduate programs is based primarily on the evidence an applicant has provided exemplifying the preparation necessary for the successful pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the applicant's prior academic work as well as their professional goals and accomplishments. In addition, international applicants are required to provide proof of English language proficiency by providing TOEFL, IELTS, or Pearson PTE score reports. International applicants are also required to submit a copy of a valid passport page. Admission is granted for a particular term of entry. Requests for enrollment deferrals must be made in writing and granted by the Office of Graduate and International Admission. Deferrals are only approved for one term up to one academic year. Applicants must reapply for admission if a deferral was not approved.

Admission of Veterans

In accordance with Title 38 US Code 3679 subsection (e), this Saint Peter's University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. Saint Peter's will not:

- Prevent the students enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their 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.

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class. Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 student cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

General Application Requirements

All applicants to graduate study must submit application forms and official transcripts from all previously attended institutions of higher education. In addition, each program has additional application requirements which can be found in the specific graduate program's application requirement section. These requirements may include letters of recommendation, personal statements, standardized test scores, for example. It is the applicant's responsibility to submit all application requirements in a timely manner and ensure that all materials are received by the Graduate Admission Office. All documents provided are the property of Saint Peter's University and will not be returned to the applicant. Please retain copies before submission. Applications for non-enrolling students are retained by the Office of Graduate Admission for one year. Supporting application materials may be waived at the discretion of the following staff: Director for Graduate Admission, Assistant Vice President for Enrollment and/or the Vice President for Enrollment Management, as well as the Program director. Applicants will be required to submit official transcripts prior to matriculation; failure to supply official transcripts will result in an academic hold impacting future term enrollment.

How to Apply:

Please complete the Online Graduate Admissions Application at www.saintpeters.edu.

Admission of International Students (Graduate)

Application Process

The Admission Committee will review and compile completed applications thoroughly and will consider academic achievement, difficulty of curriculum, standardized test scores, personal statement/essay, letters of recommendation, and extracurricular or work involvements. Graduate applicants must show evidence of achieving the equivalent of a bachelor's degree in the United States. Final admission decision will be rendered by the program director of a student's intended degree of study.

Application Type:

- International applicants are any student applicant who does not hold U.S. Citizenship nor permanent resident student status.

International Applicants must submit material in addition to what is required above:

- Students must submit official transcripts in original language with English language translation/evaluation (if applicable). All students are required to submit a course-by-course evaluation of courses taken at the post-secondary level outside of the United States from a NACES approved evaluation service. Students applying to Nursing and Education must use the World Education Service (WES) evaluation services. This may be waived under the direction of the international admission office.
- Official copy of TOEFL, or IELTS if English is not the student's native language; students may also provide evidence of English proficiency from one of our approved language partners.
- All applicants seeking an F-1 student visa or on a valid international visa are required to submit a Saint Peter's University Statement of Financial Support with proof of funding. Contact the Center for Global Learning for more information.
- Copy of main passport page.

Additional Information about evaluating International Applications:

Evidence of Educational Experience

To evaluate educational background fairly and accurately, the University needs specific information about a prospective student's schooling and examination/test results. All official documents must be submitted directly from the appropriate issuing institution(s) to Saint Peter's. These documents must list courses taken with credits, points, or hours per course and grades awarded, and must specify any educational degrees, certificates, or titles awarded. These documents must bear the original seal or stamp and the signature of an official of the issuing institution followed by a certified English translation (if applicable). Applicants can utilize their local EducationUSA office for

assistance in verifying documents. Any documents received from an EducationUSA officer or directly from the issuing educational institution office are deemed as original documents.

Examination results and score reports must be sent directly from the testing/examination authority to Saint Peter's. Examples of such examinations are the TOEFL, IELTS, GRE, GMAT or completion of an approved language level at one of the University's ESL partner institutions. Please visit www.saintpeters.edu/international (http://www.saintpeters.edu/international/) for minimum testing requirements. Certified copies may be accepted while we wait for originals.

The University asks that applicants provide explanation(s) on a separate sheet of paper if they have had additional years of schooling or if education differs from the requirements for admission to the major institutions of higher learning in the applicant's home country.

Saint Peter's University reserves the right to verify all submitted documents with the issuing institution. Applicants may be asked to provide further proof of your educational history.

Personal Statement/Essay

Applicants are asked to write a personal statement, as part of the application process, of at least one page (500 words). The questions can be found within the online graduate application.

Letters of Recommendation

Letters of recommendation should be sent by the applicant's English teacher, teacher of choice, work supervisor and/or community volunteer supervisor. Forms for the recommendation are included in the online application but may be substituted with a written letter on university or company letterhead.

Notification of Admission Status

Applications are reviewed after receipt of a completed application and supporting documentation. If any portion of an application packet needs further action the University will notify the applicant via e-mail. As soon as the application is complete, an admission decision will be made by the program director of the student's intended program of study. Applicants will be notified by the Admission Office. The Admission Office is the only office authorized to notify international students of their acceptance to Saint Peter's. Depending on where an applicant lives, they can expect an admission decision on a completed application within three weeks after receipt of ALL application materials.

International Student Application Deadlines

It is recommended that applicants submit a completed application at least three months before the semester in which they wish to enroll. In order to process an application for admission in a timely manner, the following deadlines have been established:

- Fall Semester/Trimester……..…….June 1
- Winter Trimester.....August 1
- Spring Semester/Spring Trimester……October 1
- Summer 1 Term.....February 1

The University may consider completed applications received after the specified deadline as time permits.

Center for Global Learning - F-1 Status (Student Visa)

International students are permitted to study in the United States if they meet U.S. Immigration and Naturalization Service requirements. An F-1 visa to enter the U.S. is issued only to students who: a.) present evidence of regular admission to a full- time course of study in the U.S.; b.) have financial support for the entire period of study in the U.S.; and c.) intend to return to their home country once studies are completed.

The U.S. embassy or consulate in a student's area will be able to provide the specific requirements for applying for an F-1 visa from the home country. To be eligible for an F-1 visa, students must present a Certificate of Eligibility (Form I-20 A-B) issued by the U.S. institution at which they plan to study. Saint Peter's can issue Form I-20 only to those students who meet all admission requirements as specified in this application packet. Students currently on F-1 visas can be issued an Intent to Transfer form.

Documentation for Travel from *Outside* the U.S.

Students who have completed the Enrollment Confirmation process will receive an email with instructions on the I-20 application process from the Center for Global Learning. Students will present this form, along with supporting documentation, to the U.S. embassy or consulate in their area. Students must have a valid passport issued by their home country for the visa application process and pay any necessary processing fees. Collecting documentation and scheduling appointments to complete the visa application process may cause unexpected delays. Therefore, it is recommended that students complete and submit the application packet to Saint Peter's at least three months prior to the semester in which they plan to begin studies. Early submission should allow ample time to receive the Form I-20, meet with U.S. consular officers, and make travel arrangements.

Documentation for Travel from *Inside* the U.S.

Upon a student's acceptance, they will be mailed a Transfer Authorization Form (to be completed by the designated official at the student's current institution) to verify the F-1 status. Students who will come to Saint Peter's from within the United States will be issued a Form I-20 after the transfer process has been completed. If students plan to return to their home country, or travel outside the U.S. before coming to Saint Peter's, the student must notify the Saint Peter's University international student advisor of their intentions at least three weeks prior to departure from the U.S. so appropriate arrangements can be made and documentation can be prepared for the student to reenter the U.S. Applicants in any status other than F-1 will be sent further instructions for status change if necessary.

Graduate Business

Graduate Business Programs prepare candidates to manage people, assets, ideas, and technology for the rapidly changing global environment. Candidates leverage their prior educational experience and professional accomplishments to broaden their intellectual horizons, critical-thinking and interpersonal skills. Saint Peter's University offers the following degree programs:

Master of Business Administration (MBA)

The MBA curriculum can be completed in 36 credits.

Level I Core Courses (21 credits)
Level II Concentration (9-12 credits) and Electives (3-6)

Master of Science in Accountancy (MSA)

The MSA curriculum reflects a total of 30 credits:
Level I Core Courses (15 credits)
Level II Concentration (9-12 credits) and Electives (3-6 credits)

Concentrations in:

- Cyber Security
- Finance
- Health Care Administration
- Human Resources Management
- International Business
- Management
- Marketing Intelligence
- Risk Management

Dual Degrees MBA/MSA

The dual degrees MBA/MSA curriculum reflects a total of 54 credits:
Level I Core Courses (30 credits)
Level II MBA Concentration (9-12 credits), MSA Concentration (6 credits), Electives (6-9 credits)

Program Availability

All courses are offered on a trimester schedule (11 weeks: Fall/Winter/Spring) at the main campus in Jersey City and sites other than the JC campus. Selected courses within the program are periodically offered at all sites. The courses are offered primarily in the evening and in flexible formats: lecture, hybrid, online, and occasionally Saturdays to accommodate the needs of working adults.

Degree Requirements

In addition to Academic Policies outlined across all Graduate programs, all students must fulfill all matriculation requirements, course requirements and maintain a 3.0 cumulative average in the program.

Advisement

All candidates for a degree will be assigned an advisor upon entrance into the program. Appointments with an advisor are available the Jersey City campus and may be arranged at other locations. Students are permitted to register for up to 9 credits in a term. Credits above this amount require approval from the Program Director.

Transfer Credit

A maximum of six (6) graduate credits of equivalent course work may be transferred from other accredited universities. A minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the program director. It is the student's responsibility to initiate the petition and justify the acceptance of the courses with a minimum of an official transcript and course course description. The program director will

determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

Time Limitation

Students are expected to enroll continuously until their program is completed. Students are required to maintain satisfactory academic progress as outlined in the Graduate Programs Academic Policy. The latter includes maintaining a 3.0 cumulative grade point average and accumulating sufficient credits within the stipulated time frame of five years. By federal regulation, F-1 International students must enroll as full-time students, so their time to completion will be considerably shorter.

Admission Requirements

Graduate Business

Applicants seeking admission must have an earned bachelor's degree from a regionally accredited U.S. college or university, or hold an equivalent degree from an institution of higher education outside of the United States.

All applicants must submit the application and official transcripts from all previously attended institutions of higher education. In addition, a personal statement, two letters of recommendation and current resume are required.

The personal statement is 500+ words that addresses the experiences that have led you to pursue a master's degree at this point in your life and what you see yourself doing professionally upon completion of your master's degree.

Recommendation letters should comment on the following areas:

1. How long have you known the applicant and in what capacity?
2. What do you consider the applicant's strengths?
3. In which areas could the applicant exhibit additional growth or improvement?
4. How would you describe the applicant's interpersonal skills?

International Admission: See directions in general admissions section.

MSA Admissions

Note: Applicants that intend to pursue the CPA license need to familiarize themselves with the information contained on the AICPA and State Board of Accountancy websites.

> The Uniform CPA Examination protects the public interest by helping to ensure that only qualified individuals become licensed as U.S. Certified Public Accountants (CPAs). Individuals seeking to qualify as CPAs - the only licensed qualification in accounting - are required to pass the Examination.
>
> As a CPA candidate, you must be thoroughly familiar with the entire Examination journey - from the time of application to sitting for the Examination and passing all four sections. You must learn how the process works, candidate responsibilities, the rules governing a candidate's progress, and Examination and licensure requirements.
>
> The CPA license is issued at the state level. To become a licensed CPA, you must be declared eligible for the examination by the board of accountancy in one of the 55 U.S. jurisdictions. The accountancy board in the state in which you qualify as a CPA candidate determines the requirements governing applications for the Examination and licensure; the NASBA Candidate Bulletin provides candidates with requirements that apply to taking the Examination.
>
> International candidates are eligible to qualify as U.S. Certified Public Accountants (CPAs) as long as they meet Board of Accountancy eligibility requirements in one of 54 U.S. jurisdictions - the 50 states, District of Columbia, Puerto Rico, the U.S. Virgin Islands and Guam.

Effective July 1, 2017, NJ adopted new education requirements to become a CPA.

> In order to **sit for the CPA Exam in NJ,** an applicant must possess:

- a bachelor's degree or higher in any field of study from an accredited school/university
- 24 semester hours in accounting and 24 semester hours in business
- a minimum of 120 semester hours
- An applicant no longer needs any specific courses in these areas (just 24 semester hours overall in accounting and 24 semester hours in business).

To be licensed in NJ, the applicant must:

- obtain 150 semester hours from an accredited school. These credits can be obtained within or beyond a degree program. The references to levels of school accreditation have been removed.
- obtain one year of experience (1,750 hours) working under a CPA whose active license is from NJ or from a state that is substantially equivalent to NJ. Currently all states are substantially equivalent. The experience must be in the areas of auditing or accounting.

Note: If an applicant is obtaining graduate credits, they will need 24 semester hours in accounting and 24 credits in business. Previously, only 15 semester hours in accounting were required from a graduate school program. Undergraduate and graduate credits are counted equally.

Evaluation of Applications

Admission is based primarily on the evidence an applicant has provided exemplifying the preparation necessary for the successful pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the applicant's prior academic work, as well as their professional goals and accomplishments. The Program may request an interview as part of the admission process. Applicants will be promptly notified of their admission decision, once a complete application is received by the University.

Admission Decision and Enrollment

All admission decision processing takes place through the Graduate Admission Office and in concert with the program directors. Materials outlined above as required for the "completed application" may be waived by the program director or dean of the School of Business.

Ways to Apply

Complete the Online Graduate Admissions Application at www.saintpeters.edu or download a copy and mail it to:

Saint Peter's University
Attn: Graduate Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate Admission at (201) 761-6470 with any questions.

Course Registration

Graduate business degree candidates can register for classes with the Graduate Business Programs Office or access SPIRIT Online at www.saintpeters.edu (http://www.saintpeters.edu/)

Master of Business Administration Degree

John Hammett III Ph.D., Director

The MBA prepares candidates to manage people, assets, ideas, and technology in a rapidly changing global environment. Courses develop critical-thinking and decision-making skills with a particular focus on operational, strategic, and financial risk. Added benefits of the newly re-designed program include IBM certifications that have been embedded into the curriculum, a strong focus on data and analytical tools, more robust coursework in program concentrations and more flexible course delivery

Curriculum

Candidates must attain 36 credits with a minimum GPA of 3.0. Students elect a concentration upon entrance to facilitate courses in the program path. The MBA degree can be completed in as little as 36 credits if the core curriculum is satisfied by undergraduate courses with grades of B or higher. Waived credits are by permission only, and not an obligation of the University.

MBA Degree: 36 Credits

Core Courses:* 21 Credits

Concentration:* 9-12 Credits

Electives:* 3-6 Credits

**Note*: Concentration and elective credits vary.

Level I: Core Courses (21 credits)

These courses provide the foundation for many of the concepts introduced in later courses, and should be taken early in the program. Waivers and/or transfer of credits may be considered as outlined in the Curriculum section above. Students are to complete their core courses prior to beginning their concentration.

AC-501	Managerial Accounting	3
GB-511	Management and Human Behavior	3
GB-530	Corporate Finance	3
GB-533	Enterprise Design Thinking	3
GB-622	Management Economics	3
DS-650	Data Law Ethics and Business Intelligence	3
DS-660	Business Analytics	3
Total Credits		21

Level II: Concentration (9-12 credits)

Concentrations focus the candidate on a specific area to achieve depth of knowledge. Concentrations are available in Business Analytics, Cyber Security, Finance, Health Care Administration, Human Resources Management, International Business, Management, Marketing Intelligence, and Risk Management. Candidates may follow the recommended courses below or may work with the Program Director to design a concentration to meet specific goals and reflect individual backgrounds.

An additional concentration may be added prior to the degree being awarded and requires an additional 6 credits over the standard degree credits. The additional concentration also can be pursued after the degree is granted, however, as this represents only six credits, federal financial aid is not applicable.

Level II: Electives (3-6 credits)

These courses provide program breadth outside the area of concentration. Candidates should choose these courses to gain knowledge in areas that will help achieve their career goals.

Additional Concentrations

Candidates may choose to add additional concentrations to their program of study. Each additional concentration requires 6 additional credits (12 credits for Health Care Administration). The concentration is noted on the transcript.

Saint Peter's alumni who have earned an MBA or MSA from Saint Peter's University may re-enroll for additional concentrations.

Note: A concentration taken after a degree has been awarded is not eligible for federal financial aid under Title IV of the Higher Education Act. You will be expected to settle your account using cash, employer tuition reimbursement, private loans or other such funds.

Concentrations - MBA/MSA

Note: Core courses are considered Level I and must be taken before concentration courses.

Concentrations (Level II)

The following concentrations may be included as part of the MBA, MSA or dual MBA/MSA degrees. All are 9 credits, with the exception of Health Care Administration being 12 credits. A second concentration prior to the degree being awarded requires an additional 6 credits above those required for the specific graduate program.

Concentrations are composed of at least one required course and two or three additional courses to complete the concentration as noted below.

Business Analytics (all courses required)		**9**
GB-650	Business Analytics	
GB-651	Predictive Analytics	
GB-652	Industry Analytics	
Cyber Security (take 3 of the following)		**9**
GB-626	Cyber Risk Management and Insurance	
GB-638	Disaster Recovery for Cyber Security	
GB-639	Cyber Security and Risk Management	
GB-640	Cyber Crime Investigation and Digital Forensics	
Finance		**9**
GB-535	International Finance (required)	
Choose two of the following:		
AC-570	Financial Statement Analysis	
GB-565	Derivative Markets	
GB-570	Investment Analysis	
Health Care Administration (all courses are required)		**12**
GB-671	Health Care Financing and Risk Management	
GB-672	Current Issues and Policies in Health Care	
GB-673	Health Care Administration	
GB-674	Health Care Administration II	
Human Resources Management (all courses are required)		**9**
GB-619	Employment Law	
GB-620	Leadership	
GB-621	Human Resources	
International Business		**9**
GB-625	International Business (required)	
Choose two of the following:		
GB-535	International Finance	
GB-643	International Marketing	
GB-697	Global Business Cultural Experience	
Management		**9**
GB-620	Leadership	
Choose two of the following:		
GB-623	Entrepreneurship and Innovation	
GB-628	Organizational Theory	
GB-632	Negotiations and Conflict Resolution	
GB-633	Executives in Residence Seminar I	
or GB-634	Executives in Residence Seminar II	

Marketing Intelligence		**9**
GB-641	Marketing Strategy (required)	
Choose two of the following:		
GB-555	Personal Branding	
GB-643	International Marketing	
GB-645	Marketing Research	
Risk Management		**9**
GB-629	Enterprise Risk Management (required)	
Choose two of the following:		
AC-541	Internal Controls and Sarbanes Oxley Compliance	
GB-630	Strategic Risk Management	
GB-631	Risk Management and Insurance	
GB-646	Crisis Communications	

Capstone

GB-699 Corporate Strategy: Initiation to Implementation

Electives - 3-6 credits

Any course listed in the Graduate Business curriculum with a course prefix of AC or GB can be selected to round-out and broaden the student's knowledge.

MS in Accountancy Degree

Philip Sookram, M.S.A, Director, Master of Science in Accountacy Program

The MS in Accountancy is a 30 credit-hour program providing individuals with the skills and knowledge needed to keep pace with the changes in the practice of accounting. A unique feature of the program is its focus on risk management and compliance issues, preparing individuals for the growing complexities of the corporate world. A candidate may select a concentration other than Risk Management from one of the other areas of specialization such as Cyber Security, Finance, Health Care Administration, Human Resources Management, International Business, Management, or Marketing Intelligence.

An additional concentration may be added prior to the degree being awarded and requires an additional 6 credits over the standard degree credits. The additional concentration also can be pursued after the degree is granted, however, as this represents only six credits, federal financial aid is not applicable.

A candidate can combine the MSA with the MBA, thereby gaining the knowledge and skills required for professional accounting, while also developing an understanding of the broader management context. This will better prepare a graduate for senior management roles. A diploma for each degree is issued by the University at the same time the degree requirements are completed. When both degrees are pursued concurrently, a total of 54 credits is required, however, adding the MBA after graduation, may require slightly more credits.

A candidate who has an MBA from another institution may complete the MS in Accountancy degree program in 24 credits as 6 credits may be considered for waivers at the discretion of the Program Director.

Level I: Core Courses (15 Credits)

These courses provide the foundation for the MS in Accountancy. It is highly recommended that a student follow these courses in sequence.

AC-501	Managerial Accounting *	3
AC-520	Financial Accounting and Reporting	3
AC-541	Internal Controls and Sarbanes Oxley Compliance	3
AC-543	Forensic Accounting and Internal Auditing	3
DS-650	Data Law Ethics and Business Intelligence	3
Total Credits		15

*An alternate Accounting course (AC-530 International Financial Reporting Standards, AC-553 Tax Problems, AC-554 International Taxation, AC-555 U.S. Taxation, or AC-570 Financial Statement Analysis) may be substituted with the approval of the Program Director.

Level II: Concentration (9-12 Credits)

Concentrations focus the candidate on a specific area to achieve depth of knowledge. Concentrations are available in Business Analytics, Cyber Security, Finance, Health Care Administration, Human Resources Management, International Business, Management, Marketing Intelligence, and Risk Management. Candidates may follow the recommended courses below or may work with the Program Director to design a concentration to meet specific goals and reflect individual backgrounds.

An additional concentration may be added prior to the degree being awarded and requires an additional 6 credits over the standard degree credits. The additional concentration also can be pursued after the degree is granted, however, as this represents only six credits, federal financial aid is not applicable.

Electives (3-6 Credits)

Two courses from within the Graduate Business curriculum with a course prefix of AC or GB can be selected to round-out and broaden the student's knowledge.

Additional Concentrations

Candidates may choose to add additional concentrations to their program of study. Each additional concentration requires 6 additional credits (12 credits for Health Care Administration). The concentration is noted on the transcript.

Saint Peter's alumni who have earned an MBA or MSA from Saint Peter's University may re-enroll for additional concentrations.

Note: A concentration taken after a degree has been awarded is not eligible for federal financial aid under Title IV of the Higher Education Act. You will be expected to settle your account using cash, employer tuition reimbursement, private loans or other such funds.

Dual MBA/MS in Accountancy Degrees

The 36 credit MBA degree and 30 credit MSA degree can be combined to create a customized education plan totaling 54 credits. This program prepares individuals for senior financial and accounting positions where a breadth of management knowledge is combined with an in-depth understanding of accounting. The benefits of such a custom degree allow graduates to pursue a more specific career within their interest range. A diploma for each degree is issued by the University at the same time the degree requirements are completed.

Dual MBA/MSA Curriculum

Candidates must elect a concentration in the MBA and the MSA upon entrance to facilitate courses in the program path. A maximum of six (6) credits of equivalent course work may be accepted for transfer from an accredited graduate business program providing that the candidate achieved a passing grade that is acceptable to Saint Peter's. Waivers and transfer credit is by permission only, at the discretion of the Program Director, and not an obligation of the University.

MBA/MSA Degrees:	**54 Credits**
Core Courses:	30 Credits
Electives:	6-9 Credits
MBA Concentration:	9-12 Credits
MSA Concentration:	6 Credits

Level I: Core Courses (30 Credits)

These courses provide the foundation for many of the concepts introduced in later courses and should be taken early in the program. Waivers and/or transfer of credits may be considered for candidates as outlined in the Curriculum section above. New students are to complete their core courses prior to beginning their concentration.

Core Courses		
GB-511	Management and Human Behavior	3
GB-530	Corporate Finance	3
GB-533	Enterprise Design Thinking	3
GB-622	Management Economics	3
AC-501	Managerial Accounting (or appropriate substitution)	3
AC-520	Financial Accounting and Reporting	3
AC-541	Internal Controls and Sarbanes Oxley Compliance	3
AC-543	Forensic Accounting and Internal Auditing	3
DS-650	Data Law Ethics and Business Intelligence	3
DS-660	Business Analytics	3
Total Credits		30

Level II: MBA Concentration Electives (9-12 Credits)

These courses provide program breadth to create an area of concentration. Candidates should choose these courses to gain knowledge in that area and those that will help achieve their career goals. Select courses in Cyber Security, Finance, Health Care Administration, Human Resource Management, International Business, Management, Marketing Intelligence, or Risk Management.

Level II: MSA Concentration (6 Credits)

A concentration is selected as part of the MSA degree from the following: Cyber Security. Finance, Health Care Administration, Human Resource Management, International Business, Management, Marketing Intelligence, or Risk Management.

An additional concentration may be added prior to the degree being awarded and requires an additional 6 credits over the standard degree credits. The additional concentration also can be pursued after the degree is granted, however, as this represents only six credits, federal financial aid is not applicable.

Level II: Electives (6-9 credits)

These courses provide program breadth outside the area of concentration. Candidates should choose these courses to gain knowledge in areas that will help achieve their career goals.

Graduate Business Analytics

Rahul Balwaik, M.S., Director, Business Analytics Program

The Master of Science degree in Business Analytics was designed for working managers and professionals who seek to deepen their industry credentials, data analysis skills and ability to leverage and monetize data in managerial processes and decision making to meet market needs.

Offered through Data Science Institute at Saint Peter's University, the program provides a unique combination of skills and knowledge for managers. Topics include strategic management, finance, advanced data analysis and visualization.

Program Availability

The MS in Business Analytics program will be offered on a trimester schedule and is designed for both full-time and part-time study.

Degree Requirements

The degree requires 30 semester hour credits.

Advisement

Saint Peter's University assigns an academic advisor to every candidate.

Time Limitation

Students are expected to enroll continuously until their programs are completed. Students are required to maintain satisfactory academic progress by maintaining the required grade point average and accumulating sufficient credits within the stipulated time frame of five years.

Curriculum - Master of Science in Business Analytics

GB-517	Business Ethics and Sustainability	3
GB-530	Corporate Finance	3
or FN-506	Advanced Corporate Finance	
GB-622	Management Economics	3
or EC-502	Advanced Microeconomics	
DS-510	Introduction to Data Science	3
DS-520	Data Analysis and Decision Modeling	3
DS-542	Python in Data Science	3
DS-640	Predictive Analytics and Financial Modeling (with Bloomberg certification)	3
DS-660	Business Analytics	3
DS-680	Marketing Analytics and Operation Research	3
Elective Chosen from GB, DS, CO, FN or AC		3
Industry Experience		
DS-597	Applied Research Experience	0
DS-598	Applied Work Experience and Curricular Practical Training	0
Total Credits		30

Admission Requirements

Admission Requirements - Business Analytics

1. A completed graduate program application (online (https://www.saintpeters.edu/graduate-admission/admission-application/) or paper).
2. A minimum 3.0 cumulative GPA on a 4.0 scale is recommended.

3. At least one letter of recommendation (two preferred) attesting to the applicant's potential for success in graduate studies.
4. GRE(optional).
5. Undergraduate transcript evidencing an earned Bachelor's degree (excl. accelerated degree candidates).
6. Bachelor's degree completed before planned start date in MS degree program.
7. A copy of the applicant's résumé.

**While there is no undergraduate major requirement, all applicants must have taken the 3 required courses listed. These courses are currently required of all psychology majors. Substitution courses can be made, at the discretion of the Program Director, in rare circumstances.*

All documents should be sent to:

Saint Peter's University
Attn: Graduate Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate Admission at (201) 761-6470 with any questions.

Transfer Credit

A maximum of six (6) graduate credits of equivalent course work may be transferred from other accredited universities. A minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the Chair of the Department. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The Chair of the Department will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

Graduate Certificate Programs

Big Data Essentials with Python

DS-520	Data Analysis and Decision Modeling	3
DS-542	Python in Data Science	3
DS-600	Data Mining	3
DS-630	Machine Learning	3
Total Credits		12

Blockchain Technology

CY-510	Cyber Security Planning and Risk Analysis	3
CY-530	Cryptography	3
CY-645	Blockchain Technology	6
Total Credits		12

Business Analytics

DS-520	Data Analysis and Decision Modeling	3
DS-600	Data Mining	3
DS-660	Business Analytics	3
DS-680	Marketing Analytics and Operation Research	3
Total Credits		12

Cyber Security

CY-510	Cyber Security Planning and Risk Analysis	3
CY-540	International Communications and Networking	3
CY-530	Cryptography	3
CY-610	Ethical Hacking and Penetration Testing	3
or CY-640	Cybercrime and Digital Forensics	
Total Credits		12

Digital and Social Media Marketing

MS-500	Marketing Fundamentals: Customer Experience	3
MS-510	The Influence and Persuasion of Consumers	3
MS-520	Foundations of Social and Mobile Techniques	3
MS-640	Digital Marketing Analytics and User Experience	3
Total Credits		12

Executive Leadership

GB-620	Leadership	3
GB-633	Executives in Residence Seminar I	3
or GB-634	Executives in Residence Seminar II	
GB-632	Negotiations and Conflict Resolution	3
GB-646	Crisis Communications	3
or GB-628	Organizational Theory	
Total Credits		12

Healthcare Administration

GB-671	Health Care Financing and Risk Management	3
GB-672	Current Issues and Policies in Health Care	3
GB-673	Health Care Administration	3
GB-674	Health Care Administration II	3
Total Credits		12

Human Resources Management

GB-511	Management and Human Behavior	3
GB-619	Employment Law	3
GB-620	Leadership	3
GB-621	Human Resources	3
Total Credits		12

Marketing and Consumer Analytics

MS-500	Marketing Fundamentals: Customer Experience	3
MS-510	The Influence and Persuasion of Consumers	3
MS-520	Foundations of Social and Mobile Techniques	3
MS-630	Web Analytics: Email, Clickstream and SEO	3
Total Credits		12

Risk Management

GB-629	Enterprise Risk Management	3
GB-630	Strategic Risk Management	3
GB-631	Risk Management and Insurance	3
GB-646	Crisis Communications	3
Total Credits		12

Master of Arts in Communication and Public Relations

Barna Donovan, Ph.D. - Director, Master of Arts in Communication and Public Relations Program

A Masters degree in Communication and Public Relations is intended to equip students with the knowledge and skills required of successful public relations managers, specialists, and those in corporate communication to allow for career advancement and personal development.

Program Availability

The courses are offered on a trimester calendar and during the summer at the Jersey City Campus.

Degree Requirements

The degree requires 33 semester hour credits. A two-part capstone course is required and will be taken the final 2 trimesters of coursework. The major component of the capstone is the completion of a research paper suitable for publication in a professional journal.

Advisement

Saint Peter's University assigns an academic advisor to every candidate.

Time Limitation

Students are expected to enroll continuously until their programs are completed. Students are required to maintain satisfactory academic progress by maintaining the required grade point average and accumulating sufficient credits within the stipulated time frame of five years. By federal regulation, F-1 International students must enroll as full-time students, so their time to completion will be considerably shorter.

Curriculum - Masters in Communication and Public Relations

The Masters in Communication and Public Relations program is divided into two levels, as detailed below. The 33 credit program focuses on the skills and knowledge needed for professionals in the field of Communication and Public Relations. Included in the curriculum are an internship and capstone experiences. The program will be offered on a trimester schedule and is currently designed for full time study, with students taking two classes per trimester or one class per trimester for part time study.

Level I		
CU-500	Introduction to the New Media Society	3
CU-501	Communication Research	3
CU-504	Public Relations	3
CU-506	Marketing Communication and Branding	3
CU-508	Management and Organizational Behavior	3
Level II		
CU-510	Communication Law, Ethics and Policy	3
CU-512	Social Networking and New Media	3
CU-646	Crisis Communications	3
Electives (Choose one)		3
CU-515	Interpersonal Communication	
CU-590	Internship I (or any GB)	
Capstone		6
CU-526	Capstone Project and Seminar I (and II)	
Total Credits		33

Admission Requirements

Graduate Communication

- Official Application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu), download printable version, request application by phone or mail).
- Personal statement of educational/professional goals (250-500 words).
- Official undergraduate and graduate transcripts from all institutions attended.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale (program will make exceptions when warranted).
- Two letters of recommendation required (three letters preferred).

International Students

See the General Application Requirements section of the catalog.

All Documents Should be Sent to:

Saint Peter's University
Attn: Graduate Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate Admission at (201) 761-6470 with any questions.

Transfer Credit

A maximum of six (6) graduate credits of equivalent course work may be transferred from other accredited colleges and universities. An official transcript showing a minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the program director. It is the student’s responsibility to initiate the petition and justify the acceptance of the courses. The program director will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

Graduate Cyber Security

Alberto La Cava, Ph.D., Director, M.S. in Cyber Security

The Master of Science in Cyber Security degree is a 30 credit hour program designed for working professional and full-time and part-time students who wish to increase their knowledge and skills related to the field of cyber security and information assurance. The degree will provide students with the knowledge and practice to understand cyber security threats and vulnerabilities, and to be able to help defend computer systems against cyber-attacks. A capstone experience is included for students to work in teams to build and launch a cyber security start-up company.

Program Availability

The program is offered in the evening on a trimester schedule and designed for both full-time and part-time study at the main campus in Jersey City. Courses are offered in the classroom, online, and hybrid.

Degree Requirements

The degree requires 30 semester hour credits. A capstone course is taken the final trimester of coursework. The capstone course provides students with the opportunity to carry out in depth research on a specified topic in cyber security. The student's project, which is to work in teams to build and launch a cyber security start-up company, reflects the integration and application of the cyber security knowledge gained over the course of the program.

Graduate Internship Requirement

Completion of a graduate internship related to Cyber Security, minimum of six months, is required for all students except; those who have 3+ years of professional work experience; those with full-time employment during the length of the program; and those who are participating in the exchange program. The graduate internship must start in the first semester of classes. Please consult your program advisor to determine if it is possible to obtain a waiver. There are opportunities to work in the University Cyber Security Center as a Group Leader or Analyst.

Advisement

The Director of the program assigns a full-time academic advisor from the Department of Computer & Information Sciences to every candidate.

Time Limitation

Students are expected to enroll continuously until their programs are completed. Students are required to maintain satisfactory academic progress by maintaining the required grade point average and accumulating sufficient credits within the stipulated time frame of five years. By federal regulation, F-1 International students must enroll as full-time students, so their time to completion will be considerably shorter.

Curriculum - Master of Science in Cyber Security (30 Credit Requirement)

CY-502	Information Systems Security Professional	3
CY-510	Cyber Security Planning and Risk Analysis	3
CY-520	Cyber Security Ethical and Legal Concerns	3
CY-530	Cryptography	3
CY-540	International Communications and Networking	3
CY-550	Mobile Computing and Wireless	3
CY-610	Ethical Hacking and Penetration Testing	3
CY-620	Malware Analysis and Defense	3
CY-630	Disaster Recovery	3
CY-635	Advanced Research in Cyber Security	3
CY-640	Cybercrime and Digital Forensics	3
CY-645	Blockchain Technology	6
CY-650	Cyber Security Capstone	3

Admission Requirements

- Official application (Apply online at www.saintpeters.edu or request an application by phone or mail).
- A baccalaureate degree (preferred major in computer science, mathematics, engineering, physics, business, or criminal justice) conferred by a regionally accredited U.S. institution or the foreign equivalent as determined by an approved international evaluation service. It is recommended that students have a strong background in programming and information technology. Additionally students with prior work experience in the information technology field will also be considered for the program.
- Official transcripts from all institutions of higher education attended.
- Personal statement describing why the applicant desires this particular degree. The statement should demonstrate: a.) strong writing skills; b.) an expressed desire to work in the represented field; c.) a strong ability to reason; d.) commitment to completing the degree (500 words).
- A minimum undergraduate cumulative GPA of 3.0 on a 4.0 scale.
- Two letters of recommendation from individuals acquainted with the applicant's academic and/or professional experience and his/her potential to successfully complete a graduate program.
- A current resume.
- An interview may be required.

International Students

See the General Admission Requirements section of the catalog.

All Documents Should be Sent to:

Saint Peter's University

Attn: Graduate Admission

2641 John F. Kennedy Boulevard

Jersey City, NJ 07306

Please feel free to call the Office of Graduate Admission at (201) 761-6470 with any questions.

Transfer Credit

A maximum of six (6) graduate credits of equivalent course work may be transferred from other accredited universities. A minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the Program Director. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The Program Director will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

Graduate Data Science

Vijay Voddi, M.S., Director, Master of Science in Data Science Program

Master of Science in Data Science

The Master of Science in Data Science, a 36 credit degree program, is intended for students who have completed undergraduate degrees in science, mathematics, computer science or engineering and are interested in pursuing careers in industry-specific analytical fields (e.g. technology, pharmaceutical, research, government, public health, entrepreneurship, finance, business, etc.).

The Data Science degree program uses real-world problems and situations to prepare graduates for roles as strategic thought leaders who leverage predictive modeling to drive decision making. Students will develop in depth understanding of the key technologies in data science and business analytics: data mining, machine learning, visualization techniques, predictive modeling, and statistics. Students will practice problem analysis and decision-making. Students will gain practical, hands-on experience with statistics programming languages and big data tools through coursework and applied research experiences.

Program Availability

The Data Science program will be offered on a semester schedule and is designed for both full-time and part-time study.

Degree Requirements

The degree requires 36 semester hour credits. A capstone course is required and will be taken the final semester of coursework.

Graduate Internship

As of January 1, 2016, completion of an internship related to Data Science is required for all students except: those who have 3+ years of professional work experience; those with full-time employment during the length of the program; and those who are participating in the exchange program. The graduate internship can start in the fourth trimester of classes. Please consult your program advisor to determine if it is possible to obtain a waiver.

Advisement

Saint Peter's University assigns an academic advisor to every candidate.

Time Limitation

Students are expected to enroll continuously until their programs are completed. Students are required to maintain satisfactory academic progress by maintaining the required grade point average and accumulating sufficient credits within the stipulated time frame of five years. By federal regulation, F-1 International students must enroll as full-time students, so their time to completion will be considerably shorter.

Curriculum - Master of Science in Data Science - Traditional track

The Master's in Data Science program is divided into two levels as detailed below.

Required Core Courses		27
DS-510	Introduction to Data Science	
DS-520	Data Analysis and Decision Modeling	
DS-530	Big Data and Data Management	
DS-542	Python in Data Science	
DS-600	Data Mining	
DS-620	Data Visualization	
DS-630	Machine Learning	
DS-650	Data Law Ethics and Business Intelligence	
DS-670	Capstone: Big Data and Business Analytics	

Electives - Take 3 courses from the following:		9
DS-610	Big Data Analytics	
DS-640	Predictive Analytics and Financial Modeling	
DS-660	Business Analytics	
DS-680	Marketing Analytics and Operation Research	
DS-690	Data Science and Health	
Industry Experience- Complete after 4th trimester		
DS-597	Applied Research Experience	0
or DS-598	Applied Work Experience and Curricular Practical Training	
Total Credits		36

Master of Science in Data Science Program - Professional Hybrid track

In addition to the traditional curriculum, students must complete an internship (DS-598 or DS-599) every trimester.

Admission Requirements

Graduate Data Science

- Official Application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu), download printable version, request application by phone or mail).
- Personal statement describing why the applicant desires this data science degree. The statement should demonstrate: a.) strong writing skills; b.) an expressed desire to work in the represented field; c.) a strong ability to reason; and d.) commitment to completing the degree (250-500 words).
- A baccalaureate degree conferred by a regionally accredited U.S. institution or the foreign equivalent as determined by an evaluation service accepted by Saint Peter's University. It is strongly recommended that students have a strong background in: computer science/programming, mathematics, statistics or engineering. Applicants are evaluated on an individual basis and may be required to take needed prerequisite coursework.
- Official transcripts from all institutions of higher education attended.
- A minimum undergraduate cumulative GPA of 3.0 on a 4.0 scale.
- Two letters of recommendation required (three letters preferred).
- An interview may be required

International Students

See the General Application Requirements section of the catalog.

All Documents Should be Sent to:

Saint Peter's University
Attn: Graduate Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate Admission at (201) 761-6470 with any questions.

Transfer Credit

A maximum of six (6) graduate credits of equivalent course work may be transferred from other accredited universities in the Masters program. A minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the Director of the Data Science. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The Director will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

In the Ph.D. program, alumni that earned an MS from SPU are eligible to transfer a maximum of eighteen (18) credits towards the program. A maximum of twelve (12) graduate credits of equivalent course work could be transferred from other accredited universities.

Graduate Education

Stephanie Squires, Ph.D., Dean, Patrick J. Caulfied School of Education

Anna Cicirelli, Ed.D., Associate Dean, Patrick J. Caulfield School of Education

The goals of the Instructional Certification Programs in Graduate Education are to enable classroom teachers to continue their professional development. The programs allow for professionals in the field of education to broaden their areas of expertise and to equip them to move into positions of enhanced responsibility. The program in Teaching allows individuals not presently within the education field to change careers and move into the field of education as certified teachers. The goals of the Leadership Programs in Graduate Education are to prepare teachers to move into leadership positions as supervisors, assistant principals, and superintendents.

All graduate students are provided a value-oriented program based on the Catholic and Jesuit tradition of Saint Peter's University.

Master of Arts in Education

Saint Peter's University offers the degree of Master of Arts in Education in six concentrations of study:

- Educational Leadership
- Educational Technology
- English as a Second Language
- Higher Education
- Reading
- Teaching (Pre-School-3, K-6, and Secondary Certifications)
- School Counseling
- Special Education

Each concentration prepares teachers for certification by the State of New Jersey in specific areas outlined for each of the programs.

Certification Programs

Certification Programs are offered for the following areas:

- Teacher
- Middle School Mathematics Teacher
- Professional and Associate School Counselor
- Reading, Reading Specialist
- Director of School Counseling
- Supervisor
- Principal
- School Business Administrator
- Teacher of Students with Disabilities

Program Availability

All courses are offered on a semester calendar at the main campus in Jersey City and Bergen County campus. Selected courses for other programs are periodically offered at other sites.

Degree Requirements

Students must fulfill all course requirements, maintain a 3.0 cumulative average, and pass the comprehensive examinations.

Advisement

All candidates for a degree will be assigned an advisor upon entrance into the MA in Education or the Certification Programs. All candidates must complete and sign an advisement form, which can be obtained in the School of Education. Appointments with an advisor at both the Jersey City and Englewood Cliffs campuses may be arranged through the Graduate Education Office by calling (201) 761-6196 or 6190.

Transfer Credit

A maximum up to nine (9) graduate credits of equivalent course work may be transferred from other accredited universities. A minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the dean. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The program dean will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

Time Limitation

Students are expected to enroll continuously until their programs are completed, accumulating sufficient credits within the stipulated time frame of five years. By federal regulation, F-1 International students must enroll as full-time students, so their time to completion will be considerably shorter.

Admission Requirements

For the Doctor of Education: Educational Leadership Program (Higher Education)

- Official application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu) or request an application by phone or mail).
- Official transcripts evidencing conferral of a Master’s Degree with minimum of 3.0 GPA.
- Official transcripts from all previously attended post-secondary institutions.
- Three (3) letters of recommendation attesting to the applicant’s potential for success in doctoral studies.
- Essay discussing your professional goals in relation to achieving the Ed.D. at Saint Peter’s University (500-1,000 words).
- Current resume.
- Writing sample - Research based document, scholastic article, a paper written for class or work purposes.
- A personal interview may be requested.

For the Doctor of Education: Educational Leadership Program (K-12)

- Official application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu) or request an application by phone or mail).
- Official transcripts evidencing conferral of a Master’s Degree with minimum of 3.0 GPA.
- Official transcripts from all previously attended post secondary institutions.
- Three (3) letters of recommendation attesting to the applicant’s potential for success in doctoral studies.
- Essay discussing your professional goals in relation to achieving the Ed.D. at Saint Peter’s University (500-1,000 words).
- Current resume.
- Writing sample - Research based document, scholastic article, a paper written for class or work purposes.
- A personal interview may be requested.

For the Master of Arts in Education Programs

- Official application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu) or request an application by phone or mail).
- Personal statement of educational and professional goals (250-500 words).
- Official undergraduate and graduate transcripts from all institutions attended.

- Two letters of recommendation from academic/professional references.
- Additional requirements for international students.*

For Director of School Counseling Certification Program

- Official application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu), or request an application by phone or mail).
- Personal statement of educational and professional goals (250-500 words).
- Official undergraduate and graduate transcripts from all institutions attended.
- Evidence of a master's degree and certification as a School Counselor.
- Additional requirements for international students.*

For Middle School Mathematics Certification Program

- Official application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu), or request an application by phone or mail).
- Personal statement of educational and professional goals (250-500 words).
- Official undergraduate and graduate transcripts from all institutions attended including evidence of 6 credits of mathematics completed.
- Evidence of an instructional license.
- Additional requirements for international students.*

For Professional/Associate Counselor Certification Program

- Official application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu), or request an application by phone or mail).
- Personal statement of educational and professional goals (250-500 words).
- Official undergraduate and graduate transcripts from all institutions attended.
- Evidence of a master's degree and certification as a School Counselor and Director of School Counseling.
- Additional requirements for international students.*

For the School Business Administrator Certification Program

- Official application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu), or request an application by phone or mail).
- Personal statement of educational and professional goals (250-500 words).
- Official undergraduate and graduate transcripts from all institutions attended.
- Evidence of a master's degree or a CPA license.
- Additional requirements for international students.*

For the Supervisor of Instruction Certification Program

- Official application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu), or request an application by phone or mail).
- Personal statement of educational and professional goals (250-500 words).
- Official undergraduate and graduate transcripts from all institutions attended.
- Evidence of a master's degree and 3 years of teaching experience.
- Additional requirements for international students.*

For the Teacher Certification Program

- Official application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu), or request an application by phone or mail).
- Personal statement of educational and professional goals (250-500 words).
- Official undergraduate and graduate transcripts from all institutions attended.
- Minimum undergraduate or graduate GPA of 3.0.
- Passing Praxis I core exam.
- Additional requirements for international students.*

For the Teacher of Students with Disabilities Certification Program

- Official application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu), or request an application by phone or mail).
- Personal statement of educational and professional goals (250-500 words).
- Official undergraduate and graduate transcripts from all institutions attended.
- Evidence of an instructional license.
- Additional requirements for international students.*

*International Students

See the General Application Requirements section of the catalog.

All Documents Should be Sent to:

Saint Peter's University
Attn: Graduate Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate Admission at (201) 761-6470 with any questions.

Director of School Counseling Services Certification

Students pursuing certification as a Director of School Counseling Services must possess School Counselor Certification and completed at least three years of successful school counselor experience under a standard NJ or its out-of-state school counselor equivalent.

Required Courses		
GE-510	Principles of Curriculum Design and Development	3
GE-511	Principles and Problems of School Administration	3
GE-513	Fundamentals of Elementary and Secondary Supervision	3
Total Credits		9

Doctor of Education: Educational Leadership

The primary aim of the Doctor of Education (Ed.D.) with a concentration in Educational Leadership is to prepare current district and school administrators, educational leaders, and classroom teachers to take on district leadership roles in K through 12th-grade settings. Specifically, this concentration promotes the development of leadership skills via systematized practice, examination, and research. The prime focus of the program is on real-world problem solving and practical application. With these facets in place, the educational leadership program will stand to produce empowered leaders who are inclined to promote the success of all students and possess a dedication to serving their entire school community.

Doctor of Education – Education Leadership (K-12) Program Curriculum

Level One - (Foundation - 15 Credits)		
GE-801	Curriculum Development and Instruction	3
GE-803	School Policy Analysis	3
GE-805	Organizational Behavior and Educational Administration	3
GE-807	Statistics I [1]	3
GE-809	Research Design and Methods [1]	3
Qualifying Examination		
Level Two - (Professional Concentration - 30 Credits)		
GE-811	Qualitative Research Design and Analysis [1]	3
GE-824	Innovative Strategies in Educational Leadership	3
GE-825	Ethical Foundations and Social Responsibility	3
GE-826	Analysis and Interpretation of Assessment Data	3
GE-829	Using Technolgy to Improve Curriculum Design	3
GE-831	Accountability: Resource Allocation and Financial Challenges	3
GE-833	Emerging Legal and Moral Issues Facing School Administrators	3
GE-835	Personnel Administration and Public Sector Bargaining	3
GE-839	Statistics II	3
GE-841	Selected Topics in Elementary and Secondary School Administration	3
Comprehensive Examination		
Level Three (6 Credits)		
GE-871	Dissertation Seminar I [1]	3
GE-873	Dissertation Seminar II [1]	3
Total Credits		**54**

[1] Denotes Research Classes

Matriculation Process

Doctoral students will be considered for matriculation after completing 15 professional concentration course credits, 9 foundations course credits, 6 research course credits, and successfully passing a qualifying examination. Students must successfully pass the written qualifying examination before taking additional doctoral credits. A grade of 80 or above is required for each of the five questions in order to pass the qualifying exam. The professional K-12 concentration courses will consist of GE-801 Curriculum Development and Instruction, GE-803 School Policy Analysis, and GE-805 Organizational Behavior and Educational Administration. The foundations course will be GE-807 Statistics I and the research course will be GE-809 Research Design and Methods.

Advancement to Candidacy

Prior to receiving formal approval to work on their dissertations, doctoral students must advance to candidacy by successfully completing all course work except Dissertation I and II and passing a comprehensive examination. The comprehensive exam's design is focused on assessing the candidates' academic and scholarly ability by having them select possible solutions to practical problems and situations. Students will receive a grade of either Pass or Fail.

Completion Requirements

In addition to holding a master’s degree from a regionally accredited institution, the requirements of the program include:

1. Admission to the program.
2. Matriculation accomplishment.
3. Advancement to candidacy.
4. Successful completion of 54 graduate credits at the doctorate level.
5. Nine graduate credits related to educational leadership could be transferred into the program with the approval of the Dean.
6. Completion of 15 foundations credits, 27 professional concentration credits, and 6 dissertation research credits.
7. Successful oral defense of a doctoral dissertation.

Transfer Credit

A maximum of nine (9) graduate credits could be transferred from other accredited universities. A minimum grade of 3.0 (B) is required in such courses. Transfer credit it granted by petition to and approval by the Dean. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The Dean will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

Time Limitation

Students who do not successfully complete all degree requirements, including successful completion of the dissertation, for the Ed.D. within eight calendar years from the date of acceptance may be withdrawn from the program.

Doctor of Education: Educational Leadership (Higher Education)

The Doctor of Education (Ed.D.) program with a concentration in Higher Education is designed to produce educators who can teach and/or become leaders who can effectively formulate change while successfully navigating the challenges of higher education in the 21st century. This program is only offered as a totally online learning experience.

Doctor of Education – Education Leadership (Higher Education) Program Curriculum

Level One (15 Credits)		
GE-805	Organizational Behavior and Educational Administration	3
GE-807	Statistics I	3
GE-809	Research Design and Methods	3
GE-822	Historical Trends in Higher Education	3
GE-825	Ethical Foundations and Social Responsibility	3
Level Two (33 Credits)		
GE-801	Curriculum Development and Instruction	3
GE-803	School Policy Analysis	3
GE-811	Qualitative Research Design and Analysis	3
GE-835	Personnel Administration and Public Sector Bargaining	3
GE-839	Statistics II	3
GE-864	Administration and Governance of Higher Education	3
GE-866	Enrollment Management and Marketing	3
GE-868	Student Development and Programming	3
GE-872	Grants, Philanthropy and Development	3
GE-874	Finance, Budgeting and Resource Allocation in Higher Education	3
GE-876	Accountability: Assessment, Accreditation and Institutional Research	3
Level Three (6 Credits)		
GE-871	Dissertation Seminar I	3
GE-873	Dissertation Seminar II	3
Total Credits		**54**

Advancement to Candidacy

Prior to receiving formal approval to work on their dissertations, doctoral students must advance to candidacy by successfully completing all course work except Dissertation I and II. The first three chapters of the dissertation must be submitted together with the Institutional Research Board (IRB) application. Once the application is approved, the student can begin their research necessary to complete chapters four and five of the dissertation.

Completion Requirements

In addition to holding a master's degree from a regionally accredited institution, the requirements of the program include:

1. Admission to the program.
2. Matriculation accomplishment.
3. Advancement to candidacy.
4. Successful completion of 54 graduate credits at the doctorate level.
5. Nine graduate credits related to educational leadership could be transferred into the program with the approval of the Dean.

6. Completion of 15 foundations credits (including 3 research credits) and 33 professional concentration credits.
7. Successful oral defense of a doctoral-level dissertation.

Transfer Credit

A maximum of nine (9) graduate credits of equivalent course work could be transferred from other accredited universities. A minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the Dean. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The Dean will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

Time Limitation

Students who do not successfully complete all degree requirements, including successful completion of the dissertation, for the Ed.D. within eight calendar years from the date of acceptance shall be withdrawn from the program.

Educational Specialist

The Educational Specialist (Ed.S.) degree is considered a highly specialized and advanced graduate degree. It is designed for professionals who would like to achieve advanced knowledge and theory; acquire skills in interpreting and using educational research, but do not want to pursue their doctorate. The Ed.S. Program is beyond the master's degree, and can be achieved after the master's degree has been completed. Some professionals seek the Ed.S. Degree as a way to advance their degree in education without writing a dissertation. It is a way to advance their career goals and qualifications. Students can choose an emphasis in either Educational Leadership: K-12 or Higher Education.

Program Availability

The courses are offered during the fall, spring and summer semesters.

Degree Requirements

The degree requires 36 semester hours.

Advisement

Advisement will be done by the Program Director.

Time Limitation

Students are expected to enroll continuously until their programs are completed. Students are required to maintain satisfactory academic progress by maintaining the required grade point average and accumulating sufficient credits within the stipulated time frame of five years.

Curriculum - Education Specialist (Educational Leadership: K-12)

GE-801	Curriculum Development and Instruction	3
GE-805	Organizational Behavior and Educational Administration	3
GE-807	Statistics I	3
GE-809	Research Design and Methods	3
GE-824	Innovative Strategies in Educational Leadership	3
GE-825	Ethical Foundations and Social Responsibility	3
GE-826	Analysis and Interpretation of Assessment Data	3
GE-829	Using Technolgy to Improve Curriculum Design	3
GE-831	Accountability: Resource Allocation and Financial Challenges	3
GE-833	Emerging Legal and Moral Issues Facing School Administrators	3
GE-841	Selected Topics in Elementary and Secondary School Administration	3
GE-835	Personnel Administration and Public Sector Bargaining	3
or GE-843	Administrative Internship K-12: Superintendent Certification	
Total Credits		36

Curriculum - Education Specialist (Higher Education)

GE-801	Curriculum Development and Instruction	3
GE-805	Organizational Behavior and Educational Administration	3
GE-807	Statistics I	3
GE-809	Research Design and Methods	3
GE-822	Historical Trends in Higher Education	3
GE-825	Ethical Foundations and Social Responsibility	3
GE-864	Administration and Governance of Higher Education	3
GE-866	Enrollment Management and Marketing	3
GE-868	Student Development and Programming	3
GE-872	Grants, Philanthropy and Development	3

GE-874	Finance, Budgeting and Resource Allocation in Higher Education	3
GE-876	Accountability: Assessment, Accreditation and Institutional Research	3
Total Credits		36

Master of Arts in Education: Educational Leadership

This concentration provides the opportunity to prepare for positions as Supervisor, Vice Principal and Principal. This concentration leads to New Jersey State Supervisor of Instruction and/or Principal certification. Certification requires 3 years of teaching experience with a New Jersey teaching certificate. Principal and Vice Principal requires 5 years.

Foundational Courses		
GE-500	Historical and Philosophical Foundations of Education	3
GE-502	Psychological Foundations of Learning	3
GE-505	Directed Research in Education	3
Required Courses		
GE-510	Principles of Curriculum Design and Development	3
GE-511	Principles and Problems of School Administration	3
GE-512	Assessment of Student Ability and Achievement	3
GE-513	Fundamentals of Elementary and Secondary Supervision	3
GE-514	School Finance	3
GE-516	School Law	3
GE-528	Internship: Administration and Supervision I [1]	3
GE-529	Internship: Administration and Supervision II [1]	3
GE-555	Computers in Curriculum Design Development and Evaluation	3
or GE-570	Foundations of Reading Curriculum Design and Development	
Total Credits		36

[1] An internship of 150 hours is required for Administrator Certification, 300 hours for Principal, and 450 hours for Chief School Administrator.

Master of Arts in Education: English as a Second Language

The Master of Arts Program and certification program in English as a Second Language is a 36 credit degree program. The program is aligned to New Jersey Department of Education requirements to teach English as a Second Language (ESL). The curriculum covers theory and practice of second language education, history and culture of limited English proficiency, linguistics, English structure and sound and methods of teaching ESL.

GE-502	Psychological Foundations of Learning	3
GE-505	Directed Research in Education	3
GE-509	History and Cultural Background of English Learners	3
GE-512	Assessment of Student Ability and Achievement	3
GE-545	Teaching and Assessing Second Language Learners	3
GE-570	Foundations of Reading Curriculum Design and Development	3
GE-580	The Teaching of Literacy for English Language Learners	3
GE-585	Phonology and the Structure of American English	3
GE-590	General Linguistics	3
GE-591	The Process of Second Language Acquisition	3
GE-605	Theory and Practice of Teaching ESL	3
GE-614	Overview of Educational Disabilities for Specialized Instruction	3
Total Credits		36

Master of Arts in Education: Pre-School-3

The Master of Arts in Education in Teaching Program in Pre-School through Grade 3 is a 36 credit program which is designed for individuals seeking to become teachers at the pre-school through third grade levels. The program's course sequence enables individuals to gain knowledge in developmentally appropriate practices for teachers of young children. It will lead to a master's degree as well as eligibility for initial certification in P-3.

Foundation Courses (9 Credits)		
GE-501	Historical and Philosophical Foundations of Early Childhood	3
GE-503	Psychological Foundations of Early Childhood Learners	3
GE-508	Research in Early Childhood Education	3
Required Courses (15 Credits)		
GE-526	Fundamentals of Speech	3
GE-541	Fundamentals of Methodology, Curriculum and Assessment: Early Childhood Classroom	3
GE-570	Foundations of Reading Curriculum Design and Development	3
GE-617	Assisting Students with Special Needs in the General Education Classroom	3
GE-654	Strategies for Home, School and Community Relationships	3
Clinical Practice (12 Credits)		
GE-550	Clinical Practice I: Early Childhood and Elementary Classroom Setting (175 hours)	4
GE-551	Clinical Practice II: Early Childhood and Elementary Classroom Setting (450 hours)	8
Total Credits		36

The Pre-School-3 graduate endorsement program is a program for certified teachers who have a standard teaching endorsement in another teaching area or who hold a New Jersey Certificate of Eligibility (CE) Pre-school through Grade 3 (P-3). The program's course sequence enables individuals to gain knowledge in developmentally appropriate practices for teachers of young children.

Required Courses (12 Credits)		
GE-506	Child and Adolescent Psychology	3
GE-517	Principles of Curriculum Development in Early Childhood Education	3
GE-556	Integratng Technology into the Early Childhood Classroom	3
GE-620	Effective Classroom Management and Behavior Intervention in the Early Childhood Classroom	3
P-3 Endorsement Requirements (24 Credits)		
GE-501	Historical and Philosophical Foundations of Early Childhood	3
GE-503	Psychological Foundations of Early Childhood Learners	3
GE-508	Research in Early Childhood Education	3
GE-526	Fundamentals of Speech	3
GE-541	Fundamentals of Methodology, Curriculum and Assessment: Early Childhood Classroom	3
GE-570	Foundations of Reading Curriculum Design and Development	3
GE-617	Assisting Students with Special Needs in the General Education Classroom	3
GE-654	Strategies for Home, School and Community Relationships	3
Total Credits		36

Master of Arts in Education: School Counseling

The Counseling Program is designed to provide the qualifications necessary to apply for a license or certification as a School Counselor. This program is approved by the New Jersey Department of Education.

The practical focus allows graduate students to develop advanced techniques in the specialized areas of counseling that schools require. Graduate students who complete the program will gain the prerequisite knowledge about counseling, but more importantly will gain the necessary background and skills to guide students beyond the pedagogical scope provided in typical counseling programs. Knowledge and skills are developed along contemporary challenges faced by today's schools. Appropriate emphasis is placed on techniques for counseling students in general education classes as well as specialized settings.

Required Courses		
GE-502	Psychological Foundations of Learning	3
GE-505	Directed Research in Education	3
GE-512	Assessment of Student Ability and Achievement	3
GE-660	Introduction to Counseling	3
GE-661	Individual Counseling and Interviewing	3
GE-662	Group Counseling	3
GE-663	Career Counseling	3
GE-664	College Counseling	3
GE-665	Crisis Counseling	3
GE-667	Abnormal Psychology	3
GE-668	Psychology of Exceptional Children	3
GE-669	Community Agencies, Organizations and Resources	3
GE-670	Multicultural Counseling	3
GE-671	Substance Abuse and Treatment	3
GE-672	Practicum in Counseling I	3
GE-673	Practicum in Counseling II	3
Total Credits		48

Master of Arts in Education: Special Education, Applied Behavior Analysis

Dr. Michael Finetti, *Director*

The Master of Arts in Special Education with a specialization in applied behavior analysis is designed for individuals who have already earned a certification in either Elementary or Secondary Education. The applied behavior analysis specialization focuses on students who have been diagnosed on the autism spectrum. In addition to learning instructional strategies and effective classroom management, individuals will participate in a sequence of applied behavior analysis courses, which will include focus on behavioral principles and procedures, application analysis, modification of behavior and behavioral research and methodology to evaluate interventions on students. Individuals who successfully complete this program will earn certification as a teacher of students with disabilities.

This program is approved by the New Jersey Department of Education.

Required Courses		
GE-614	Overview of Educational Disabilities for Specialized Instruction	3
GE-616	Effective Classroom Management and Behavior Intervention	3
GE-617	Assisting Students with Special Needs in the General Education Classroom	3
GE-618	Assessment Techniques for Students with Disabilities	3
GE-631	Behavioral Analysis I	3
GE-632	Applied Behavioral Analysis II	3
GE-633	Applied Behavioral Analysis III	3
GE-635	Research Seminar: Applied Behavior Analysis	3
GE-652	Curriculum Development for Students with Disabilities	3
Approved Electives		
Select two of the following:		6
GE-615	Instructional Strategies for Students with Disabilities	
GE-653	Assistive Technology - Uses and Application	
GE-654	Strategies for Home, School and Community Relationships	
GE-655	Special Education and School Law	
Total Credits		33

Master of Arts in Education: Special Education, Literacy

Dr. Michael Finetti, *Director*

The Master of Arts in Special Education with a specialization in literacy is designed for individuals who have already earned a certification in either elementary or secondary education. The literacy specialization focuses on students with reading and learning disabilities. Individuals who successfully complete the program will develop effective classroom management skills, assessment techniques, training, diagnosis and treatment of children with learning disabilities, and the use and application of assisted technology. Individuals who successfully complete this program will earn certification as a teacher of students with disabilities.

This program is approved by the New Jersey Department of Education.

Required Courses		
GE-614	Overview of Educational Disabilities for Specialized Instruction	3
GE-616	Effective Classroom Management and Behavior Intervention	3
GE-617	Assisting Students with Special Needs in the General Education Classroom	3
GE-618	Assessment Techniques for Students with Disabilities	3
GE-570	Foundations of Reading Curriculum Design and Development	3
GE-571	Diagnosis and Treatment of Children with Learning Disabilities	3
GE-574	Diagnosis of Children with Reading Problems	3
GE-577	Research Seminar in Literacy	3
GE-652	Curriculum Development for Students with Disabilities	3
Approved Electives		
Select two of the following:		6
GE-615	Instructional Strategies for Students with Disabilities	
GE-653	Assistive Technology - Uses and Application	
GE-654	Strategies for Home, School and Community Relationships	
GE-655	Special Education and School Law	
Total Credits		33

Master of Arts in Education: Higher Education

The Master of Arts in Education program in Higher Education is designed to prepare students for leadership in a wide range of higher education settings, including: Admissions, Student Affairs, Enrollment Management, Marketing, Institutional Research and Diversity initiatives within community college, four year college and university administration, state and national public policy agencies, government offices, professional associations, regional and coordinating bodies and accrediting agencies. This is a fully online program that provides students with a strong understanding of higher education theory, research, data based decision making, administrative practice, policy and strategic prioritization.

A comprehensive research paper is also required at the end of the program.

Required courses:		
GE-606	Directed Research in Higher Education	3
GE-680	History of American Higher Education	3
GE-681	Ethical Decision Making and Social Responsibility	3
GE-682	Organizational Behavior and Administration	3
GE-683	Governance Management and Administration	3
GE-684	Innovative Curriculum Strategies	3
GE-685	Finance, Budgetary Plans and Resource Allocation	3
GE-686	Emerging Legal Issues in Higher Education	3
GE-687	Accountability: Assessment and Accreditation	3
GE-688	Global Comparisons of Higher Education	3
GE-689	Online College Teaching	3
Total Credits		33

Middle School Mathematics Certification

For students who have six credits of math on the undergraduate level and instructional certification for K-6 who wish to pursue certification as a Middle School Mathematics Teacher.

Required Courses		
MA-502	Elementary Math Functions and Models for Middle School	3
MA-504	Statistics Probability and Discrete Math	3
MA-506	Geometry for Middle School	3
Total Credits		9

Professional/Associate Counselor Certification

Students pursuing certification as a Professional/Associate Counselor must possess both School Counselor Certification and Director of School Counseling Services.

Required Courses		
GE-674	Family Therapy	3
GE-675	Ethics, Law and Professional Issues in Counseling	3
GE-676	Case Studies in Counseling	3
GE-677	Community Mental Health and Wellness	3
Total Credits		12

School Business Administrator Certification

Students pursuing certification as a School Business Administrator must possess either a master's degree from an approved institution or a CPA (Certified Public Accountant) license.

Required Courses		
GE-511	Principles and Problems of School Administration	3
GE-513	Fundamentals of Elementary and Secondary Supervision	3
GE-514	School Finance	3
GE-516	School Law	3
AC-151	Principles of Accounting I	3
EC-101	Macroeconomic Principles	3
Total Credits		18

Supervisor of Instruction Certification

Students pursuing certification as a Supervisor need a master's degree from an approved institution, a standard teaching license, and three years of teaching experience.

GE-510	Principles of Curriculum Design and Development	3
GE-513	Fundamentals of Elementary and Secondary Supervision	3
Select one of the following:		3
GE-555	Computers in Curriculum Design Development and Evaluation	
GE-570	Foundations of Reading Curriculum Design and Development	
Select one of the following:		3
GE-528	Internship: Administration and Supervision I	
GE-578	Supervision of Reading Programs	
Total Credits		12

Teacher of Students with Disabilities Certification

This program is for individuals who already possess NJ instructional certification and wish to add an endorsement as Teacher of Students with Disabilities.

GE-614	Overview of Educational Disabilities for Specialized Instruction	3
GE-617	Assisting Students with Special Needs in the General Education Classroom	3
GE-618	Assessment Techniques for Students with Disabilities	3
GE-574	Diagnosis of Children with Reading Problems	3
GE-652	Curriculum Development for Students with Disabilities	3
GE-653	Assistive Technology - Uses and Application	3
GE-654	Strategies for Home, School and Community Relationships	3
Total Credits		21

Teaching Certification

Students pursuing certification must attain a passing score on the appropriate Praxis Exam(s) for their particular area of certification.

Required Courses		
GE-502	Psychological Foundations of Learning	3
GE-510	Principles of Curriculum Design and Development	3
GE-512	Assessment of Student Ability and Achievement	3
GE-540	Fundamentals of Methodology	3
GE-555	Computers in Curriculum Design Development and Evaluation	3
GE-570	Foundations of Reading Curriculum Design and Development	3
GE-614	Overview of Educational Disabilities for Specialized Instruction	3
Clinical Experience		
GE-550	Clinical Practice I: Early Childhood and Elementary Classroom Setting	4
GE-551	Clinical Practice II: Early Childhood and Elementary Classroom Setting	8
Total Credits		33

Graduate Finance

Devin Rafferty, Ph.D. - Director, Master of Science in Finance

A Master of Science in finance degree is a 30 credit hour program designed for working professional and full and part-time students who wish to gain the expertise to succeed in today's globalized financial world. The Master of Science in Finance degree will provide students with knowledge on a host of topics and prepare them to pass leading financial certification exams.

Program Availability

The courses are offered on a trimester calendar and is designed for both full-time and part-time study

Degree Requirements

The degree requires 30 credit hours.

Advisement

The Director will individually craft a Program Completion Plan with each candidate.

Time Limitation

Students are expected to enroll continuously until their programs are completed. Students are required to uphold satisfactory academic progress by maintaining the required grade point average and accumulating sufficient credits within the stipulated time frame of five years.

Curriculum - Master of Science in Finance

EC-501	Advanced Macroeconomics	3
EC-502	Advanced Microeconomics	3
FN-503	History of Financial Economic Thought	3
FN-504	Advanced Econometrics and Financial Modeling [1]	3
FN-505	Global Money Credit and Banking	3
FN-506	Advanced Corporate Finance [2]	3
FN-516	Financial Ethics [3]	3
FN-595	Internship/Mentored Research Project	3
Choose one Concentration		6
Global Finance		
FN-524	International Finance	
FN-554	Emerging Markets	
Quantitative Finance		
FN-512	Advanced Investment Analysis and Portfolio Management	
FN-514	Financial Engineering and Derivatives	
Total Credits		30

Special Notes

1. It is highly recommended students take Mathematical Economics and Elements of Economics in preparation for this course.
2. For Accelerated Five-Year students, this is recommended as replacement for FN-411 Financial Management.
3. For Accelerated Five-Year students, this is recommended as replacement for FN-416 Financial Ethics.

Admission Requirements

Admission Requirements

1. A completed graduate program application (online (https://www.saintpeters.edu/graduate-admission/admission-application/) or paper).
2. A baccalaureate degree conferred by a regionally accredited U.S. institution or the foreign equivalent as determined by an approved international evaluation service. It is recommended that students have a strong background in Economics and Finance. Additionally, students with prior work experience in the economics/finance field will also be considered for the program.
3. Official undergraduate transcript evidencing an earned Bachelor's degree.
4. A minimum undergraduate cumulative GPA of 3.0 on a 4.0 scale is preferred.
   a. Minimum 3.0 GPA in Economics/Finance courses.
   b. Attained Minor Degree in Economics/Finance preferred, those without will be considered.
5. A personal statement of 250 words describing why the applicant desires this particular degree. (Upon request by Program Director)
6. Two letters of recommendation from individuals acquainted with the applicant's academic and/or professional experience and his/her potential to successfully complete a graduate program.
7. A resume/CV
8. Admission requirements for international students are as follows:
   a. Official scores from the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the written exam, a minimum of 213 on the computer-based exam or a minimum of 79 on the internet-based exam will be accepted.
9. An interview may be requested, pending admission materials and qualifications. (Skype or in-person can be arranged)

All documents should be sent to:

Saint Peter's University
Attn: Graduate Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate Admission at (201) 761-6470 with any questions.

TRANSFER CREDIT

A maximum of six (6) graduate credits of equivalent course work may be transferred from other accredited universities. A minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the Chair of the Department. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The Chair of the Department will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

Graduate Marketing Science

Gulhan Bizel, Ph.D., Director, Master of Science in Marketing Science Program

A Masters Degree in Marketing Science is a STEM program designed for students from diverse backgrounds in Business, Marketing, Data, IT and more. Students will enter the marketplace with the ability to understand critical inquiry through different methods and approaches to evaluating strategies. They will examine the roles of mathematics, analytics, modeling, and psychology in analyzing and interpreting consumer data.

Program Availability

The courses are offered on a trimester calendar and during the summer at the Jersey City Campus

Degree Requirements

The degree requires 36 semester hours.

Advisement

The Program Director will advise students.

Time Limitation

Students are expected to enroll continuously until their programs are completed. Students are required to maintain satisfactory academic progress by maintaining the required grade point average and accumulating sufficient credits within the stipulated time frame of five years.

Curriculum - Master of Science in Marketing Science - Traditional track

MS-500	Marketing Fundamentals: Customer Experience	3
MS-510	The Influence and Persuasion of Consumers	3
DS-660	Business Analytics	3
MS-518	Marketing Intelligence: Industry Analysis and Strategy	3
MS-520	Foundations of Social and Mobile Techniques	3
MS-620	Integrated Marketing with Mobile Communications, Devices and Apps	3
MS-630	Web Analytics: Email, Clickstream and SEO	3
MS-650	Capstone Consulting Engagement	3
Select 4 Elective Courses from MS, DS or GB [1]		12
Industry Experience		
DS-597	Applied Research Experience	0
DS-598	Applied Work Experience and Curricular Practical Training	0
Total Credits		36

[1] Other electives may be selected with the approval of director.

Master of Science in Marketing Science Program - Professional Hybrid track

In addition to the traditional curriculum, students must complete an internship (DS-598 or DS-599) every trimester.

Admission Requirements

Admission Requirements - Marketing Science

- Official application (Apply online at www.saintpeters.edu or request an application by phone or mail).
- A baccalaureate degree (preferred major in computer science, mathematics, engineering, physics, business, or criminal justice) conferred by a regionally accredited U.S. institution or the foreign equivalent as determined by an approved international evaluation service. It is recommended that students have a strong background in

marketing, management, or business analytics. Additionally, students with prior work experience in the marketing field will also be considered for the program.

- Official transcripts from all institutions of higher education attended.
- A minimum undergraduate cumulative GPA of 3.0 on a 4.0 scale is preferred.
- A current resume.
- Two letters of recommendation from individuals acquainted with the applicant's academic and/or professional experience and his/her potential to successfully complete a graduate program.
- A personal statement of 500 words describing why the applicant desires this particular degree. The statement should demonstrate:
  a. Strong writing skills
  b. An expressed desire to work in the represented field
  c. A strong ability to reason
  d. Commitment to completing the degree

International Students

See the General Application Requirements section of the catalog.

All documents should be sent to:

Saint Peter's University
Attn: Graduate Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate Admission at (201) 761-6470 with any questions.

TRANSFER CREDIT

A maximum of six (6) graduate credits of equivalent course work may be transferred from other accredited universities. A minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the Director, Marketing Science Program. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The Director, Marketing Science Program will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

Graduate Nursing

The baccalaureate, master's and doctoral programs in nursing at Saint Peter's University are accredited by the Commission on Collegiate Nursing Education, 665 K Street NW, Suite 750, Washington, DC 20001, (www.ccneaccreditation.org (http://www.aacn.nche.edu/ccne-accreditation/))

Master of Science in Nursing

The purposes of the graduate master's programs in nursing are: to prepare graduates for specialization as adult-gerontology nurse practitioners and administrators; to develop leaders in the profession who are able to advance standards and create change for quality health care; and to provide a foundation for doctoral study.

Saint Peter's University offers two options for nursing specialization at the master's level:

- Primary Care: Adult-Gerontology Nurse Practitioner

A Post-Master's program is also offered to prepare nurses as adult-gerontology nurse practitioners.

The master's program builds upon the knowledge acquired in nursing at the baccalaureate level and is based on three essential components for a graduate master's program in nursing: theoretical foundation to inform practice, utilization of research, and specialty practice. Reflective of the mission of Saint Peter's University to equip persons for leadership and service through a value-based education, the master's program prepares nurses for specialization in roles that are increasingly essential for today's society. Students acquire a breadth and depth of knowledge, skills and values and are prepared to continually further their education.

Program Availability

The nursing programs are offered at the Jersey City campus. Courses are offered as follows:

- MSN Primary Care (Adult-Gerontology Nurse Practitioner). Combined semester (15 weeks).

Degree Requirements

Students must complete the required number of credits and maintain a minimum cumulative grade point average of 3.0.

Advisement

Saint Peter's University assigns an academic advisor from within the School of Nursing for every candidate. Nursing students should call 201-761-6270 for assistance with academic advising.

Time Limitation

Students are expected to enroll continuously until their programs are completed. Full-time students should complete the MSN Program in 2 2/3 years. All are expected to complete the program in 5 1/2 years. By federal regulation, F-1 International students must enroll as full-time students, so their time to completion will be considerably shorter.

Graduate Nursing Curriculum RN to MSN Bridge Option

The RN to MSN Bridge option permits registered nurses who hold a baccalaureate degree in a field other than nursing to apply to the Master of Science in Nursing program. The student **does not** earn a BSN degree. Undergraduate nursing competence will be demonstrated by successful completion of the following courses with a grade of B or higher prior to enrolling in graduate master's course work.

- Undergraduate statistics course - 3 credits.
- Undergraduate nursing research course - 3 credits.
- Undergraduate physical assessment course or equivalent as determined by Dean of Nursing or Director of the Graduate Program.
- NU-470 Dimensions of Professional Nursing-also referred to as the "Bridge course"- 4 credits.

Admission Requirements

For the Master of Science in Nursing

An applicant must have a baccalaureate degree in Nursing from a CCNE or ACEN accredited institution or its equivalent and an undergraduate GPA of at least 3.0. Applicants are also required to have a minimum of one year professional nursing practice and possess current licenses as registered nurses in New Jersey. Applicants must present their licenses for documentation. An interview may be required.

- Official application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu/) or request an application by phone or mail).
- Personal Statement: A personal statement of educational and professional goals.
- Transcripts: Official transcripts from **all undergraduate and graduate institutions attended** must be sent directly to the Office of Graduate Admission by the issuing institution. Applicants with bachelor's degrees from colleges outside the United States must submit official Course-by-Course Degree Evaluations (with an English Translation) from World Education Services, Inc. (WES). The School of Nursing will **only accept** evaluations from World Education Services, Inc. Other degree evaluation services will be considered if WES was not utilized.
- Recommendations: Three letters of recommendation from professional nurses in supervisory positions or academic nurse educators.
- Malpractice Coverage: Applicants must show current malpractice insurance coverage with minimums of $1,000,000 per claim and $6,000,000 aggregate.
- Satisfactory completion of undergraduate statistics and nursing research courses.
- Physical assessment skills. From a transcript showing evidence of physical assessment skills, from validation by course description(s) showing hours of theory and laboratory, or by completing a challenge exam.

Applications are accepted on a rolling basis. However, it is strongly recommended that applicants submit applications and academic credentials at least two months prior to the beginning of the term in which they intend to start graduate study.

For the RN to MSN Bridge Option

In addition to the requirements for admission into the MSN program, applicants to the RN to MSN Bridge option must have:

- Earned bachelor's degree from a regionally accredited college or university with a GPA of at least 3.0.
- An RN diploma or associate degree in nursing from a CCNE or ACEN accredited institution or its equivalent.
- College credit validation through testing for Anatomy and Physiology I and II (Excelsior Examination) and Microbiology.

For the Post-Master's Adult-Gerontology Nurse Practitioner Certificate Program

In addition to the MSN admission requirements, applicants to the Post-Master's Certificate program must:

- Have a master's degree in nursing from an accredited program with a GPA of at least 3.3.
- A current license as a registered nurse in New Jersey, and have a minimum of one year of recent professional nursing experience. Applicants must present a New Jersey registered professional nurse license for documentation.
- Submit evidence of physical assessment skills from a transcript showing evidence of physical assessment skills or course description(s) showing hours of theory and laboratory or by completing a challenge exam.

Students in the post-master's certificate program must adhere to the clinical requirements described in the section Master of Science in Nursing. An interview with the Program Director may be required.

International Applicants

See the General Application Requirements section of the catalog.

For the Doctor of Nursing Practice Program

All applicants are reviewed by the faculty of the School of Nursing. General admission requirements are:

- A MSN from a nursing program accredited by a nationally recognized accrediting agency.
- Cumulative GPA minimum of 3.3 on a 4.0 scale.
- Official transcripts for all graduate nursing course work and degree completed.
- Three letters of recommendation attesting to the applicant's potential for success In doctoral studies.
- Essay discussing your professional goals in relation to achieving the DNP degree at Saint Peter's University (500-1,000 words).
- Current resume.
- A personal interview may be requested.
- Hold a national certification.

Applicants for the Direct/Clinical or Advanced Practice Track must, in addition to the General Admission requirements, meet the following requirement:

- Hold **national certification** as a Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife, or Nurse Anesthetist and be practicing as an Advanced Practice Nurse.

Applicants for the Indirect/Non-Clinical or Nurse Executive/Administrative Track must, in addition to the General Admission requirements, meet the following requirement:

- Have a specialty or concentration in administration and be engaged in an executive or administrative role.
- Hold certification in his/her field.

Applicants are reviewed for September and January admissions. However, in order to maintain low student to faculty ratios and to afford students the opportunity to be known as individuals and in the spirit of the Jesuit educational philosophy of *cura personalis*, the admissions process is competitive and the number of individuals admitted each term is limited. Therefore candidates are advised to submit their materials as early as possible.

All Documents Should be Sent to:

Saint Peter's University
Attn: Graduate Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate Admission at (201) 761-6470 with any questions.

Criminal Background Checks and Health Records

Criminal history background checks are required for all candidates. The State of New Jersey requires proof of immunization against rubella, rubeola, mumps, and varicella. Therefore a copy of **titer results** and an updated physical must be on file in the **University Health Office in Jersey City**.

Jesuit Network

The nursing program participates in the Network of MSN Programs at Jesuit Colleges and Universities. Saint Peter's University may be able to assist students who have completed a significant number of nursing courses at another Jesuit college or university to complete their degree at the original school. Details will be provided upon request.

Honor Society

Saint Peter's has a chapter of *Sigma Theta Tau*, the International Honor Society of Nursing, *Mu-Theta-at-large*, that recognizes superior achievements in nursing, encourages leadership development, fosters high nursing standards, stimulates creative work, and strengthens the commitment to ideals of the profession.

Professional Memberships

The University is a member of the American Association of Colleges of Nursing, Jesuit Conference of Nursing Programs, National League for Nursing, and Organization of Colleges of Nursing in New Jersey.

Transfer Credit

A student must initiate the request for transfer credit and secure the necessary official transcript(s), transfer credit form, and the approval of transfer credit from the Coordinator of the Program in which the student is enrolled. A grade of B or better is necessary for all transfer credits that will be applied toward a degree. In the MSN or DNP programs, **a maximum of 6 transfer credits** may be accepted from accredited graduate schools.

In the Post-Master's Certificate Program, a maximum of 5 transfer credits may be accepted from accredited graduate schools.

Transcripts will be evaluated on an individual basis. Credits completed ten years or longer may not be transferable into the MSN or Post-Master's programs.

Doctor of Nursing Practice Program

The School of Nursing is offering the Doctorate of Nursing Practice (DNP) Program at the Jersey City campus: the Doctor of Nursing Practice. The DNP is the highest degree for nurses engaged in advanced practice and those who wish to impact the quality and standards of care for those in need of or receiving services from the health care system. Based on the guidelines from the American Association of Colleges of Nursing and other advanced practice regulatory organizations, the two tracks prepare graduates whom will have an impact on patient care via health policy development, economics, and cost containment strategies, and/or practice based on evidence rather than convenience.

Program Availability

The DNP program is offered in its entirety at the Jersey City campus. Classes are scheduled one or two evenings per week. Both tracks are offered on a semester (15 weeks) basis, plus a 10 week summer session.

Degree Requirements

Receiving a second grade **below a B** will result in the student's progress to be evaluated by the Graduate/DNP Program Committee. Students with this pattern of grades will be considered for dismissal from the DNP program and School of Nursing. A failing grade in two nursing courses will result in dismissal from the DNP program.

Advisement

Saint Peter's University assigns an academic advisor from within the School of Nursing for every candidate. DNP students will also have a Capstone Scholarly Project Committee that will advise the DNP student through the initial presentation, development, and scholarly paper and presentation of the final Capstone Scholarly Project (See DNP Handbook).

Time Limitation

Students are expected to enroll continuously until their programs are completed. The DNP program is designed for practicing nurses in either the clinical or executive role. Therefore students are enrolled on a part-time basis should complete the DNP program in approximately 5 1/2 years.

Doctor of Nursing Practice (DNP) Curriculum

The overall program goal of the DNP program is to prepare ethical and socially conscious nurses for advanced practice as clinical scholars and leaders cognizant of research and other evidence applicable to their practice that impacts patient outcomes in relation to safety and quality of care, as well as their roles as educator and advocate in transforming the quality of a health care system. The DNP degree program at Saint Peter's University prepares graduates to provide the most advanced level of nursing care for individuals, families, and patient aggregates. This includes direct care of individuals that is truly patient-focused, management of care for individuals and aggregates, administration of nursing systems, and an awareness and implementation of health care policy, so essential in today's health care arena.

Therefore upon completion of the DNP program, the graduate will be able to: Utilize advanced theories from nursing, medical, physical, behavioral, information systems and technology sciences as the foundation for advanced practice; Demonstrate safe, efficient, and evidenced-based practice within the advanced nursing practice specialty; Provide increased accessibility to quality health care for identified populations; Relate knowledge of organizations and financing of health care systems to improve care outcomes while remaining cost-efficient; Collaborate as associates for interdisciplinary approaches for health care policy development and implementation to enhance patient outcomes or create change in health care systems; Critically appraise research literature using analytic methods to establish best practices; Make choices for patient care technology based upon ethical, legal, and regulatory concerns; Assume a leadership role to advocate for social justice, equity, and ethical polices by influencing policy and to educate others about health disparities, cultural insensitivity, and lack of quality care by making these known to in all areas of care; and Embrace the role of educator as it applies to the preparation of expert nurses and the essential patient outcome of health promotion.

The 39 credit Post-Master's program is specially designed for the nationally certified advanced practice nurse (nurse practitioner, clinical nurse specialist, nurse midwife, nurse anesthestist) or nurse executive/administrator. The credits

are divided into three categories: Foundation Courses (9 credits), Core Courses (18 credits), and Cognate and Role Specialization Courses (12 credits).

This is provided via one of two routes, both offered within the Post-Master's DNP program at Saint Peter's University:

- Direct or Clinical Route which involves direct patient care and prepares advanced practice nurses who are clinical experts in their field such as primary care for adult/geriatric patients.
- Indirect or Non-Clinical Route which involves the preparation of nurse executives/administrators who impact patient care through their leadership and management of various components of health care systems, health care policy, or political/organizational forces; or may include educators who are also clinical scholars within a population and practice specialty.

Foundation Courses		
NU-700	Scientific Underpinning for Advanced Practice Nursing	3
NU-720	Analytical Methodology: Transitioning to Evidence Based Practice (50 Practice Hours)	3
NU-755	Ethical and Legal Parameters for Advanced Practice Nursing	3
Core Courses		
NU-710	Health Care Economics, Financing and Managed Care	3
NU-715	Health Service Organizations: Performance Improvement	3
NU-722	Epidemiology and Population Health: Genetic Risk Factors Interpretation	3
NU-750	Health Care Policy: Legislation and Strategies	3
NU-760	Health Promotion, Health Disparities Within Urban Environments	3
NU-785	Leadership and Communication for Advanced Practice Nursing	3
Cognate and Role Specialization Courses		
NU-801	Residency I [1]	3
NU-802	Residency II	3
NU-846	DNP Capstone Project Seminar I	3
NU-848	DNP Capstone Project Seminar II	3
Total Credits		39

[1] NU-801 and NU-802 are both for those prepared in an Advance Practice Role with a Select Population. 3 hours didactic weekly with 300 mentored practica hours.

Master of Science in Nursing Primary Care - Adult-Gerontology Nurse Practitioner

The 39 credit curriculum consists of core, cognate and role courses divided into two levels. Level I contains core and cognate courses which provide the foundation for graduate study in nursing and for the knowledge bases required for advanced practice. Coursework at this level includes: nursing, theory and research, current issues, health care financing and managed care, advanced pathophysiology, pharmacology for prescriptive practive, advanced health assessment with diagnostics, family systems and client education. In Level II the courses focus on advanced theory and clinical practice to prepare graduates for the role of adult-gerontology nurse practitioner. Courses include theory in advanced adult-gerontology nursing and culminate in practica in advanced adult-gerontology nursing where role synthesis and role enactment are accomplished.

The program is designed to prepare graduates for advanced practice in primary care as adult-gerontology nurse practitioners. Students will develop their expertise to assess, diagnose and manage the therapeutic regimens for adult-geriatric clients with common acute illnesses and stabilized chronic illnesses in primary care settings.

Level I		
Core Courses (13 Credits)		
NU-510	Current Issues in Health Care	2
NU-512	Nursing Theory	3
NU-515	Health Care Financing and Managed Care	3
NU-520	Research: Design and Utilization	3
NU-535	Client Education: Strategies	2
Cognate Courses (11 Credits)		
NU-536	Advanced Pathophysiology	3
NU-537	Pharmacolgy: Prescriptive Practice	3
NU-538	Family Systems and Dynamics	2
NU-542	Advanced Health Assessment and Diagnostic Reasoning	3
Level II		
Specialty Courses (15 Credits)		
NU-558	Advanced Practice Adult-Gerontology Nursing I	3
NU-568	Advanced Practice Adult-Gerontology Nursing Practicum I (300 hrs)	4
NU-572	Advanced Practice Adult-Gerontology Nursing II	3
NU-582	Advanced Practice Adult-Gerontology Nursing Practicum II (300 hrs)	4
NU-586	Advanced Practice Nursing Project	1
Total Credits		39

Note: The curriculum consists of two levels. Students may begin the program with any core or cognate course, provided the prerequisite is met. All core courses must be completed prior to taking Level II courses.

Post-Master's Adult-Gerontology Nurse Practitioner Certificate Program

The 25 credit Post-Master’s Certificate program is designed to prepare the nurse for advanced practice in primary care as an adult-gerontology nurse practitioner. The program is available to MSN prepared nurses who want to specialize as an adult-gerontology nurse practitioner.

Required Courses		
NU-536	Advanced Pathophysiology	3
NU-537	Pharmacolgy: Prescriptive Practice	3
NU-538	Family Systems and Dynamics	2
NU-542	Advanced Health Assessment and Diagnostic Reasoning	3
NU-558	Advanced Practice Adult-Gerontology Nursing I	3
NU-568	Advanced Practice Adult-Gerontology Nursing Practicum I (300 hrs)	4
NU-572	Advanced Practice Adult-Gerontology Nursing II	3
NU-582	Advanced Practice Adult-Gerontology Nursing Practicum II (300 hrs)	4
Total Credits		25

Graduate Psychology

Joshua Feinberg, Ph.D. - Director, MS/MA in Industrial Organizational Psychology

The Master of Industrial Organizational Psychology degree is a 36 credit hour program designed to prepare students for a wide range of career paths in academic, organizational, and consulting settings. Consistent with the model of I/O psychologists as both scientists and practitioners, our program places a heavy emphasis on developing students' research and analytical skills as well as the core skills and knowledge of I/O psychology. The program will prepare students for ethical research and ethical leadership.

Two track options available (MS or MA degree). Both programs follow a scientist-practitioner model by focusing on scientific and empirical research to help solve problems in organizations. The 36-credit degree program enables you to select an option based on your career goals. A total of six core courses, four electives and a thesis make up the M.S. degree, while six classes, five electives and a capstone project are required for the M.A. program.

Program Availability

The program will be offered online and is designed for both full-time and part-time study designed for maximum flexibility, allowing students to work around their own needs and schedules.

Degree Requirements (MS/MA Options)

Students will have the option of either obtaining a MA or MS depending on their course options. Both options entail 36 credits. The MA option entails completing a 3-credit capstone project as part of their electives. The capstone course will signify completion of the MA requirement. For the MS, students will complete a 6-credit thesis sequence that culminates with a successful defense of a thesis paper/project. Regardless of the number of courses taken, students can only earn a MA or MS degree, not both.

Advisement

Saint Peter's University assigns an academic advisor from the Department of Psychology to every candidate.

Time Limitation

Students are expected to enroll continuously until their programs are completed. Students are required to maintain satisfactory academic progress by maintaining the required grade point average and accumulating sufficient credits within the stipulated time frame of five years.

Curriculum - Master of Science in Psychology

Foundation Courses		18
PS-500	Graduate Statistics	
PS-505	Research Methods and Design	
PS-530	Introduction to Industrial Organizational Psychology	
PS-540	Organizational Development	
PS-550	Personnel Psychology	
or GB-511	Management and Human Behavior	
PS-560	Ethics and Professional Issues in Industrial Organzational Psychology	
Electives: Choose 4 of the following courses		12
PS-570	Leadership Theory	
or GB-620	Leadership	
PS-580	Social Psychology	
PS-585	Motivation	
PS-590	Group Dynamics	
PS-600	Contemporary Issues in Industrial Organizational Psychology	
PS-610	Psychometrics	
PS-620	Job Analysis and Performance Appraisals	
PS-645	Cross-Cultural Issues	

PS-655	Organizational Management: People and Processes	
PS-650	Conflict Resolution	
or GB-632	Negotiations and Conflict Resolution	
Thesis (MS) Option		6
PS-690	Thesis I	
PS-691	Thesis II	
Total Credits		36

Curriculum - Master of Arts in Psychology

Foundation		18
PS-500	Graduate Statistics	
PS-505	Research Methods and Design	
PS-530	Introduction to Industrial Organizational Psychology	
PS-540	Organizational Development	
PS-550	Personnel Psychology	
or GB-511	Management and Human Behavior	
PS-560	Ethics and Professional Issues in Industrial Organzational Psychology	
Electives: Choose 5 of the following courses		15
PS-570	Leadership Theory	
or GB-620	Leadership	
PS-580	Social Psychology	
PS-585	Motivation	
PS-590	Group Dynamics	
PS-600	Contemporary Issues in Industrial Organizational Psychology	
PS-610	Psychometrics	
PS-620	Job Analysis and Performance Appraisals	
PS-645	Cross-Cultural Issues	
PS-655	Organizational Management: People and Processes	
PS-650	Conflict Resolution	
or GB-632	Negotiations and Conflict Resolution	
Non-thesis (MA) Option		3
PS-685	Capstone Project	
Total Credits		36

Admission Requirements

Admission Requirements

1. A completed graduate program application (online (https://www.saintpeters.edu/graduate-admission/admission-application/) or paper).
2. A minimum 3.0 cumulative GPA on a 4.0 scale is recommended.
3. A minimum 3.2 GPA in psychology courses is recommended.
4. Successful completion of the following undergraduate psychology courses: Introduction to Psychology, Research Methods/Experimental Psychology, & Statistics.*
5. 2 letters of recommendation attesting to the applicant’s potential for success in graduate studies.
6. GRE will be optional for requirement.
7. Official undergraduate transcript evidencing an earned Bachelor’s degree.
8. Baccalaureate degree conferred by a regionally accredited US institution or the foreign equivalent as determined by an approved international evaluation service.

9. A personal statement of up to 500 words describing why the applicant desires this particular program/degree.
10. A copy of the applicant's résumé.

**While there is no undergraduate major requirement, all applicants must have taken the 3 required courses listed. These courses are currently required of all psychology majors. Substitution courses can be made, at the discretion of the Program Director, in rare circumstances.*

All documents should be sent to:

Saint Peter's University
Attn: Graduate Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate Admission at (201) 761-6470 with any questions.

TRANSFER CREDIT

A maximum of six (6) graduate credits of equivalent course work may be transferred from other accredited universities. A minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the Chair of the Department. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The Chair of the Department will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS:

Official scores from the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the written exam, a minimum of 213 on the computer-based exam or a minimum of 79 on the internet-based exam will be accepted.

Master of Public Administration

Ginger Gold Schnitzer, J.D., M.P.A., Director, Master of Public Administration Program

A Master's degree in Public Administration is intended to equip students with the knowledge and skills required of successful public servants, non-profit workers, and private sector employees working towards the public good. The program will foster an environment of analysis and critique, while formulating solutions to issues addressed by public servants across all areas of nonprofit, volunteer, private business, and government service.

Program Availability

The courses are offered on a trimester calendar and during the summer at the Jersey City Campus.

Degree Requirements

The degree requires 36 semester hour credits. A capstone course is required and will be taken the final semester of coursework. The purpose of the capstone project is to identify, research, and develop a plan of action to address a community problem. Students' findings and recommendations will be shared through a formal presentation and research paper.

Advisement

Saint Peter’s University assigns an academic advisor to every candidate. Upon consultation with the Director, students may take up to three classes in Education, Communications, Health Sciences, or Business in order to further develop an area of interest or professional experience.

Time Limitation

Students are expected to enroll continuously until their programs are completed. Students are required to maintain satisfactory academic progress by maintaining the required grade point average and accumulating sufficient credits within the stipulated time frame of five years. By federal regulation, F-1 International students must enroll as full-time students, so their time to completion will be considerably shorter.

Curriculum - Master of Public Administration

Students in the Masters in Public Administration program take classes with their cohort so that they have the opportunity to develop relationships while learning and growing with their peers. The 36 credit program focuses on the skills and knowledge needed for professionals in the field of Public Administration.

Level I		
PA-501	Introduction to Public Administration and Service	3
PA-500	Executive Communication	3
PA-555	Public Policy	3
PA-520	Research and Analytic Methods	3
PA-530	Public Sector Finance and Budget	3
PA-510	Ethics and Society	3
Level II		
PA-550	Quantitative Methods for Public Administration	3
PA-560	Community Organizing and Development	3
PA-535	Political Economy	3
PA-570	Managing Information Technology	3
PA-580	Capstone Project	3
PA-540	Management and Conflict Resolution	3
Total Credits		36

Admission Requirements

Graduate Public Administration

- Official Application (Apply online at www.saintpeters.edu (http://www.saintpeters.edu), download printable version, request application by phone or mail).
- Personal statement of educational/professional goals (250-500 words).
- Official undergraduate and graduate transcripts from all institutions attended.
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale (program will make exceptions when warranted).
- Two letters of recommendation required (three letters preferred).

International Students

See the General Application Requirements section of the catalog.

All Documents Should be Sent to:

Saint Peter's University
Attn: Graduate Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate Admission at (201) 761-6470 with any questions.

Transfer Credit

A maximum of six (6) graduate credits of equivalent course work may be transferred from other accredited colleges and universities. An official transcript showing a minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the program director. It is the student’s responsibility to initiate the petition and justify the acceptance of the courses. The program director will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

The Student-University Contract: Principles of Student Conduct

A. Statement of Purpose

As a Catholic and Jesuit University, Saint Peter's stands for the human dignity and worth of every person, and is dedicated to pursuing truth, discovering and transmitting knowledge, promoting a life of faith, and developing leadership expressed in service to others. Our educational mission reflects a commitment to intellectual rigor, social justice, and an active engagement of contemporary issues. We believe, therefore, in values that foster the human respect needed for people to live, work, study and recreate together as a community. Living these values requires each of us to make an effort towards building a campus community that will be known for love of truth, active care and concern for the common good, and selfless sacrifice toward others.

The Office of Student Life and Development implements the University's mission by sponsoring programs, services and activities that encourage students to develop academically, spiritually, socially, physically, and personally. In partnership with students, faculty and staff, the Office of Student Life and Development can help to create an educational climate consistent with principles rooted in its Jesuit, Catholic tradition. Saint Peter's University takes seriously its academic mission of fostering the creative intellectual potential of each of its students. In order to maintain an atmosphere that nurtures this potential, Saint Peter's University has established rules of conduct consistent with this goal and with the University's philosophy as a Catholic institution. By accepting admission to the University, students are expected to abide by the general conditions for community living and the Code of Conduct that are listed on the pages that follow. Working together as a community, students, faculty, and staff help foster a campus atmosphere that furthers the mission of the University. Students are expected to enhance the University Community Standards. This expectation calls for behavior that demonstrates the five principles of student conduct: respect for oneself, respect for others, respect for property, respect for authority, and honesty.

B. Respect for Oneself

The University values all of its students and is deeply concerned with their total development. Therefore, it is appropriate for the University to set expectations for personal integrity with the aim of encouraging students to appreciate their own talents, take themselves and their academic pursuits seriously, and enhance the quality of their lives. When an instance of disrespect for self is known, the University will routinely respond to a student engaging in self-destructive behaviors that might impede an individual's ability to enjoy the privileges of education and to fulfill her/his obligations as an educated leader. Students engaging in such behaviors are also encouraged to seek help from various members of the University community.

C. Respect for Others

One value of learning lies in understanding what knowledge can contribute to the community. It is expected that students will be open to learning, including learning about and respecting persons and cultures different from their own. Members of the campus community must act out of Christian charity and mutual respect to establish an atmosphere of trust, without which there is no community. Therefore, Saint Peter's expects its members to treat one another with sensitivity, consideration, understanding, tolerance, and an active concern for the welfare of others. The University is particularly concerned that its members show respect for others regardless of race, creed, gender, disability, or nationality, and avoid all forms of harassing or offensive behaviors.

D. Respect for Property

The mission we share depends upon the responsible use of all property, including such tangible goods as buildings, library materials, equipment and green spaces. Respect for property also involves helping to foster a well maintained environment: a sense of security, tranquility and accomplishment. This principle requires students to respect both personal and institutional property, both inside and outside the Saint Peter's University community.

E. Respect for Authority

Authority derives its legitimacy from its commitment to act on behalf of the common good. At Saint Peter's, that authority especially resides in the officers of the University, its faculty, administrators and staff, each of whom has been charged with responsibilities essential to the orderly operation of the University. These individuals serve as leaders and models by example, demonstrating the University's expectations for all its members. In this respect,

they help to define the atmosphere, which supports and fosters our common mission. Additionally, these individuals provide structure to preserve the well-being and freedom of community members and an orderly environment in which all can develop. The successful exercise of authority depends in part on the respect it enjoys from the community it serves.

F. Honesty

Saint Peter's educational mission reflects a commitment to the development of the whole person. The University expects students to live by the policies of the Saint Peter's community and to follow local, state and federal laws. While at Saint Peter's, students are expected to demonstrate the personal characteristics of honesty and integrity in all aspects of their campus life, both inside and outside the classroom.

G. Standards of Classroom Behavior

The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the instructor to leave the class for the remainder of the class period. Longer suspensions from a class or dismissal on disciplinary grounds must be preceded by the instructor filing a formal Complaint Against a Student form with the Dean of Students, who will then convene a judicial hearing, as set forth in the Judicial Process section (p. 123). The term "prohibited or unlawful acts" includes behavior prohibited by the instructor including, but not limited to:

1. The use of cell phones.
2. Leaving to answer cell phones or beepers.
3. Eating or drinking in the classroom.
4. Speaking without being recognized or called on.
5. Refusing to be seated.
6. Disrupting the class by leaving and entering the room without authorization.

The expression of disagreement with the instructor or classmates in a civil manner is not in itself disruptive behavior.

The NET Student Handbook

The Student Handbook can be found at the University's website: www.saintpeters.edu (http://www.saintpeters.edu/).

University Code of Conduct

The University requires students to behave consistent with moral and ethical standards. Instructors are responsible for classroom discipline and decorum creating a professional atmosphere free of hostility, discrimination, harassment, or embarrassment for all parties. The instructor may ask a student to leave the classroom for inappropriate behavior and may report the incident to the University administration.

Saint Peter's has a Code of Conduct that deals with academic dishonesty including cheating, plagiarizing, computer piracy, forgery of documents, harassment, drugs, and other misbehavior. Students must avoid actions that violate high standards of social, moral, and ethical behavior. They must not engage in plagiarism, cheating, or other academic misbehavior. The University will investigate with due process incidents involving students who allegedly misbehave. The University reserves the right to suspend, dismiss, or impose other disciplinary action on students who violate the Code of Conduct. Please find the Code of Conduct at www.saintpeters.edu/TheNET (http://www.saintpeters.edu/TheNET/).

Mandatory Immunization

The State of New Jersey requires all students to provide proof of vaccination or immunity to measles, mumps, and rubella prior to being allowed to register for a second term.

Grievance Procedure

The University has a detailed and codified grievance procedure for alleged violations of rights or of the Code of Conduct. Upon request, the Office of Student Life and Development will give a student a copy.

Disclosure of Information

In accordance with various federal laws and regulations, Saint Peter's University makes available to prospective students, current students, and employees the following information: the Annual Campus Security Report; drug and alcohol prevention information; athletic program participation rates and financial support; information regarding all federal, state, local, private, and institutional financial assistance available to students; institutional information regarding costs, refunds, withdrawal requirements, and requirements for return of Title IV funds; information regarding accreditations held, disability services, employees available for assistance, study abroad program information; graduation and transfer rates; and student rights under the Family Education Rights and Privacy Act. This information can be located at www.saintpeters.edu/disclosure (http://www.saintpeters.edu/disclosure/).

Tuition and Fees

Information on graduate tuition, fees, methods and timing of payment, financial aid, and tuition reduction for members of religious orders, teachers in Catholic schools, partner corporations, and tuition refunds can be found at www.saintpeters.edu/tuition (http://www.saintpeters.edu/tuition/). This includes:

- How to make payments and tuition deferral payment plans.
- Financial aid and interest-free installment plans.
- Tuition refund policies.
- Tuition reduction for members of religious orders and teachers in Catholic schools, and corporate partners.

Communication with the University

Saint Peter's University Main Campus

2641 John F. Kennedy Boulevard, Jersey City, New Jersey 07306-5997, 201-761-6000

Graduate Offices:

MA Education, Certification Programs & Ed.D. Dinneen Hall 2nd Floor (201) 761-6473; graded@saintpeters.edu

MBA Program, Dinneen Hall Ground Floor (201) 761-6471; mba@saintpeters.edu

MS Accountancy, Dinneen Hall Ground Floor (201) 761-6471; msacct@saintpeters.edu

MS Finance, Dinneen Hall Ground Floor (201) 761-6470; gradadmit@saintpeters.edu

MSN, Certificate Programs & DNP 115 Glenwood Avenue (201) 761-6270; msn@saintpeters.edu

MPA ,Program Dorothy Day House (201) 761-7458; gradadmit@saintpeters.edu

MA Communication, Hilsdorf Hall Room 202 (201) 761-6330; gradadmit@saintpeters.edu

MA/MS Psychology, 115 Glenwood Avenue (201)-761-6470; gradadmit@saintpeters.edu

MS Business Analytics, Dinneen Hall Ground Floor (201) 761-6470; gradadmit@saintpeters.edu

MS Cyber, Security Dinneen Hall Ground Floor (201) 761-6470; gradadmit@saintpeters.edu

MS Data Science, Loyola Hall Room 10 (201) 761-6360; gradadmit@saintpeters.edu

MS Health Sciences, Gannon Room 116 (201) 761-6439; gradadmit@saintpeters.edu

MS Marketing Science, Dinneen Hall Ground Floor (201) 761-6470; gradadmit@saintpeters.edu

Student Services

Graduate Admission, Dinneen Hall 1st Floor (201) 761-6470; gradadmit@saintpeters.edu

Campus Ministry, Mac Mahon Student Center (201) 761-7390

Career Services, Dinneen Hall 1st Floor (201) 761-6400

Mac Mahon Student Center (201) 761-6490

Enrollment Services Center (ESC), McDermott Hall 1st Floor (201) 761-6050

Student Accounts (ESC), McDermott Hall 1st Floor (201) 761-7440

Financial Aid (ESC), McDermott Hall 1st Floor (201) 761-6060

Library, O'Toole Library, (201) 761-6461

Recreational Life Center, Yanitelli Life Center Lower Level (201) 761-7308

Registrar (ESC), McDermott Hall 1st Floor (201) 761-6050

Campus Saftey, Saint Peter Hall 1st Floor (201) 761-7400

Veterans' Information, McDermott Hall 1st Floor (201) 761-6050

Saint Peter’s University Administration

Office of the President

Eugene J. Cornacchia, Ph.D., President

Virginia Bender, Ph.D., Special Assistant to the President for Institutional Planning

Eileen L. Poiani, Ph.D., Special Assistant to the President

Maria Trinidad-Rivera, B.S, Administrative Assistant to the President’s Office

Jane Halma, Executive Administrative Assistant President's Office

Office of Institutional Research

Ben Scholz, M.B.A., Executive Director of Institutional Research & Effectiveness

Layla Shumnok, Research Analyst - Institutional Research

Office of the Executive Vice President and Provost

Frederick Bonato, Ph.D., Executive Vice President and Provost

Nicole DeCapua Rinck, Ed.D., Associate Vice President for Academic Affairs

Tracy Louisse Chacon, M. Ed. '13 '17, Director of Operations for Academic Affairs

Ruth Vazquez, Executive Administrator Assistant of Academic Affairs

College of Arts & Sciences

Weidong Zhu, Ph.D., Dean

Rosette Allegretti, Ed.D., Associate Dean for Academic Affairs

Mark Medina, M.A., Administrative Assistant

Marly Black, B.A., Senior Administrative Assistant

Frank J. Guarini School of Business

John E. Hammett, III, Ph.D., Interim KPMG Dean

Caulfield School of Education

Stephanie Squires, Ph.D., Dean

*Anna Cicirelli, Ed.D., Associate Dean of School of Education and Director of Doctoral Programs

Michele Cassaro, M.Ed., Director of Field Experience and Certifications

Adrianne Johnston Dimarco, Ed.D., Director of Assessment

School of Nursing

Lauren E. O'Hare, R.N., Ed.D., Dean

Lisa Garsman, M.S., A.P.N., Generic B.S.N. Program Director

School of Professional Studies

Rosette M. Allegretti, Ed.D., Associate Dean for Academic Affairs

Gabrielle Planas, Coordinator of Student Support

Eliana Reich, Coordinator of Student Support

Gianella Castillo, Assistant Coordinator of Student Support

Office of the University Registrar

Kamla Singh-Ramoutar, M.B.A., '10, Executive Director of Enrollment Services and University Registrar

Arlene Faden, Assistant Registrar

Vanessa Fragiacomo, Assistant Registrar, Degree Conferral

Michael Quinn, B.S., Registrar Operations Coordinator

TBD, Assistant Registrar, Records and Registration

Sandra Procel, M.Ed., Senior Enrollment Specialist

Danielle Oliveira, Senior Enrollment Specialist

Alayna Higgs, B.S., Enrollment Specialist

Uroosa Shakoor, Enrollment Specialist

Office of Financial Aid

Jennifer Ragsdale, M.Ed., Director of Financial Aid

Nicole Ball-Ortiz, M.B.A., Financial Aid Specialist

Patricia Blanco, Administrative Assistant of Financial Aid

Katherine Alvarez-Khan, B.F.A., Associate Director of Financial Aid

Shannon Porch, M.B.A., Assistant Director of Financial Aid

Katherine Groben, M.Ed., Financial Aid Counselor

Tytianna Jackson, B.A., Financial Aid Counselor

Christie Rosales Herrera, B.A., Financial Aid Counselor

Office of Student Accounts

Lillian Pereira-Talty, B.S., Director of Student Accounts

Simon Kaplun, M.B.A., Assistant Director of Student Accounts

Daniel Amante, B.S., Student Accounts Specialist

Islah Fitzgerald, B.S., Student Accounts Specialist

Megan Turczynski, B.S., Student Accounts Specialist

Center for Academic Success and Engagement (CASE)

Tamara N. Massay-Trotz, M.P.A, Associate Dean for Academic Engagement and Student Success

Michael Doody, M.B.A., Director of Student Academic Support Services

Katelyn Joyce, Academic Success and Retention Specialist

Educational Opportunity Fund (EOF) Program

Knight Ambubuyog, M.A., Director of the Educational Opportunity Fund (EOF) Program

Daniela Jara, EOF Counselor

Avery Tan '22, EOF Counselor

TRIO Student Support Services (SSS) Program

Sarah Smyth, Director of TRIO Student Support Services

Joseph Perez, Assistant Director of TRIO Student Support Services

Center for English Language Acquisition and Culture (CELAC)

Alicia D'Amato, CELAC Director

Brian Goldsmith, Senior Instructor

Center for Career Engagement & Experiential Learning (CEEL)

Taina Cutler '14 '20, Executive Director of CEEL

Mary Mercado, B.S., Associate Director of CEEL

*Sondra E. Buesing-Riley, B.A., Director of Cooperative Education & Internship Program

Daryl Levy, STEM Internship Coordinator

Louis Aligo, M.A., Career Coach

Faculty Research and Development

Rebecca Conley, Ph.D., Director of Faculty Research and Development

Saint Peter's University Libraries

Daisy DeCoster (2008) Director; B.A., University of Richmond; M.L.I.S., University of Tucson.

Mark Graceffo (1997) B.A., Northeastern University; M.S.W., Columbia University; M.L.S., Queens College, City University of New York.

Scott Kushner, Assistant Librarian, B.A., M.L.I.S., Rutgers University.

Ilona MacNamara (2001) Associate Librarian for Reference and Exhibits Coordinator; B.S., New York University; M.L.S., Rutgers University; M.A., Saint Peter’s University.

*Mary Kinahan Ockay (1999) University Archivist; B.A., Chestnut Hill College, Diploma Anglo-Irish Lit., Trinity College, University of Dublin (Ireland).

Ann Marie Ziadie (2012) Assistant Libarian for Collection Development and Reference Services; B.A., Rutgers University; M.A., West Virginia University; M.S.I.L., University of Illinois at Urbana-Campaign.

Office of the CIO

Michael De Varti, M.B.A., Chief Information Officer

Joseph Dowd, M.B.A., IT Project Manager

Maryann Picerno, IT Operations and Support Specialist

Technology Services

Jaime Chauca, M.B.A, Executive Director of Technology Services

Enterprise Architecture

Bert Vabre, B.S., Director of Enterprise Architecture

Mark Giaccio, Systems Administrator

Eddie Rodriguez, M.B.A, Junior Systems Administrator

Ebenezer Olamolu, Senior Network Technician

Thomas Martemucci, B.S., Network Administrator

Client Services

Stuart Carapola, B.S., Manager of Technology Support Services

Franciso De Jesus, M.A.,Lead Client Services Technician

Winston Del Villar, Client Services Technician

Mina Faragalla, B.S., Client Services Technician

Eddie Russell, B.S., Client Services Technician

Pursham Puran, B.S., Client Services Technician

Guillermo Rodriguez-Zavala, Client Services Technician

Enterprise Applications

Craig Bender, M.B.A., Director of Enterprise Applications

Robert Adelson, M.A., Senior Academic Technologist

Richard Biela, M.S. Enterprise Applications Technician

David Gonzalez, B.A. Applications Administrator Associate

T.B.D., Senior Programmer Analyst

Office of Enrollment Management and Marketing

Jeffrey Gant, M.A., Vice President for Enrollment Management and Marketing

Kacey Tillotson, Assistant Vice President for Enrollment Management and Marketing

Kristy Massaro, Senior Assistant Director of International Admission

Christian Berrigan, Associate Director of Admission

Alexander Aquino-Flores, Assistant Director of Admission

Ericka Leynes, Assistant Director of Admission

Mason Traino, Senior Assistant Director of Admission, Transfer

Koral Booth, Assistant Director of Admission, Transfer

Patricia Peterson, Admission Counselor

Yocasta Brens-Watson, Director, Center for Global Learning and International Services

Alison Jackson, Associate Director, Center for Global Learning

[1] Bene Merenti

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Robert B. Lorfink '93

Nadia E. Makar '69, H'22

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Joseph T. Pergola '96

Jill A. Pineiro ’93

Charlie A. Ramos '02

John O. Susino '93

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Thomas J. Carey '58

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William J. Cozine '60

Patricia Q. Sheehan H'77

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Faculty - Graduate Business

Graduate Business Faculty

Gerard J. Bifulco (2009) Adjunct Lecturer, B.S., Wharton School, University of Pennsylvania; M.B.A, Pace University

Susan J. Berkenbush (2014) Adjunct Lecturer, B.A. Montclair State University; M.B.A., Saint Peter's University

James M. Campora (2008) Adjunct Lecturer, B.S., M.B.A., M.S.A., Saint Peter’s University

Angelo A. Caprio (2009) Adjunct Lecturer, B.S., Saint Peter’s University; M.D., Ph.D., University of Rome, M.M.M., Tulane University

Kevin J. Corrigan (2015) Adjunct Lecturer, B.B.A., University of Notre Dame; J.D., Brooklyn Law School

John E. Dabney II[2] (1977) Adjunct Lecturer, B.S., Saint Peter's University; M.B.A., Wagner College

Joy M. de los Reyes (2008) Adjunct Lecturer, B.A., Rutgers University; M.B.A., New York University

Peter P. Domasky (2012) Adjunct Lecturer, B.S., St. Vincent College; M.B.A., Duquesne University; Masters Certificate, Carnegie Mellon University

Robert M. Donnelly (2001) Adjunct Lecturer, B.A., New York University; M.B.A., Fairleigh Dickinson University

Chanaz Gargouri (1998) Adjunct Lecturer, B.S., Universite de Tunis III, Tunisia; M.B.A., Saint Peter’s University

George P. Gurdak (2014) Adjunct Lecturer, B.S. Saint Peter's University; C.P.A., C.I.A

John J. Hampton (2005) Professor, M.B.A., D.B.A., George Washington University

Iona Harding (2013) Adjunct Lecturer, B.S., M.Ed., College of New Jersey

James E. Keogh (1993) Adjunct Lecturer, B.A., M.B.A., Fairleigh Dickinson University

Carl Kirton Adjunct Lecturer, M.A., Post Masters, New York University; M.B.A., Saint Peter's University; D.N.P., Case Western Reserve University

Mark H . Lovenson (2007) Adjunct Lecturer, B.B.A., Pace University; B.S., M.B.A., Saint Peter's University

Aldo J. Martinez (2008) Adjunct Lecturer, B.S., Saint Peter's College; J.D., Seton Hall University School of Law

Niurka E. Mederos (2011) Adjunct Lecturer, B.S., M.B.A., Saint Peter's University

Jennifer A. Morrill (2017) Adjunct Lecturer, B.A., Barnard College; M.S., Northwestern University

Andrew D. Pogogeff[1] (1978) Professor, B.S., M.B.A., Fairleigh Dickinson; C.P.A.

Louis R. Ruvolo (2007) Adjunct Lecturer, B.S., M.B.A., Saint Peter's University

William Sanis (2009) Adjunct Lecturer, B.A., M.B.A., Saint Peter's University

Cynthia W. Walker (2005) Associate Professor, B.A., Douglas College, M.A., New School University; Ph. D., Rutgers University

[1]Bene Merenti

[2]Double Bene Merenti

Faculty - Graduate Business Analytics

Rahul Balwaik, Director of Master of Business Analytics Program, Adjunct Professor, M.S., Veermata Jijabai Technological Institute; M.S., Rutgers, The State University of New Jersey

Joseph W. Gilkey, Jr. (2014) Associate Dean; B.B.A., Dowling College; M.B.A., Indiana University; Ph.D., International School of Management.

Faculty - Graduate Communication

Graduate Communication

Sondra Burke (2020) B.A., Bucknell University; J.D., Seton Hall University

Barna W. Donovan (2002) Director of Master of Arts Strategic Communication Program, B.A., Loyola University of Chicago; M.A., University of Miami; Ph.D., Rutgers School of Communication, Information and Library Studies (SCILS)

Kathleen Fitzgerald Cocca (2019) B.A., Saint Peter's University; M.S., Boston University

Cynthia W. Walker (2005) Associate Professor, B.A., Douglas College; M.A., The New School University; Ph.D., Rutgers School of Communication, Information and Library Studies (SCILS)

Faculty - Graduate Cyber Security

Suman Kalia (2018) Assistant Professor; Doctorate of Professional Studies in Computing, Pace University; M.B.A., Rutgers University; B.S., Pace University

Alberto I. LaCava (2016) Chairperson, Professor; D.I.C., M.S., Ph.D., Imperial College of Science, Technology and Medicine (The University of London)

Edward J. Moskal (2003) Director of Cyber Security Program, Associate Professor; B.S., Saint Peter's College; M.S., University of Notre Dame; M.M.S., Stevens Institute of Technology

Albert A. Realuyo (2018) Assistant Professor. Master of Science in Cybersecurity, Saint Peter's University; Bachelor of Engineering in Electrical Engineering, Stevens Institute of Technology.

Faculty - Graduate Data Science

Graduate Data Science

Gulhan Bizel (2018) Chair / Director, Data Science Institute, M.B.A. Yeditepe University; Ph.D., Maltepe University

Vijay Kumar Reddy Voddi (2021) Director of Data Science Program, Lecturer Bachelor of Technology, Jawaharlal Nehru Technological University Hyderabad, M.S., Saint Peter's University

Sharath Kumar Jagannathan (2022) Assistant Professor / Microsoft Coordinator, B.E.(CSE), Madras University; Master of Software Systems Engineering, University of Melbourne; M.S (Business Analytics), Saint Peter's University; Ph.D., Vellore Institute of Technology.

Dong Ryeol Lee (2022) Assistant Professor, B.S., Carnegie Mellon University; M.S., Ph.D., Georgia Institute of Technology

Reshma Kar (2022) Assistant Professor**,** B.Tech, North Eastern Hill University; M.Tech, National Institute of Technology, Agartala; Ph.D., Jadavpur University.

Shahid Zaheer (2022) Lecturer, B.S., Manhattan College; M.B.A. Fairleigh Dickinson University

Mohit Supe (2018) Adjunct Professor, M.B.A., Symbiosis International University; M.S., Saint Peter's University

Deepak Agrawal (2019) Adjunct Professor, B.S., Birla Institute of Technology and Science; M.S., University of California

Rahul Balwaik (2020) Adjunct Professor, M.S., Veermata Jijabai Technological Institute; M.S., Rutgers, The State University of New Jersey

Nadini Khatod (2019) Adjunct Professor, B.S., Saurashtra University; Postgraduate Work, MIT School of Business; M.S., Saint Peter’s University

Irina Matijosaitiene (2018) Adjunct Professor, M.S., Kaunas University of Technology; M.S.; Saint Peter’s University; Ph.D., Kaunas University of Technology

Metin Senturk (2019) Adjunct Professor, B.S., Bilkent University; M.S., Saint Peter’s University

Komali Reddy Konda (2021) Adjunct Professor, Bachelor of Technology, Jawaharlal Nehru Technological University Hyderabad, M.S., Saint Peter's University

Khalid Zayed (2018) Adjunct Professor, M.B.A., University of Phoenix; Ph.D., International School of Management

Faculty - Graduate Education

Graduate Education

Edward Aguiles (2004) Adjunct Lecturer, B.A., West Virginia University; M.A., Kean University; M.A., Saint Peter’s College

Frank Alfano (2005) Adjunct Lecturer, B.A., M.A., William Paterson University; M.A., New Jersey City University; Ed.D., Fordham University

Nina-Louise Alsbrook (2013) Adjunct Lecturer, M.A., St. John's University

Jennifer Ayala (2004) Assistant Professor, B.A., M.A., Montclair State University; M.Phil, Ph.D., CUNY Graduate Center

John Baltz (2014) Adjunct Lecturer, M.A., Saint Peter's University

Addie Boyd (2001) Adjunct Lecturer, B.A., M.A., Montclair State University; Ed.D., Seton Hall University

Edward Brandt (2017) Adjunct Lecturer, B.S., Bloomsburg University; M.S., Delaware Valley College

Terrence Brennan (2012) Adjunct Lecturer, Ed.D., Teachers College Columbia University

Kimberly A. Case (2018) Adjunct Lecturer, B.A., St. John Fisher College; M.Ed., University of Georgia; Ph.D., New York University

Michael Caulfield (2010) Adjunct Lecturer, J.D., Loyola University

Lorraine Cella (2011) Adjunct Lecturer, Ed.D., Teachers College Columbia University

Francis Cherichello (2010) Adjunct Lecturer, M.A., Seton Hall University

Jung-ah Choi (2015) Assistant Professor, B.A., Seoul National University; M.A., Ph.D., University of Illinois at Urbana-Champaign

Anna Cicirelli[1] (1981) Associate Dean and Director of the Ed.D. Program, B.A., Saint Peter's University; M.A., Rutgers University; Ed.D., Nova Southeastern University

Joseph Cirillo (2008) Adjunct Lecturer, Ed.D., Saint Peter's University

James Clayton (2005) Assistant Professor, B.S., Saint Peter's College; M.A., Montclair State University; Ed.D., Nova Southeastern University

Michael Corso (2014) Adjunct Lecturer, M.A., Montclair State University

Sr. Elizabeth D'Alessio (2015) Adjunct Lecturer, B.A., College of St. Elizabeth, M.A., St. Joseph Seminary; M.A., Georgian Court University; Ed.D., College of St. Elizabeth

Lauren Daniel (2014) Adjunct Lecturer, Ed.S., Seton Hall University

Dennis Degnan (2010) Adjunct Lecturer, Ed.D., Seton Hall University

Joseph Doria, Jr.[1] (1969-1998, 2011)) Dean, B.A., Saint Peter's University; M.A., Boston College; Ed.D., Teachers College Columbia University

Michael Finetti (2007) Assistant Professor, B.S. Rutgers University; M.A. Seton Hall University; Ed.D., Seton Hall University

Albert Galloway (2013) Adjunct Lecturer, Ph.D., Seton Hall University

Pedro Garrido (2014) Adjunct Lecturer, M.A., New Jersey City University

John Hammett (2013) Adjunct Lecturer, Ed.D., Rutgers University

Henry F. Harty[1] (1972) Professor Emeritus of Education, B.S., Saint Peter's College; M.S., Seton Hall University; Ed.D., Rutgers University

Mark Hayes (2002) Adjunct Lecturer, B.A., M.A., New Jersey City University; Ph.D., Fordham University

James P. Jacobson[1] (1967) Associate Professor, B.A., M.A., New Jersey City University; M.A., Saint Peter's College

Tiffany Jacobson (2007) Adjunct Lecturer, M.A., New Jersey City University

Ross Kasun (2011) Adjunct Lecturer, Ed.D., Seton Hall University

Melvin L. Klein (2009) Adjunct Lecturer, B.S. Ed., Slippery Rock State College; M.S. Ed., University of Pittsburgh

Patricia Kowalski (2001) Adjunct Lecturer, B.A., M.A., Saint Peter's College

Robert Kravitz (2003) Adjunct Lecturer, M.A., Saint Peter's College

Martin P. LaGrow (2018) Adjunct Lecturer, B.A., Martin Luther College; M.A., Saint Xavier University

Maria Del Carmen Lella (2013) Adjunct Lecturer, M.A., Saint Peter's University

Steven Locascio (2013) Adjunct Lecturer, Ed.D., Indiana University of Pennsylvania

Nicole Luongo (2007) Assistant Professor, B.S. Bucknell University, M.A. Seton Hall, Ed.D., Nova Southeastern

Thomas MacNamara (2014) Adjunct Professor, M.A., New Jersey City University

Thomas Matarazzo (2005) Adjunct Lecturer, B.A., St. Francis University; M.A., New Jersey City University; Ed.D., California Coast University; Ed.D., Seton Hall University

Dennis McCafferty (2012) Adjunct Lecturer, M.A., Saint Peter's College

James McLaughlin (2007) Adjunct Lecturer, Ed.D. Seton Hall University

Ernest Mignoli (2002) Adjunct Lecturer, B.A., Rutgers University; M.A., Saint Peter's College

Joseph T. Pace (1992) Adjunct Lecturer, B.A., Saint Peter's College; M.A., Fordham University

Joseph Papaj, S.J. (2013) Adjunct Lecturer, M. Divinity, Woodstock College

Joslin Mar-Dai Pickens (2018) Adjunct Lecturer, B.A., M.A., Grambling State University; Ed.D., Louisiana State University

Michael Pierson (2013) Adjunct Lecturer, Ph.D., Capella University

John Powers (1997) Adjunct Lecturer, B.A., Saint Peter's College; M.A., New York University; M.A. New School University; M.A. New Jersey City University

Johanna Roberto (2013) Adjunct Lecturer, Ed.D., Seton Hall University

James M. Scanlon[1](1981) Adjunct Lecturer, B.A., Iona College; M.A., Montclair State University; M.Ed., William Paterson University; Ph.D., Fordham University

James Schmitt (2012) Adjunct Lecturer, M.A., Saint Peter's College

Dennis Sevano (1993) Adjunct Lecturer, M.A. Montclair State University

Mark Silk (2013) Adjunct Lecturer, Ed.D., State University of New York of Albany

Mark Somerville (2013) Adjunct Lecturer, M.S.W., Columbia University

Albert Spiegel (2011) Adjunct Lecturer, M.A., Saint Peter's College

Brandi L. Stocker (2018) Adjunct Lecturer, B.A., Lindsey Wilson College; M.A., Ed.D., Eastern Kentucky University

David Turi (2013) Adjunct Lecturer, Ph.D., Seton Hall University

Steve Wizniewski (2013) Adjunct Lecturer, Ed.D., Seton Hall University

Robert Zywicki (2014) Adjunct Lecturer, M.A., Ed.D.,Saint Peter's College

Footnotes

[1] Bene Merenti

Faculty - Graduate Finance

Edwin T. Dickens (2003) Chairperson, Professor; B.A., University California at Berkeley; Ph.D., New School University

Samar Issa (2018) Assistant Professor; B.S., Notre Dame University; M.B.A., Lebanese American University; M.A., Ph.D., The New School for Social Research

Amanda Page-Hoongrajok (2019) Assistant Professor, Director of MS in Finance Program; B.A., Alverno College; M.A., Roosevelt University; Ph.D, UMASS-Amherst

Devin Rafferty (2013) Director of MS in Finance Program, Associate Professor; B.A., Drew University; M.A., Ph.D., University of Missouri - Kansas City

Faculty - Graduate Marketing Science

Gulhan Bizel, (2019) Director of Marketing Science Program, Assistant Professor; Yeditepe University; M.B.A., Maltepe University; Ph.D., School of Management

Jimmie Flores, (2018) Adjunct Professor; M.S., Regis University; Ph.D., Fielding Graduate University

Joseph W. Gilkey, Jr. (2014) Associate Dean; B.B.A., Dowling College; M.B.A., Indiana University; Ph.D., International School of Management

Tracy Tuten, (2020) Adjunct Professor; M.B.A., East Carolina University; Ph.D., Virginia Commonwealth University

Dennis Yuscavitch, (2019) Adjunct Professor; M.B.A., Babson F.W. Olin Graduate School of Business

Faculty - Graduate Nursing

Graduate Nursing

Michelle Beckford (2010) Associate Professor, B.S.N. University of Rochester; M.S.N. Rutgers, The State University of New Jersey; D.M.H. Drew University

Lisa Garsman (2007) Assistant Professor, Director Generic BSN Program, B.S.N., Fairleigh Dickinson University; M.S., A.P.N., Rutgers, The State University of New Jersey; Ph.D., Rutgers, The State University of New Jersey

Valera Hascup (2015) Assistant Professor, B.S.N., Felician College; M.S.N., Kean University; Ph.D., Duquesne University

Lynn Muller (2011) Adjunct Lecturer, B.A., Saint Peter's University; J.D., Quinnipiac University

Timothy Nguyen (2002) Adjunct Lecturer, B.S., Rutgers, The State University of New Jersey; Pharm.D., Philadelphia College of Pharmacy and Sciences

Lauren E. O'Hare (2015) Dean, B.S.N., Alfred University; M.S.N., Hunter-Bellevue School of Nursing; Ed.D., Saint John's University

Faculty - Graduate Psychology

Andrea Bubka (1990) Professor; B.A., Oakland University; M.A., Central Michigan University; Ph.D., Adelphi University

Joshua Feinberg (2003) Director of Graduate Psychology Programs, Associate Professor; B.A., Cornell University; M.S., Ph.D., Rutgers University

Maryellen Hamilton (2000) Chairperson, Professor; B.A., Hofstra University; M.A., Ph.D., Stonybrook University

Brittany Hanson (2018) Assistant Professor; B.S., University of Arizona; M. A., Ph.D., University of Illinois at Chicago

Leonor Lega (1978) Professor; Consejeria Psicologica (Counseling Psychologist); Universidad Del Valle (Colombia); Ph.D., Temple University

Daniel C. Wisneski (2014) Assistant Professor; B.A., Ohio State University; Ph.D., University of Illinois at Chicago

Faculty - Graduate Public Administration

Graduate Public Administration

Anna J. Brown (1994) Professor Political Science, B.A., Allentown College of St. Francis de Sales; M.A., Ph.D., Fordham University

Kevin G. Callahan (2012) Assistant Professor Criminal Justice, B.A., Saint Peter's College; J.D., Seton Hall University School of Law

Nicholas Chiaravalloti (2011) Adjunct Lecturer, B.A., The Catholic University; J.D., Rutgers University

Kwan Hao (1982) Adjunct Lecturer, B.A. Queens College; M.A., Columbia University

Peter Herbst (2006) Adjunct Lecturer, B.A., Wilkes University; M.S.W., Wurzweiler School of Social Work

Elizabeth Keating (2014) Adjunct Lecturer, B.A., Boston College; M.A., University of Washington

Thomas M. Matteo (2007) Associate Professor Management and Marketing, B.S., St. Bonaventure; M.S., The City University of New York; Ed.D., St. John's University

Joseph McLaughlin (1987) Chair of Urban Studies, B.A., M.A., Saint Peter's College; Ed.D., Seton Hall University

Ginger Gold Schnitzer Director of Master of Public Administration Program, B.A., Rutgers University; M.G.A., University of Pennsylvania; J.D., Villanova University

David S. Surrey (1982) Professor Sociology, B.A., Ohio Wesleyan University; M.A., Ph.D., New School for Social Research

Saint Peter's University Library

Jersey City Campus

Daisey De Coster, Director of Libraries, B.A., University of Richmond; M.L.S., University of Arizona

Mark Graceffo, Senior Assistant Librarian, B.A., Northeastern; M.S.W., Columbia University; M.L.S., Queens College

Thomas J. Kenny, Emeritus Librarian, B.A., Manhattan College; M.A., Columbia University; M.L.S., Pratt University; Ph.D., New York University

Mary Kinahan-Ockay, Archivist, B.A., Chestnut Hill College; Diploma in Anglo-Irish Literature, Trinity College, University of Dublin

Scott Kushner, Assistant Librarian, B.A., M.L.I.S., Rutgers University

Ilona MacNamara, Assistant Librarian for Reference, B.S., New York University; M.A., Saint Peter's College; M.L.S., Rutgers University

Ann Marie Ziadie, Assistant Librarian for Reference, B.A., Rutgers University; M.A., West Virginia University; M.S.L.I.S., University of Illinois - Urbana-Champaign

Directions to Jersey City Campus

From the New Jersey Turnpike:

Take the NJ Turnpike to Exit 14C (Grand Street). At the first traffic light, turn left onto Montgomery Street. Follow Montgomery Street through 5 traffic lights (2 miles) and through the intersection of Kennedy Boulevard. The parking garage will be on the right.

From Kennedy Boulevard southbound:

Bear right at the traffic light at Journal Square, remaining on Kennedy Boulevard. Go through 8 traffic lights and turn right onto Montgomery Street. Proceed down the street to the parking garage on the right.

From the West:

Take Route 22 or Route 78 East to the NJ Turnpike North, and proceed as above; OR Take Route 3 East to the NJ Turnpike South, and proceed as above.

From the East:

Take the George Washington Bridge to the NJ Turnpike South, and proceed as above; OR Take the Lincoln Tunnel, stay left, and follow signs for Kennedy Boulevard (southbound) to Jersey City, and proceed as above; OR Take the Holland Tunnel, stay right, and follow signs for Kennedy Boulevard, Jersey City. Turn left onto Kennedy Boulevard, and proceed as above.

From the PATH:

Take the PATH train to Journal Square. Then: Walk (1/2 mile) along Kennedy Boulevard to the campus; OR Take the #15 NJ Transit Line bus (from the Transportation Center) to Kennedy Boulevard and Glenwood Avenue.

Courses of Instruction - Graduate

AC Courses

AC-501. Managerial Accounting. 3 Credits.
This course covers the processes of identifying, measuring, analyzing, interpreting, and communicating accounting and financial data needed to make strategic and operational decisions. Students learn about the issues facing service, nonprofit, retail, and manufacturing firms and about topics such as activity-based costing, customer profitability analysis and budgeting and performance evaluation.

AC-520. Financial Accounting and Reporting. 3 Credits.
Review of accounting issues and concepts by focusing on issues affecting financial reporting, and by blending accounting theory with practical applications through extensive use of cases.

AC-530. International Financial Reporting Standards. 3 Credits.
This course offers framework for understanding International Financial Reporting Standards and financial reporting methods for other countries other than the United States. Emphasis will be placed on the status of convergence efforts underway among the SEC, FASB, and IASB.

AC-541. Internal Controls and Sarbanes Oxley Compliance. 3 Credits.
This course covers techniques to provide a reasonable assurance that an organization will achieve its objectives with respect to the effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulation. A major focus of the course is the Sarbanes-Oxley legislation dealing with securities acts, audit and non-audit services, and penalties for violations of securities and other laws. Prerequisites: AC-501.

AC-543. Forensic Accounting and Internal Auditing. 3 Credits.
This course examines how accountants use business information and financial reporting systems to estimate economic damages or identify errors or fraud in accounts or inventories. It incorporates the internal audit process of verifying the accuracy of internal records, searching for mismanagement and waste, reviewing the efficiency and effectiveness of operations, and advising on compliance with corporate policies and procedures and government laws, and regulations. Additional course fee of $45. Prerequisites: AC-501 AC-520 AC-541.

AC-553. Corporate and Partnership Taxation. 3 Credits.
This course provides an in-depth analysis of factors affecting federal income tax planning and compliance for corporations and partnerships. Prerequisites: AC-501 AC-520.

AC-570. Financial Statement Analysis. 3 Credits.
Covers the application of analytical tools to general purpose financial statements necessary to evaluate the financial condition of the firm and evaluate the future prospects of the company. The "analyst" can be any of several interested groups: investor, creditor or other stakeholders such as employees, customers, suppliers or government. Prerequisites: AC-501.

CU Courses

CU-500. Introduction to the New Media Society. 3 Credits.
This course will provide a foundation to understanding the communication process at various levels of interaction. In addition to covering general theories that have practical applications, it will guide students in analyzing and evaluating strategies to achieve personal and professional goals at the intrapersonal, interpersonal, group, organization and socio/cultural levels. Because many, if not most, communication interactions these days involve some form of electronic and/or digital technology, this course will also explore the current mass media environment and how to be media literate within it.

CU-501. Communication Research. 3 Credits.
This course teaches the concepts of market research, and exposes students to the process of finding, analyzing and using information to make strategic marketing and communication decisions. The course will teach two distinct communication research methods: a) Quantitative (polling, online research, surveys), and b) Qualitative (focus groups, in-depth interviewing, ethnography, observational). Students will give presentations of their research findings and marketing recommendation in class reports.

CU-502. Strategic Planning and Writing. 3 Credits.
This skills-oriented course teaches the fundamentals of business writing and strategic planning. It is designed to help students master the art of writing compelling prose that delivers results. Students will also learn how to hone editing techniques. As writing is a hands-on skill that requires practice, students will be assigned multiple writing and rewriting tasks tailored to their own industries or interests, and learn how to deliver clear, concise, action-oriented press releases, letters, emails, memos, and other communication vehicles that motivate target audiences.

CU-504. Public Relations. 3 Credits.
Public Relations is used to shape the opinions of target audiences. This course involves research and theory in the following PR disciplines: organizational and interpersonal communications, as well as media studies. Students will learn the psychological and sociological processes that drive group behavior, and how those studies are used in the relationship between organizations and the public in which they seek to communicate and persuade. Students will become familiar with the differences between in-house and agency Public Relations, and how the two groups interact.

CU-506. Marketing Communication and Branding. 3 Credits.
Branding has become a critical key in a fiercely competitive marketplace. This course explores the link between brand equity and business performance. Students will explore how the realities of a changing media landscape are forcing companies to rethink traditional brand-building practices. Marketing concepts and the principles of analysis will be explained. Other topics will include market segmentation, value proposition, and targeting. Students will engage in critical thinking, case analyses, market research, and present strategic analysis that persuades a business decision maker to invest in their brands.

CU-508. Management and Organizational Behavior. 3 Credits.
This course examines how people behave in organizations. Students learn coaching tools, techniques, models and how to become instruments of individual and group growth and development. The course draws upon many disciplines, including psychology, organizational theory, counseling, group process, leadership theory, along with theories such as organizational assessment, powerbases, strategic management, and conflict management. Students are expected to develop competence in management and master concepts and methods for analyzing and predicting individual, group and organizational behavior.

CU-510. Communication Law, Ethics and Policy. 3 Credits.
This course examines how courts, legislatures, and regulatory agencies react to constant change in communication technologies - ranging from television and to telecommunications to the Internet. We will focus on specific technological advances to explore the way legal, economic, social, and technological forces shape and are harnessed by legal system. The course will draw on leading communications law cases and FCC and FTC actions.

CU-512. Social Networking and New Media. 3 Credits.
This course is part class and part workshop, covering social networking and other trends that are producing complex and subtle changes in business communications. Topics include blogging, YouTube, Second Life and various social networking sites and their emerging role for private businesses, their products, and markets. Attention is paid to current trends in convergence, creativity, collaboration and community as modern media replaces earlier forms of communication and attracts more active --- and interactive ---audiences. The goal of the course is for students to familiarize themselves with various social networking theories, perspectives, sites, tools, and strategies, and to critique, consult on and create social networking plans.

CU-515. Interpersonal Communication. 3 Credits.
The course reviews existing and emerging theoretical perspectives relevant to the context of interpersonal communication. Emphasis is on theories of message production and reception, identity management, relationship development, and related processes. Methods of investigation unique to the study of interpersonal interaction are also addressed. Students have the option of taking this course as an elective instead of CU590 Internship 1.

CU-520. Global Corporate Communication. 3 Credits.
This course examines the field of global marketing communications, including cultural factors that enable global marketing. Students will learn how to identify global target audiences, the kinds of products and services that lend themselves to global communications, and leadership characteristics that are preeminent in global communications today. Students consider how levels of development and cultural values affect communications programs and how local differences can be reflected in global programs. Students learn how to approach strategy as well as the development and management of an integrated global communications program.

CU-526. Capstone Project and Seminar I. 3 Credits.
This first part of the final course in the Strategic Communication program provides a forum for students to demonstrate their mastery of the principles and best practices of strategic communications. Students identify an organization or issue facing a challenge and act as an independent communications consultant for that organization. The recommended communications strategy is presented in the form of a final written proposal and an oral presentation and defense in front of a review board of faculty and the student's program advisor. Prerequisites: CU-500 CU-501 CU-502 CU-504 CU-506 CU-508; Course Type(s): Capstone.

CU-527. Capstone Project and Seminar II. 3 Credits.
Students finish the second part of their Capstone experience, analyzing data gathered and writing a journal-caliber paper. Prerequisites: CU-500, CU-501, CU-504, CU-506, CU-508 OR GB-511, CU-510, CU-512; Course Type(s): Capstone.

CU-590. Internship I. 3 Credits.
The course integrates students' advanced study in a specialty area of communication and public relations with a job experience in the field. Students who are already established in a career, however, also have the option of taking an elective course in the MBA program or the Interpersonal Communication course instead of an internship.

CU-591. Internship II. 3 Credits.
This internship experience integrates advanced level course work in strategic communication with a job experience in the field.

CU-646. Crisis Communications. 3 Credits.
The need for effective crisis communication is a valuable asset for an organization, especially now in a 24-hour news cycle and with multiple social media outlets. The focus of the course is to identify, define and prepare students to proactively and effectively respond to crisis situations.

CU-697. Topics in Global Strategic Communication and Public Relations. 3 Credits.
This course offers in-depth readings, case studies, and discussions in current issues in global strategic communication and public relations. Lectures and site visits on a trip to a foreign locale will provide a first-hand look at how strategic communications work in other nations and under different media systems and regulatory environments, providing real-world examples of what they do and the challenges they face. In addition, students will become immersed in a nation's culture through visits to museums and historical sites in addition to meeting media communication professionals. Additional course fee of $50. Course Type(s): International (Travel).

CY Courses

CY-502. Information Systems Security Professional. 3 Credits.
This course covers information systems security, including access control, application security, business continuity, cryptography, risk management, legal issues, physical security, telecommunications and network security. This course prepares for the CISSP certification exam and is ideal as a bridge for non technical degree holders into the MS in Cybersecurity. Course Type(s): Online Course with optional Synchronous remote class. Course Type(s): Online Course.

CY-510. Cyber Security Planning and Risk Analysis. 3 Credits.
In this course we will study the concepts in cyber security design and implementation for computer systems (both hardware and software). Security architecture, organization policies, standards, procedures, and security system implementation, including diagnostic testing of databases and networks. Throughout this course, practical skills will also be acquired through a series of interactive risk assessment workshops and case studies.

CY-520. Cyber Security Ethical and Legal Concerns. 3 Credits.
In this course we will study Cybersecurity law, policy and compliance, legal rights and liabilities associated with computer security; the application of ethical principles (respect for persons, beneficence, and justice) in cyber security; Information privacy; Rights enforceable by private parties; Liabilities associated by private parties and governments; Legal aspects of records management; Un-authorized computer use; Computer Fraud and Abuse Act; Trade Secrets; Economic Espionage Act; Civil Law Claims; Privacy; Export Control; Constitutional Rights; USA-PATRIOT Act; HIPAA, Gramm-LeachBliley; Digital Rights Management.

CY-530. Cryptography. 3 Credits.
This course gives a historical introduction to Cryptology, the science of secret codes. It begins with the oldest recorded codes, taken from hieroglyphic engravings, and ends with the encryption schemes used to maintain privacy during Internet credit card transactions. Since secret codes are based on mathematical ideas, each new kind of encryption method leads in this course to the study of new mathematical ideas and results. The first part of the course deals with permutation-based codes: substitutional ciphers, transpositional codes, and Vigenere ciphers. In the second part of the course, the subject moves to bit stream encryption methods. These inlcude block cipher schemes such as the Data Encryption Standard (DES). Public key encryption is the subject of the final part of the course. We learn the mathematical underpinnings of Diffie-Hellman key exchange, RSA and Knapsack codes. Software packages and tools will also be studied.

CY-540. International Communications and Networking. 3 Credits.
In this course we will learn how International Telecommunications Networks are designed, built, and maintained. Within the context of cyber security we will study transmission modes, coding schemes, modulation, multiplexing, data sets, common carriers, tariffs, monitoring, troubleshooting, and network design. As part of the course, we will design an International Telecommunications Network and identify associated risks and vulnerabilities.

CY-550. Mobile Computing and Wireless. 3 Credits.
In this course we will study concepts in nomadic computing and mobility; challenges in design and deployment of wireless and ad-hoc networks; MAC issues, routing protocols and mobility management for ad-hoc networks and networks of the future.

CY-595. Non Credit Research Internship Graduate Level. 0 Credits.
This internship course allows students to acquire practical technical experience through working on specific cybersecurity or blockchain research or teaching projects in consultation with the advisor. Prerequisites: CY-502 OR CY-510.

CY-610. Ethical Hacking and Penetration Testing. 3 Credits.
This course is designed for students to be trained in understanding vulnerabilities in networks, operating systems, database management systems and web servers. Students will learn how exploits are designed by an adversary attacker to penetrate into vulnerable systems. Students will also learn how the hacker can move into a compromised system and remove her/his footprints. The course will introduce students to tools used for network scanning, finger printing, and password cracking. Tools include Nmap, Nessus and Backtrack. Prerequisites: CY-510 AND CY-540.

CY-620. Malware Analysis and Defense. 3 Credits.
In this course students will study malicious software detection and defenses including tripwire, Bit9, and other techniques such as signature and hash algorithms. Viruses, worms, Trojan horses, logic bombs, malicious web server scripts, mobile code issues, and methodologies used by anti-virus/spyware vendors will be studied. Prerequisites: CY-510 AND CY-540.

CY-622. Advanced Offensive Cyber Security. 3 Credits.
This course is designed for students to be trained in Advanced Offensive Security tactics and techniques. This includes the full hacking lifecycle from enumeration/vulnerability discovery, to exploitation, followed by post exploitation activities. Students will learn how to strategically enumerate network devices and exploit various resources, fuzz applications and network protocols to identify bugs/vulnerabilities, execute advanced Man-in-the-Middle attacks, along with conducting post exploitation activities on both Linux and Windows machines. Additionally, students will be introduced to Python - including Python fundamentals and development of custom tools/exploits, along with PowerShell usage from a penetration testers perspective. Lastly, students will be introduced to Splunk to provide a better understanding of the network traffic generated as result of our activities, along with how security teams can identify/alert/investigate all resulting traffic. Online with optional Synchronous remote class. Prerequisites: CY-510 AND CY-540.

CY-624. Cyber Security in Healthcare. 3 Credits.
This course will establish an avenue of communication and allow open dialogue to demystify the unknown between healthcare and cybersecurity. It will create an engaging concept that will promote the awareness of cybersecurity in healthcare, encompassing both health science and technology. Students will learn cybersecurity technology as it affects the healthcare industry the role of individuals considering a cybersecurity profession in healthcare and will be introduced to the HCISPP certification and its significance in the workforce. The course will bridge both healthcare and technology through learning the core concepts of healthcare informatics and security of healthcare information systems, understanding HIPAA, conscious reading and comprehension of current healthcare cybersecurity journals, knowledge of government organizations that develop and promote policy and guidelines to help healthcare companies protect their critical information technology infrastructures, and through student dialogues, cognizance of each person's role in the protection of healthcare information against unauthorized access to healthcare data. Prerequisites: CY-502 OR CY-510.

CY-625. Advances in Management of Cyber Security. 3 Credits.
This course is designed for the graduate level cyber security and business student who wants to deepen the knowledge of the management aspects of cyber security. This course takes a "view from the top" and presents exactly what future managers need to know about cyber security. Harvard Business cyber cases and a cyberattack simulation are used in this course. Prerequisites: CY-510 OR EQUIVALENCES APPROVED BY INSTRUCTOR. Course Type(s): Online Course.

CY-626. Cyber Risk Management and Insurance. 3 Credits.
This course deals with the role of the risk manager advising on business interruption arising from failures of management information and telecommunications systems. It addresses the complexity of technology, interaction of the web and back office, and security failures. It covers the use of cyber insurance and risk transfer strategies to protect assets, people, and business operations. Course Type(s): Online Course.

CY-630. Disaster Recovery. 3 Credits.
In this course students will learn how to identify cyber security vulnerabilities and implement appropriate countermeasures to mitigate risks. Techniques will be taught for creating a continuity plan and methodology for building an infrastructure that supports its effective implementation. Throughout this course, skills in disaster recovery planning will be acquired through a series of interactive workshops and case studies. Students will design and develop a disaster recovery plan. Prerequisites: CY-510 AND CY-540.

CY-635. Advanced Research in Cyber Security. 3 Credits.
This is an advanced research course in cyber security topics / subject areas. Students work with a faculty member on a research topic or area of special interest, for example: bitcoin mining, blockchain technology, malware analysis, mobile & wireless, systems defense, penetration testing, disaster recovery in the cloud, or cyber security CSO-level risk management / security architecture. The course requires much more discipline than a standard course because it does not meet regularly. This course permits the student to explore a specific issue or topic in cyber security or to work independently, as a researcher, to develop a specific skill competency under the direction of a faculty mentor. This course could include a paid or non-paid internship in the University Cyber Security Center or a service learning component. Prerequisites: CY-510, CY-530, CY-540.

CY-640. Cybercrime and Digital Forensics. 3 Credits.
The topics covered in this course include cyber-crime investigation, digital forensics, forensic duplication and analysis, network surveillance, intrusion detection and response, incident response, anti-forensics techniques, anonymity and pseudonymity, cyber law, computer security policies and guidelines, court report writing and presentations, and case studies. The course will include lecture and demonstrations and is designed around a virtual lab environment that provides for robust and realistic hands-on experience in working with a range of information assurance topics. Students will be assigned projects to apply information security practices and technologies to solve real-world cyber security problems. Prerequisites: CY-510 AND CY-540.

CY-645. Blockchain Technology. 6 Credits.
Students will learn what blockchain is and how it works, from a business as well as technical standpoint. They will gain insight into how blockchain will affect the future of industry / organizations. Upon course completion students will have knowledge of the following: what is blockchain and the real world problems that blockchain can solve; how blockchain works and the underlying technology of transactions, blocks, proof-of-work, and consensus building; how blockchain exists in the public domain (decentralized, distributed) yet maintain transparency, privacy, anonymity, security, and history; recognize how blockchain is incentivized without any central controlling or trusted agency; platforms such as Ethereum to build applications on blockchain; how cryptocurrency works and why people value a 'digital' currency; and how to design and implement blockchain for applications in the financial services, manufacturing, and retail industries.

CY-650. Cyber Security Capstone. 3 Credits.
This course is the capstone experience for graduate students in the Master's degree in Cyber Security and provides students with the opportunity to carry out in depth research on a specific topic in cyber security. The student's project will reflect the integration and application of the cyber security knowledge gained over the course of the program. Course Type(s): Capstone. Note: CY-650 cannot be substituted and must be taken a trimester or two before graduation. Course Type(s): Capstone.

DS Courses

DS-500. Introduction to Decision Modeling. 0 Credits.

DS-510. Introduction to Data Science. 3 Credits.
Data Science is a set of fundamental principles that guide the extraction of valuable information and knowledge from data. This course provides an overview and develops student's understanding of the data science and analytics landscape in the context of business examples and other emerging fields. It also provides students with an understanding of the most common methods used in data science. Topics covered include introduction to predictive modeling, data visualization, probability distributions, Bayes' theorem, statistical inference, clustering analysis, decision analytic thinking, data and business strategy, cloud storage and big data analytics.

DS-520. Data Analysis and Decision Modeling. 3 Credits.
This course will provide students with an understanding of common statistical techniques and methods used to analyze data in business. Topics covered include probability, sampling, estimation, hypothesis testing, linear regression, multivariate regression, logistic regression, analysis of variance, categorical data analysis, Bootstrap, permutation tests and nonparametric statistics. Students will learn to apply statistical techniques to the processing and interpretation of data from various industries and disciplines.

DS-530. Big Data and Data Management. 3 Credits.
This course explores foundational concepts of relational databases, data warehousing, distributed data management, structured and unstructured data, NoSQL data stores and graph databases. Various database concepts are discussed including Extract-Transform-Load, cloud-based online analytical processing (OLAP), data warehouse architecture, development and planning, physical database design, data pipelines, metadata, data provenance, trust and reuse. Students will develop practical experience using SQL.

DS-533. Enterprise Design Thinking. 3 Credits.
Students will learn a robust framework for applying design thinking techniques to key issues facing organizations across industries. Key skills developed include shared goal setting and decision-making, processes for continuous innovation, and the alignment of multi-disciplinary teams around the real needs and experiences of users and customers. Through instruction, experiential learning and an industry-recognized methodology, students will gain practice in the successful application of design thinking techniques to address common business problems.

DS-540. Statistical Programming. 3 Credits.
The course gives an introduction to SAS or R programming for statistical analyses and managing, analyzing and visualizing data. Topics include numeric and non-numeric values, arithmetic and assignment operations, arrays and data frames, special values, classes and coercion. Students will learn to write functions, read/write files, use exceptions, measure execution times, perform sampling and confidence analyses, plot a linear regression. Students will explore tools for statistical simulation, large data analysis and data visualization, including interactive 3D plots.

DS-542. Python in Data Science. 3 Credits.
The course gives an introduction to Python programming for statistical analyses and managing, analyzing and visualizing data. Topics include numeric and non-numeric values, arithmetic and assignment operations, arrays and data frames, special values, classes and coercion. Students will learn to write functions, read/write files, use exceptions, measure execution times, perform sampling and confidence analyses, plot a linear regression. Students will explore tools for statistical simulation, large data analysis and data visualization, including interactive 3D plots. Prerequisites: DS-510, DS-520.

DS-590. Data Structures and Algorithms I. 3 Credits.
This course explores essential topics for programmers and data scientists including the design of and implementation and analysis of efficient algorithms and their performance. Essential data structures are also reviewed, as well as searching and sorting algorithms.

DS-596. Graduate Research Assistantship. 0 Credits.
Graduate Research Assistantship is a robust learning experience for pre-selected students, involving scholarly research under faculty supervision. These research projects involve the development of theoretical analyses and models, gathering and analysis of data, and special projects that require substantive research. The ultimate goals for this research is academic conference presentation, publication in peer-reviewed journals and research reports, and more broadly contributing to thought leadership of the Data Science Institute.

DS-597. Applied Research Experience. 0 Credits.
The Applied Research Experience is a learning experience that gives Data Science Institute students the opportunity to conduct real-world consulting and research projects with businesses and organizations, that build upon the science, theory, and application of data and analysis. This non-credit course fulfills the business experience requirement for the program for those students who do not have a current work role that fulfills the requirement.

DS-598. Applied Work Experience and Curricular Practical Training. 0 Credits.
The Applied Work Experience/Curricular Practical Training course is an academic component that accompanies students' industry work experience and Curricular Practical Training. Students whose current work role has been approved by the Program Director as directly related to their program of study should register for this non-credit course each term during which they are working.

DS-599. Research Practicum. 0 Credits.
The Research Practicum is a learning experience that gives the students the opportunity to conduct real-world consulting projects with businesses that build upon the science, research and application of data and analysis, extending to strategic planning and identifying relevent tactics to carry out strategies.

DS-600. Data Mining. 3 Credits.
Data mining refers to a set of techniques that have been designed to efficiently find important information or knowledge in large amounts of data. This course will provide students with understanding of the industry standard data mining methodologies, and with the ability of extracting information from a data set and transforming it into an understandable structure for further use. Topics covered include decision trees, classification, predictive modeling, association analysis, statistical modeling, Bayesian classification, anomaly detection and visualization. The course will be complemented with hands-on experience of using advanced data mining software to solve realistic problems based on real-world data. Prerequisites: DS-510, DS-520.

DS-605. Financial Computing and Analytics. 3 Credits.
This course covers the process of collecting data from a variety of sources and preparing it to allow organizations to make data-driven decisions. It builds upon the relationships within data collected electronically and applies quantitative techniques to create predictive spreadsheet models for financial decision making. Prerequisites: DS-510, DS-520.

DS-610. Big Data Analytics. 3 Credits.
Big Data (Structured, semi-structured, & unstructured) refers to large datasets that are challenging to store, search, share, visualize, and analyze. Gathering and analyzing these large data sets are quickly becoming a key basis of competition. This course explores several key technologies used in acquiring, organizing, storing, and analyzing big data. Topics covered include Hadoop, unstructured data concepts (key-value), Map Reduce technology, related tools that provide SQL-like access to unstructured data: Pig and Hive, NoSQL storage solutions like HBase, Cassandra, and Oracle NoSQL and analytics for big data. A part of the course is devoted to public Cloud as a resource for big data analytics. The objective of the course is for students to gain the ability to employ the latest tools, technologies and techniques required to analyze, debug, iterate and optimize the analysis to infer actionable insights from Big Data. Prerequisites: DS-510, DS-520, DS-530.

DS-620. Data Visualization. 3 Credits.
Visualization concerns the graphical depiction of data and information in order to communicate its contents and reveal patterns inherent in the data. It is sometimes referred to as visual data mining, or visual analytics. Data visualization has become a rapidly evolving science. This course explores the underlying theory and practical concepts in creating visual representations of large amounts of data. Topics covered include data representation, information visualization, real-time visualization, visualization toolkits including Tableau and their applications to diverse data rich contexts. At the end of the course, the student will be able to present meaningful information in the most compelling and consumable fashion. Prerequisites: DS-510, DS-520.

DS-621. Data Analytics With Qliksense. 3 Credits.
This course will focus on building dynamic dashboard and applications in order to understand and interpret the data. Course will also focus on visualization and business intelligence techniques to interpret the data as step towards Machine Learning. Prerequisites: DS-510 DS-520.

DS-630. Machine Learning. 3 Credits.
Machine learning is the field of study that gives computers the ability to learn from experience without being explicitly programmed. This course covers the theory and practical algorithms for machine learning from a variety of perspectives. Topics include decision tree learning, parametric and non-parametric learning, Support Vector Machines, statistical learning methods, unsupervised learning, reinforcement learning and the Bootstrap method. Students will have an opportunity to experiment with machine learning techniques and apply them to solve a selected problem in the context of a term project. The course will also draw from numerous case studies and applications, so that students learn how to apply learning algorithms to build machine intelligence. Prerequisites: DS-510, DS-520, DS-530, DS-542.

DS-631. Deep Learning Algorithms. 3 Credits.
Machine learning is the science (and art) of programming computers so they learn from data. It is the field of study that gives computers the ability to learn from experience without being explicitly programmed. This course covers the theory and practical algorithms for neural networks and deep learning. Major topics neural networks, convolutional neural networks, recurrent neural networks, reinforcement learning, and implementation of deep learning in TensorFlow. Students will have an opportunity to experiment with advanced machine learning techniques (especially using Python) and apply them to solve selected problems in the context of a term project. Prerequisites: DS-630.

DS-640. Predictive Analytics and Financial Modeling. 3 Credits.
Predictive analytics is an area of data mining that deals with extracting information from data and using it to predict trends and behavior patterns. This course will provide predictive analytics foundational theory and methodologies as well as teach students how to build predictive models for practical financial and business applications and verify model effectiveness. Topics covered are linear modeling and regression, nonlinear modeling, time series analysis and forecasting, segmentation and tree models, support vector machine, clustering, neural networks and association rules. Prerequisites: DS-510, DS-520.

DS-642. Advanced Python in Data Science. 3 Credits.
This course explores essential advanced Python topics for programmers & data scientists including working with databases using Python, writing web services, exploring unit-testing frameworks, understanding multithreading concepts in Python, performing advanced statistical analysis using Python libraries and learning industry standards for writing and organizing large Python programs. Prerequisites: DS-510, DS-520, DS-542.

DS-650. Data Law Ethics and Business Intelligence. 3 Credits.
The increasing use of big data in our society raises legal and ethical questions. Business intelligence is the process of collecting and transforming raw data into meaningful and useful information for business purposes. This course explores the issues of privacy, data protection, non-discrimination, equality of opportunities and due process in the context of data-rich environments. It analyzes ethical and intellectual property issues related to data analytics and the use of business intelligence. Students will also learn the legal obligations in collecting, sharing and using data, as well as the impact of algorithmic profiling, industrial personalization and government. This course also provides an understanding of the important capabilities of business intelligence, the technologies that enable them and the management of business intelligence. Prerequisites: DS-510, DS-520.

DS-660. Business Analytics. 3 Credits.
Business analytics is the process of generating and delivering the information acquired that enables and supports an improved and timely decision process. The aim of this course is to provide the student with an understanding of a broad range of decision analysis techniques and tools and facilitate the application of these methodologies to analyze real-world business problems and arrive at a rational solution. Topics covered include foundations of business analytics, descriptive analytics, predictive analytics, prescriptive analytics, and the use of computer software for statistical applications. The course work will provide case studies in Business Analytics and present real applications of business analytics. Students will work in groups to develop analytic solutions to these problems. Prerequisites: DS-510, DS-520.

DS-665. Advanced Machine Learning. 3 Credits.
Machine learning is the science (and art) of programming computers so they learn from data. It is the field of study that gives computers the ability to learn from experience without being explicitly programmed. This course covers the theory and practical algorithms for neural networks and deep learning. Major topics neural networks, convolutional neural networks, recurrent neural networks, reinforcement learning, and implementation of deep learning in TensorFlow. Students will have an opportunity to experiment with advanced machine learning techniques (especially using Python) and apply them to solve selected problems in the context of a term project. Prerequisites: DS-510, DS-520 AND DS-630.

DS-670. Capstone: Big Data and Business Analytics. 3 Credits.
This course is structured as a capstone research practicum where students have an opportunity to apply the knowledge acquired in data science to interdisciplinary problems from a variety of industry sectors. Students work in teams to define and carry out an analytics project from data collection, processing and modeling to designing the best method for solving the problem. The problems and datasets used in this practicum will be selected from real world industry or government settings. At the end of the class students will write a report that presents their project, the approach and techniques used to design a solution, followed by results and conclusion. Students are encouraged to present their capstone research at conferences. Prerequisites: DS-620, DS-630; Course Type(s): Capstone.

DS-680. Marketing Analytics and Operation Research. 3 Credits.
Organizations need to interpret data about consumer choices, their browsing and buying patterns and to match supply with demand in various business settings. This course examines the best practices for using data to prescribe more effective business strategies. Topics covered include marketing resource allocation, metrics for measuring brand assets, customer lifetime value, and using data analytics to evaluate and optimize marketing campaigns. Students learn how data is used to describe, explain, and predict customer behavior, and meet customer needs. Students also learn to model future demand uncertainties, predict the outcomes of competing policy choices and take optimal operation decisions in high and low risk scenarios. Prerequisites: DS-510, DS-520.

DS-690. Data Science and Health. 3 Credits.
Students will be introduced to the types of data commonly used in public health, biomedical and clinical settings. Students will acquire the knowledge and skills to use these data for understanding and improving the quality of health outcomes. Through lectures and class data analysis projects, students will explore, analyze and create graphical visualization of data from a variety of healthcare sources. Students will also be exposed to selective topics on real time analytics, clinical informatics, and machine learning for biomedical applications. Prerequisites: DS-510, DS-520.

DS-700. Independent Study in Data Science. 3 Credits.
In this course, students will work with a faculty member to explore a topic in depth or conduct independent research. Requirements for completion include submission of a research report. Course Type(s): Independent Study.

EC Courses

EC-501. Advanced Macroeconomics. 3 Credits.
The primary objective of macroeconomic analysis is to explain the phenomena of aggregate movements in output, employment, and the price level. In the course of the semester, students will supplement theoretical models with case studies to examine the intellectual influences that have shaped the development of macroeconomic theory and policy. The course will examine the main theoretical and methodological differences among competing models, the empirical evidence supporting each model, and particular policy instruments for achieving macroeconomic stability.

EC-502. Advanced Microeconomics. 3 Credits.
This class covers the workings of supply and demand in the determination of price, resource allocation, and distribution. It analyzes how individuals make decisions regarding consumption (including intertemporal consumption), savings, and employment. It looks at how firms make decisions regarding production output, pricing, and investment in different markets such as perfect competition, monopolistic competition, oligopoly, and monopoly. Game theory will be employed to shed light on how individuals and firms can make strategic decisions by considering the possible moves of other parties. It also uses the concepts of equity, efficiency, and market failure to analyze and evaluate government policies such as price floors and ceilings, tax policy, and environmental policy.

FN Courses

FN-503. History of Financial Economic Thought. 3 Credits.
This course covers the major ideas in the history of financial economic thought. Students will be exposed to the seminal contributions made by giants in this field representing different traditions. Special attention will be paid to how these individuals laid the intellectual foundation for the creation and critical assessment of financial models and structures.

FN-504. Advanced Econometrics and Financial Modeling. 3 Credits.
This course covers simple linear regression and multiple linear and nonlinear regression, including regressions with dummy variables and interaction variables. It also covers regression with a binary dependent variable, panel data, instrumental variables, and time series models. It will build on these tools by showing students how to apply them to financial modeling. The course will challenge students to use econometric software to estimate and interpret regressions with real world financial data.

FN-505. Global Money Credit and Banking. 3 Credits.
This course will focus on the global dimensions of financial markets. Of particular interest will be comparative central banking and the interaction of different financial systems and institutions. In doing so, students will examine the historical evolution of financial and banking concerns in different countries and how they operate in the modern global economy with its interconnected financial markets.

FN-506. Advanced Corporate Finance. 3 Credits.
This course provides the framework, concepts, and tools for analyzing modern corporate financial decisions based upon the fundamental principles of modern financial theory. The course will cover topics including discounted cash flow techniques, corporate capital budgeting and valuation, and investment decisions, supplemented by case studies. It will analyze how these issues influence short- and long-term financial policies, an appropriate capital structure, the cost of capital, and dividend policy.

FN-512. Advanced Investment Analysis and Portfolio Management. 3 Credits.
This course provides an overview of security analysis and portfolio management. It introduces the advanced concepts needed for analysis of individual securities such as stocks and bonds and groups of securities such as mutual funds. In addition to pricing of securities, the course will cover strategies for combining securities into portfolios and the management and evaluation of portfolios as market conditions change. The course will explore how statistical and mathematical tools can be used effectively to analyze many aspects of asset pricing and portfolio management.

FN-514. Financial Engineering and Derivatives. 3 Credits.
This course will introduce students to the pricing of derivatives securities such as forwards, futures, options, convertible bonds, swaps, credit derivatives, and asset-backed securities. It will also consider the role that some of these asset classes played during the latest financial crisis. The course will also cover financial engineering-the combination of derivatives and other assets to achieve hedging or investment return benefits.

FN-516. Financial Ethics. 3 Credits.
This course uses ethical theories to examine past and contemporary questions in finance involving ethical issues, with an explicit focus given to situations that present conflicts between/among parties. Through the use of case studies, students will become capable of investigating issues of value in a reasoned and coherent manner and how this has come to shape the rules and institutions that structure financial markets.

FN-524. International Finance. 3 Credits.
This course provides students with advanced training on the topics of foreign exchange markets, the international monetary system, and the balance of payments. It then examines exchange rate determination, currency derivatives, hedging against risk, and related concerns. Particular attention is paid to factors that influence how international investment decisions, including direct foreign investment, are formed. Considerable use of case studies and empirical evidence will be made.

FN-554. Emerging Markets. 3 Credits.
This course covers the essential elements of investing in emerging markets, including how such markets developed, how their processes of intermediation differ from developed country markets and what limitations exist, and what the dominant methods for arranging development finance are. The focus of this course is to provide a comprehensive understanding of why market conditions may differ from those in the mature economies. In doing so, certain policy issues will be discussed concerning the evolution of emerging market macroeconomic development and how investing strategies are informed by stakeholders in the Global North and the Global South.

FN-595. Internship/Mentored Research Project. 3 Credits.
In this course, students will have the option of either securing an internship or taking on an in-depth mentored research project. In the former, the student will have the opportunity to explore career interests while applying knowledge and skills learned in the classroom in a work setting, culminating in a final term paper. In the latter, the student will undertake an individual research project under the guidance of the faculty member teaching the course, which will result in the completion of a paper comparable in length to a Master's thesis.

FN-596. Zero Credit Internship. 0 Credits.
This non-credit internship course allows students to acquire practical experience in the field of finance in a role that is related to the MS Finance degree program and with approval from the Program Director. This course may be recommended for students seeking Curricular Practical Training (CPT) while pursuing their Master's degree.

GB Courses

GB-500. Executive Communication. 3 Credits.
Mastery of effective written communication is essential for success in the business world. In this course, students will learn to analyze and produce texts in a variety of formats and genres based on their particular professional goals.

GB-503. Statistics for Managers. 3 Credits.
This course covers concepts of probability and statistics needed by managers to analyze and interpret numerical data in uncertain environments. It includes hypothesis testing, regression and correlation analysis and analysis of variance. Concepts are discussed in a framework of real world applications.

GB-505. Internet of Things for Managers. 3 Credits.
Students will learn how to extract real-world data from sensors in device, integrate them to services in the cloud, and gather valuable insights to improve business operations and enable innovative industry business models, using analytics and artificial intelligence. Additional course fee of $150.

GB-511. Management and Human Behavior. 3 Credits.
This course covers planning, organizing, staffing, directing, and the management of change in a modern organization. It examines decision making and problem solving in pursuit of organizational goals. It addresses human behavior in the areas of motivation, communication, and interpersonal relations.

GB-513. Marketing Management. 3 Credits.
This course examines the field of marketing and the dynamics of matching goods and services with customer and consumer needs. Topics include strategic planning, marketing research, and buyer behavior of businesses and consumers. The course covers the marketing functions of product mix and branding, price determination, channels of distribution and promotion and advertising.

GB-517. Business Ethics and Sustainability. 3 Credits.
This course provides a framework for students to recognize ethical dilemmas and analyze the business implications in terms of consequences, autonomy, rights, virtues and equality. Extensive use is made case studies and current events using presentation, discussion and debate delivery methods.

GB-519. Real Estate Legal Environment. 3 Credits.
This course covers the fundamentals of legal issues in real estate finance and development from through a managerial lens. This course is a component of the MBA in Real Estate and develops skills in legal concepts in a real estate setting. Topics that are included in the course are land acquisition, finance; choice of entity; tax aspects; management (leasing, environmental); disposition of real property (sale of mortgaged property, foreclosures, wraparound mortgages, sale-leasebacks), and recent legal developments.

GB-530. Corporate Finance. 3 Credits.
A study of the problems associated with the financial management of business organizations. Topics include the analysis of types of firms and markets, review of accounting, time value of money, valuation, and short-term financing.

GB-533. Enterprise Design Thinking. 3 Credits.
Students will learn a robust framework for applying design thinking techniques to key issues facing organizations across industries. Key skills developed include shared goal setting and decision-making, processes for continuous innovation, and the alignment of multi-disciplinary teams around the real needs and experiences of users and customers. Through instruction, experiential learning and an industry-recognized methodology, students will gain practice in the successful application of design thinking techniques to address common business problems. Additional course fee of $150.

GB-535. International Finance. 3 Credits.
Analysis of the international financial decisions of multinational corporations. Topics to be covered include foreign exchange rates and the structure of foreign capital markets. Particular emphasis is placed on management decisions in an international environment including cash flows, capital budgeting, valuation, and the optimal capital structure for international operations. Prerequisites: GB-530.

GB-541. Blockchain for Managers. 3 Credits.
Students will learn how to help organizations lead the way into the adoption of Blockchain, identify industry areas for Blockchain applications and apply smart contracts using open source leading Blockchain technologies.

GB-555. Personal Branding. 3 Credits.
This course is designed to help graduate students evaluate and improve their skill sets to establish themselves as a brand. Learn the personal branding process to create a portfolio that exploits social media, blog/websites, video resumes, networking, etc.

GB-560. Data Science for Managers. 3 Credits.
Students will use advanced data science methods and tools, leveraging statistical sciences, machine learning technologies and industry-specific datasets, to learn how to implement unique data models that can solve challenging problems across all industries.

GB-565. Derivative Markets. 3 Credits.
An examination of derivative securities, market structures, and various valuation models. The course includes discussion of spot and future markets, the valuation of futures and options, investment strategies, portfolio insurance, and recent developments in futures and options markets. Prerequisites: GB-530(8454).

GB-570. Investment Analysis. 3 Credits.
An investigation of various financial instruments - including treasury securities, corporate bonds, stocks, options, and futures - as vehicles for effective investment decisions. Selected topics include: portfolio analysis, efficient markets, and analytical techniques for determining the value of specific financial instruments. Prerequisites: GB-530.

GB-580. Artificial Intelligence for Managers. 3 Credits.
This course explores the topics, technology, and skills required for the successful development and implementation of Artificial Intelligence in today's business landscape. Students will explore methodologies used in analyzing the data interpreted by AI and effectively adapting the analysis into business requirements. Additional course fee of $150.

GB-590. Cloud Computing for Managers. 3 Credits.
Students will create disruptive cloud-based solutions that can provide unique customer experiences through the use of user-centric design practices, agile methodologies and the integration of cloud-based security, data and AI capabilities.

GB-595. Hedge Fund Management. 3 Credits.
This course contrasts the analytical methods of traditional fundamental analysis and quantitative investing analysis by focusing on investment management, types of investment funds such as mutual funds, ETFs, hedge funds, high frequency trading, etc. Hedge funds and hedge fund investment analysis methods are going to be analyzed in detail during this course. Prerequisites: GB-511 DS-660.

GB-596. Real Estate Practicum Capstone. 3 Credits.
The practicum capstone course provides a project-based hands on approach for students to experience firsthand the real estate development process from the ground up. Students will be able to use the tools and frameworks provided throughout the program curriculum to this applied experiential practicum, that puts the students in the role of decision maker and leader, as well as cover a variety of real estate product types, including office, retail, warehouse, mixed residential and specialty uses.

GB-619. Employment Law. 3 Credits.
Students will review key legislation and legal cases that form the framework within the human resources management discipline. Areas covered include rights and duties of both employer and employee in the employment relationship, legislation pertaining to employment standards, employment equity, workers' compensation, health and safety acts and other related topics. Prerequisites: GB-511 OR GB-621.

GB-620. Leadership. 3 Credits.
Business today requires leaders who enable organizations to respond quickly and efficiently to new market opportunities, new competitors, acquisitions, shifting market demographics, new technology and changes in government regulations. Topics explored include: the basic fundamentals of leadership; various aspects of the relationship between leaders and teams, and their impact on organizations.

GB-621. Human Resources. 3 Credits.
This course provides an overview of the principles and philosophy of human resource management. Topics include recruiting, hiring, training, and compensating employees, creating policies and procedures to improve employee productivity, developing effective and efficient systems for management, and methods to assure legal compliance. Prerequisites: GB-511.

GB-622. Management Economics. 3 Credits.
This course examines the foundation concepts for how organizations allocate resources for the production, distribution, and consumption of goods and services. Economic decisions are linked to the organization, management, and strategy involved with the conduct of operations. This course focuses on how mangers can improve their understanding of the economic environment and its impact on the business firm.

GB-623. Entrepreneurship and Innovation. 3 Credits.
Covers skills and talents essential for a successful entrepreneur and explores the role of innovation in business ventures and strategy.

GB-624. Technology for Managers. 3 Credits.
This course examines the emerging role of technology and applications to support organizational business models and computer systems. It integrates data base management and planning and controlling new systems, it discusses security and other issues related to systems support for marketing, management, and financial reporting.

GB-625. International Business. 3 Credits.
This course provides an understanding of best practices managing business operations that cross national boundaries. It covers strategies, planning, and operations. A particular focus is the current opportunities and risks in global operations and markets. It uses projects to challenge attendees to incorporate new thought processes in decision making and problem solving in developed countries.

GB-626. Cyber Risk Management and Insurance. 3 Credits.
This course deals with the role of the risk manager advising on business interruption arising from failures of management information and telecommunications systems. It addresses the complexity of technology, interaction of the web and back office, and security failures. It covers the use of cyber insurance and risk transfer strategies to protect assets, people, and business operations. Course Type(s): Online Course.

GB-628. Organizational Theory. 3 Credits.
Organizational theory (OT) is the study of how and why organizations function and create value. The evolution of technology has increased in frequency and complexity to challenge the traditional organization by greatly changing the way employees work and the work they do. This course will examine the historical origins of OT and will explore current approaches to managing organizational processes through designed structure and culture.

GB-629. Enterprise Risk Management. 3 Credits.
This course covers the emerging discipline of enterprise risk management (ERM) . It starts with ERM essentials covering key components needed to manage enterprise risk and the role of a central risk function. It discusses risk identification and sharing using a high-tech electronic platform. It considers unexpected and unforeseen major crises or disaster that are virtually unpredictable. It exams new technology to visualize risk relationships and back up the view with factors that affect them and the status of activities to mitigate them.

GB-630. Strategic Risk Management. 3 Credits.
This course covers risks without owners in the emerging discipline of enterprise risk management (ERM) . It exams risks and opportunities that depend upon collaboration because they cross the silos of the modern bureaucracy. Discussions cover sub-culture risk, leadership risk, and life-cycle risk. In addition, the course contains risk management stories ranging from avoiding business disruptions to the future of ERM.

GB-631. Risk Management and Insurance. 3 Credits.
This course covers risk management from the perspective of insurable exposures that confront modern organizations. It examines decisions to retain, mitigate, or transfer exposures. Topics include property, general liability, and employer liability exposures, protecting directors and officers, and managing potential disruptions to operations. Special attention is given to the role of and expectations from brokers, broker performance, and the compensation of brokers.

GB-632. Negotiations and Conflict Resolution. 3 Credits.
This course presents the conceptual framework and a deep focus on business and negotiation skills and strategies, conflict resolution and relationship management to equip the student to maintain healthy business relationships. Prerequisites: GB-511.

GB-633. Executives in Residence Seminar I. 3 Credits.
This course brings senior executives to the classroom to exchange ideas on the goals and strategies of companies and industries. The course will identify issues related to current trends in business strategy. Candidates will work in teams to develop an understanding of critical success factors in global business strategies and create presentations. Guest executives will respond to the presentations with their own views on goals, strategies, and current business trends. This course is generally offered in the Fall.

GB-634. Executives in Residence Seminar II. 3 Credits.
This course brings senior executives to the classroom to exchange ideas on the goals and strategies of companies and industries. Candidates participate in the seminar and then create a presentation on the ideas and lessons learned in the interaction with executives. This course is generally offered in the Spring.

GB-638. Disaster Recovery for Cyber Security. 3 Credits.
In this course students will learn how to identify cyber security vulnerabilities and implement appropriate countermeasures to mitigate risks. Techniques will be taught for creating a continuity plan and methodology for building an infrastructure that supports its effective implementation. Throughout this course, skills in disaster recovery planning will be acquired through a series of interactive workshops and case studies. Students will design and develop a disaster recovery plan. Prerequisites: CY-510 OR GB-639.

GB-639. Cyber Security and Risk Management. 3 Credits.
In this course we will study the concepts in cyber security design and implementation for computer systems (both hardware and software). Security architecture, organization policies, standards, procedures, and security system implementation, including diagnostic testing of databases and networks. Throughout this course, practical skills will also be acquired through a series of interactive risk assessment workshops and case studies.

GB-640. Cyber Crime Investigation and Digital Forensics. 3 Credits.
The topics covered in this course include cyber-crime investigation, digital forensics, forensic duplication and analysis, network surveillance, intrusion detection and response, incident response, anti-forensics techniques, anonymity and pseudonymity, cyber law, computer security policies and guidelines, court report writing and presentations, and case studies. The course will include lecture and demonstrations and is designed around a virtual lab environment that provides for robust and realistic hands-on experience in working with a range of information assurance topics. Students will be assigned projects to apply information security practices and technologies to solve real-world cyber security problems.

GB-641. Marketing Strategy. 3 Credits.
This course equips the student with advanced marketing concepts and methods to provide and sustain customer value. Emphasis is placed on the tools managers use to analyze marketing problems and make effective decisions. Discussions include case studies, analysis of marketing models, group presentations, and computer-based models to reinforce the marketing strategies. Prerequisites: GB-513 OR GB-643.

GB-643. International Marketing. 3 Credits.
This course covers the process of international marketing including techniques of exporting and importing, creating foreign direct investments, licensing, franchising, partnering, and other structures. Discussions focus on cultural and economic factors that shape strategies in developed and developing consumer and business markets and strategies for successful branding, pricing, and promotion.

GB-645. Marketing Research. 3 Credits.
This course covers the tools and techniques used to gather information in order to identify market opportunities, monitor marketing performance and evaluate market change. Special attention is given to matching the characteristics of products and services with the needs of businesses and individual buyers. Prerequisites: GB-513.

GB-646. Crisis Communications. 3 Credits.
The need for effective crisis communication is a valuable asset for an organization, especially now in a 24-hour news cycle and with multiple social media outlets. The focus of the course is to identify, define and prepare students to proactively and effectively respond to crisis situations.

GB-648. Social Networking and New Media. 3 Credits.
This course is part class and part workshop, covering social networking and other trends that are producing complex and subtle changes in business communications. Topics include blogging, YouTube, Second Life and various social networking sites and their emerging role for private businesses, their products, and markets. Attention is paid to current trends in convergence, creativity, collaboration and community as modern media replaces earlier forms of communication and attracts more active --- and interactive ---audiences. The goal of the course is for students to familiarize themselves with various social networking theories, perspectives, sites, tools, and strategies, and to critique, consult on and create social networking plans.

GB-650. Business Analytics. 3 Credits.
Introduction to statistical analysis using three software packages: WATSON, Excel and Tableau; probability: distributions, expectation, variance, covariance, portfolios, central limit theorem; data summaries and descriptive statistics.

GB-651. Predictive Analytics. 3 Credits.
Analysis of time series data with emphasis on appropriate choice of forecasting, estimation, and testing methods to solve business problems.

GB-652. Industry Analytics. 3 Credits.
This course covers concepts and techniques for retrieving, exploring, visualizing, and analyzing data to develop marketing strategies, and key metrics to assess goals and return on investment. Special emphasis on market segmentation, social media and website clickstream data.

GB-653. Real Estate Valuation and Market Analysis. 3 Credits.
This course explores the steps and data techniques used in the valuation and market analysis process. It provides an analysis of real estate trends, market activity, sales, lending, leasing, and the research process. Additional topics include land-use studies and city planning, traffic studies, population behavior and mobility, and consumer spending and trade area. Pedagogy includes live lectures, case studies, simulations, and class discussion.

GB-654. Property Management, Real Estate Investment Management. 3 Credits.
This course includes coverage on the area of commercial property management, allowing students to gain a comprehensive understanding of the principles, practices and skills needed to manage commercial office and mixed-use buildings. Among the topics covered within this course are: ownership structures and investment strategies; management plans and agreements; operating procedures; fees; personnel management; risk management and insurance; ethics; and many more. In addition, current industry trends and analysis of key issues within real estate investments will be explored. Students will have the ability to combine theory with practice regarding specific relevant topics.

GB-655. Real Estate Development. 3 Credits.
This course is an introduction into different phases of the real estate development process. These include conceptualization, site acquisition, planning and design, construction, financing, leasing, and marketing. In addition, you will learn about leadership, management, and control of a development team. Studying various case studies and analytical tools, you will learn how to align your development vision and decisions with best practices and current trends within the industry.

GB-657. Urban Design Zoning and Land Use. 3 Credits.
This course introduces key areas within planning such as housing, land use and transportation. Other topics explored include zoning, entitlements, environmental impact assessments and legal and regulatory issues. More broadly students will learn about risks and opportunities for urban planning and design and land use, that considers multiple stakeholders and an inclusive approach.

GB-661. E-Commerce Technology. 3 Credits.
This course provides an understanding of e-Commerce as a modern business methodology that addresses the needs of organizations, merchants, and consumers for the delivery of goods and services using information technology. The course will provide an introduction to the network and system architectures that support high volume business to consumer web sites and portals, and will provide insight into the structure of the modern web enabled storefront and its integration with "back-office" business applications.

GB-663. Database and Knowledge Management Systems. 3 Credits.
This course covers database and database system design and data and network models. It examines relational models and data independence. Topics include database administration and data base management systems.

GB-667. Disaster Recovery. 3 Credits.
This course covers the identification of vulnerabilities and the steps necessary to mitigate risks. It examines creating a continuity plan and building an infrastructure that supports its effective implementation. Practical skills will be acquired through interactive workshops and case study. Topics include performing a threat and impact analysis, developing strategies for systems and communications recovery, organizing an emergency team, and creating a disaster recovery plan.

GB-669. Decision Support Systems. 3 Credits.
A hands-on survey of various software packages to aid a manager in his/her decision making functions. Packages include enterprise resource planning, financial, administrative, report-writers, project management and scheduling, graphics, publishing and multimedia. Students will conduct an evaluation on top software products in the marketplace.

GB-671. Health Care Financing and Risk Management. 3 Credits.
An examination of concepts related to health care financing. Emphasis will be placed on budget preparation, cost benefit analysis, managed care and on developing an understanding of reimbursement systems.

GB-672. Current Issues and Policies in Health Care. 3 Credits.
This course covers political, social, and economic issues affecting health care organizations. Topics include the role of government in determining health care policy, the U.S. health care delivery system, costs and financing of health care, and social welfare gains and losses. Candidates will engage in interactive discussions of current trends and economic and social issues related to efforts to reform or revise the health care system.

GB-673. Health Care Administration. 3 Credits.
Management, marketing, and financing of the delivery of health care will be explored. Healthcare economics is emphasized from an administrative perspective. The examination of quality versus quantity, the allocation of resources as well as relationships and conflicts among consumers and providers of health care services. Concepts related to technology, including the Electronic Medical Record (EMR) affecting health care organizations is discussed.

GB-674. Health Care Administration II. 3 Credits.
An examination of quality issues and measures utilized in healthcare, human resource management in healthcare settings including physician and labor relations, recruiting, retaining and developing clinical staff, as well as medical malpractice, compliance and Medicare fraud and abuse issues.

GB-693. Credited Internship. 3 Credits.

GB-695. Global Business Policy. 3 Credits.
This course develops a comprehensive approach to problem solving and decision making. Students demonstrate a mastery of concepts as they analyze projects with a setting in a specific international environment. Develops skills in strategic planning and making decisions and recommendations in operational and financial areas.

GB-697. Global Business Cultural Experience. 3 Credits.
This course seeks to foster a global mind set among participants by exposing them to the business cultures and ethics of different countries. The course involves overseas travel to selected countries for students to experience at first hand the milieu of cultures that underpin global business in the 21st century. Additional travel course fee of $50. Course Type(s): International (Travel).

GB-698. Exploring Legal Concepts Overseas. 3 Credits.
In this course we will discuss different legal concepts as they pertain to foreign countries and as compared/contrasted to the American Legal System. Such topics may include, but are not limited to, the structure of the legal system, the origin and philosophy of law, the social and economic effects of the law in the foreign country, contemporary and controversial legal issues in the foreign country, and the impact all of these concepts may have had and/or continue to have on American Law. Additional course fee of $50. Course Type(s): International (Travel).

GB-699. Capstone in Corporate Strategy. 3 Credits.
This course is to be taken within the last 9 credits of the MBA Program and covers the integration of management, marketing, and finance in modern organizations. It incorporates the best practices in strategic planning and decision making in complex and changing environments. Current trends and strategies are examined in a variety of areas including ethics, social responsibility, and risk management. Additional course fee of $45. Course Type(s): Capstone.

GE Courses

GE-500. Historical and Philosophical Foundations of Education. 3 Credits.
Examination of historical and philosophical foundations of education in our socially and culturally diverse country; introduction to thoughts of influential educations and the principles and ideas underlying educational policies; development of personal philosophy of education through identification of ideologies behind educational systems, curriculum, and goals.

GE-501. Historical and Philosophical Foundations of Early Childhood. 3 Credits.
Examines the historical, social, political, and philosophical foundations that impact the education of children in a culturally diverse society. Principles and ideas underlying educational policies and how education responds to the evolving needs and dispositions of our society.

GE-502. Psychological Foundations of Learning. 3 Credits.
Processes, conditions, and techniques associated with learning in human beings; learning theories and their applications, heredity, the learning environment, motivational patterns, concentration, memory, effective study, reaction, intelligence, personality, mental health, and moral integrity.

GE-503. Psychological Foundations of Early Childhood Learners. 3 Credits.
Processes, conditions and techniques associated with learning in human beings, learning theories and their application to early childhood education settings. The learning environment will be discussed as it relates to supporting best practices in early childhood education and supports developmentally appropriate learning experiences.

GE-505. Directed Research in Education. 3 Credits.
Survey of the basic concepts, procedures, and language of social science research: problem formulation, research design, data collection, data analysis and interpretation. Development of the student's ability to evaluate published research.

GE-506. Child and Adolescent Psychology. 3 Credits.
This course introduces students to how a child develops from birth to age eight. It will address students with special needs, gifted students and English as second language populations.

GE-507. Professional Assessment Strategies. 3 Credits.
Course would incorporate subject specific content and strategies for taking standardized assessments.

GE-508. Research in Early Childhood Education. 3 Credits.
Survey of the basic concepts, procedures, and language of social science research: problem formulation, research, design, data collection, data analysis, and interpretation. Students will research a current topic/problem in the field of early childhood education and conduct a presentation on their findings.

GE-509. History and Cultural Background of English Learners. 3 Credits.
This course will examine culturally diverse groups of students from various backgrounds and determine the influence they have had in today's schools with an emphasis on educational policies that have provided for the support of second language learners.

GE-510. Principles of Curriculum Design and Development. 3 Credits.
A study of the elements and principles of curriculum design and construction for teachers at the elementary and secondary school levels. This course considers the theoretical concerns of curriculum planning as well as the activities involved in carrying theory into practice. Students will learn about effective curriculum planning that addresses state standards and meets the needs of students with diverse learning styles, disabilities and English Language Learners.

GE-511. Principles and Problems of School Administration. 3 Credits.
Theories of leadership behavior: the changing role of the administrator, the roles of school personnel in administration, school and community relationships. Budget-planning responsibilities, master schedule construction, relationships with staff and pupil personnel, problem-solving techniques will be discussed.

GE-512. Assessment of Student Ability and Achievement. 3 Credits.
An overview of essential concepts and principles of classroom and school-wide formative and summative assessments such as PARCC. An examination of tests and trends in testing, namely, psychological, standardized, and achievement tests and the rationale and assumptions underlying these assessments. Consideration and evaluation of the types of tests commonly used such as PARCC, state, local, and national assessments as well as discussion of the interpretation of the results.

GE-513. Fundamentals of Elementary and Secondary Supervision. 3 Credits.
The supervisor's role as an educational leader/consultant. Objectives and techniques of instructional supervision; state mandated rules for evaluation of teachers and administrators; an analysis of evaluative instruments; and the supervisor as curriculum manager.

GE-514. School Finance. 3 Credits.
A study of the role of the local, state, and federal government in the financing of public education.

GE-516. School Law. 3 Credits.
A study of the legal framework in which public education operates. Federal and state laws affecting education and schools; school laws relating to the State Department of Education, school districts, local boards of education; and NJ 18A.

GE-517. Principles of Curriculum Development in Early Childhood Education. 3 Credits.
This course will focus on developing appropriate and innovative methods in teaching P-3 students.

GE-526. Fundamentals of Speech. 3 Credits.
This course introduces students to the theoretical and practical requirements of different types of public presentations and helps students understand the communication process. It will focus on the basic elements of the communication process and audience characteristics.

GE-528. Internship: Administration and Supervision I. 3 Credits.
Internships are arranged to give students on-the-job training. Supervision is provided by college staff in conjunction with the superintendent of the school district and building principal.

GE-529. Internship: Administration and Supervision II. 3 Credits.
Internships are arranged to give students on-the-job training. Supervision is provided by college staff in conjunction with the superintendent of the school district and building principal.

GE-540. Fundamentals of Methodology. 3 Credits.
An analysis of effective teaching skills, classroom management techniques, successful motivational strategies, objectives, lesson plans and innovative methods. Additional TK20 fee of $100.

GE-541. Fundamentals of Methodology, Curriculum and Assessment: Early Childhood Classroom. 3 Credits.
This course will focus on implementing developmentally appropriate teaching practices, classroom management techniques, successful motivational strategies, objectives, lesson plans, and innovative methods. In addition, students will be provided situations to assess professional goals, develop authentic assessment practices, and respond to the cultural, linguistic, and learning needs of all students. Additional TK20 fee of $100.

GE-542. Methods and Education Pedagogy of World Language. 3 Credits.
This course is designed to address the needs of students preparing to teach a world language in the K-12 classroom. The course is designed around the standards for Foreign Language Learning, commonly referred to as the Five C's: Communication, Cultures, Connections, Comparisons and Communities. Current theoretical bases for teaching world languages will be discussed and analyzed. Lesson plans will be created, assessments will be designed and mock lessons will be presented, critiqued and examined. The Oral Proficiency Interview and Praxis Exam will be explained and practiced. Many methods and techniques will be covered and demonstrated in order for students to understand different teaching practices.

GE-545. Teaching and Assessing Second Language Learners. 3 Credits.
Students will learn about the four domains of language (listening, speaking, reading and writing) and how each domain is developed as students learn the English language. Emphasis will be placed on specific research-based methods of teaching ESL (i.e. sheltered instruction) and effective ways of assisting the English Language Learner. Students will develop an understanding of effective ways of developing lessons for English Language Learners through various content areas.

GE-546. Seminar on Education TPA. 3 Credits.
An indepth analysis of the requirements and implementation of ed.TPA Prerequisites: GE-547.

GE-547. Student Teaching. 8 Credits.
Supervised classroom teaching experience on the elementary or secondary level including seminar meetings and conferences scheduled prior to and during the student teaching term. Additional TK20 fee of $100 and EDTPA fee of $300. Prerequisites: GE-546.

GE-550. Clinical Practice I: Early Childhood and Elementary Classroom Setting. 4 Credits.
Clinical practice in an early childhood or elementary setting in order to provide students with the skills and dispositions necessary to become effective early childhood teachers and develop relationships with school colleagues, families and community. Students will provide learning activities that support cognitive, emotional and social development. They will design learning experiences that support culturally responsive teaching, plan and assess developmentally appropriate lessons and units. Additional TK20 fee of $100.

GE-551. Clinical Practice II: Early Childhood and Elementary Classroom Setting. 8 Credits.
Students plan and implement developmentally appropriate and culturally responsive curriculum in an early childhood/ elementary classroom which demonstrates their knowledge of child development and the role of the school community with regard to children's learning. Students implement the Core Curriculum Content Standard through an integrated curriculum. They use multiple strategies to assess learning and demonstrate effective classroom management. Additional TK20 fee of $100.

GE-555. Computers in Curriculum Design Development and Evaluation. 3 Credits.
Application of computer in curriculum design, including areas such as instructional technology, research, communication with school community, and study skills; use of the internet in formulating curriculum which includes inter-disciplinary learning units to meet the New Jersey Core Curriculum Content Standards in all areas. The evaluation of the use of technology in school curriculum and design will be discussed.

GE-556. Integratng Technology into the Early Childhood Classroom. 3 Credits.
This course will adapt the use of technology to the unique needs of P-3 learners.

GE-570. Foundations of Reading Curriculum Design and Development. 3 Credits.
The nature of the reading process: material and techniques used in readiness, language experience, work analysis, basic text, comprehension, content area, study skills and speed reading. Introduction to research based models of reading instruction and curriculum development; an analysis of state standards in language arts and literacy, and teaching reading across all areas of curriculum will be addressed.

GE-571. Diagnosis and Treatment of Children with Learning Disabilities. 3 Credits.
Theory and practice in identification, evaluation and remediation of learning disabilities. Understanding the role of the child study team and the development of an IEP. Introduction to legislation supporting students with disabilities. Summary of research on the human brain related to learning disabilities, formal and informal stages of referring students for learning evaluation.

GE-574. Diagnosis of Children with Reading Problems. 3 Credits.
Techniques for diagnosing elementary and high school students with reading difficulties, causes of reading problems; evaluation of frequently used tests and inventories including group and individual, survey and diagnostic, formal and informal evaluations will be discussed as well as communication of results to parents and colleagues; and a case study analysis of students withreading disabilities.

GE-576. Remediation of Children with Reading Problems. 3 Credits.
Remediation of elementary and high school students with reading difficulties; interpretation of frequently used tests and inventories including group and individual, survey and diagnostic, formal an informal; techniques of remedial and corrective treatment of reading disorders; evaluation of materials used in remediation; development of an IEP for reading.

GE-577. Research Seminar in Literacy. 3 Credits.
This course presents the basic concepts, procedures, and language of social science research: problem formulation, research design, data collection, data analysis and interpretation. The ethical and legal aspects of conducting educational research and sampling techniques in schools are explored. Students will learn to analyze and develop a related research project with the guidance of the professor. The course is specifically designed to provide students with the necessary knowledge to interpret, evaluate and apply research as it relates to special education and language literacy.

GE-578. Supervision of Reading Programs. 3 Credits.
Administering and supervising reading programs; initiating programs; conducting in service training; developing a budget; and conducting an evaluation of programs and personnel. Faculty development in areas of reading related to New Jersey Core Curriculum Standards.

GE-579. Supervised Practicum in Reading. 3 Credits.
Field experience: the opportunity for students to gain practical knowledge and experience in the fields of developmental and remedial reading instruction. Case study in diagnosis and remediation of instruction, supervised by a licensed reading specialist. Prerequisites: GE-574 AND GE-576.

GE-580. The Teaching of Literacy for English Language Learners. 3 Credits.
Students will explore effective ways of teaching literacy strategies while emphasizing second language acquisition strategies. Best practices will be examined and discussed. Students will learn about the transfer of language skills.

GE-585. Phonology and the Structure of American English. 3 Credits.
Students will examine and analyze the grammatical structures and the sound system of American English as it applies to English Language Learners.

GE-590. General Linguistics. 3 Credits.
This course will focus on the structures of the English language. Comparisons about the English language and other languages will be discussed. There will be an emphasis on the nature of language as a whole and how it is both learned and acquired. Students will learn about the interaction of first language and first language development and second language and second language acquisition.

GE-591. The Process of Second Language Acquisition. 3 Credits.
Students will learn the stages of second language acquisition and develop an understanding of how second language learners move from one stage to the next. Students will review and compare research in the field of second language acquisition and discuss findings.

GE-599. Graduate Education Independent Study. 3 Credits.
Study of a selected topic in depth utilizing field-based or library-based research. Prerequisite: Approval of the Dean.

GE-605. Theory and Practice of Teaching ESL. 3 Credits.
This course covers the theoretical foundations of second language acquisition. Students will explore research-based methods of teaching second language learners. The relationship between the native language and the second language will be emphasized.

GE-606. Directed Research in Higher Education. 3 Credits.
Survey of the basic concepts, procedures, and language of social science research: problem formulation, research design, data collection, data analysis and interpretation. Development of the student's ability to evaluate published research in Higher Education.

GE-614. Overview of Educational Disabilities for Specialized Instruction. 3 Credits.
Provides an overview and introduction to educational disabilities and special education. Characteristics and prevalence of a wide range of disabilities will be explored. Students will consider contemporary instructional approaches used for specialized populations.

GE-615. Instructional Strategies for Students with Disabilities. 3 Credits.
Provides students with knowledge and skills necessary to provide instruction that is both individualized and aligned with core course expectations. Multi-sensory and multiple intelligence learning theories will be explored. Instructional emphasis will be provided on teaching techniques to assist their students in the development of their own strategies and skills with the ultimate goal of independent living.

GE-616. Effective Classroom Management and Behavior Intervention. 3 Credits.
Explores and considers behavior management theories and techniques. Recognition of behavior difficulties, consideration of behavior assessment devices and application of behavior management systems applicable to whole class and individual students will be provided.

GE-617. Assisting Students with Special Needs in the General Education Classroom. 3 Credits.
Techniques and considerations to facilitate learning for all students will be explored. Examination of inclusionary learning theories such as differentiated instruction and universal instructional design will be emphasized. Course content will include adaptation of the learning environment, developing supports for special needs students using a collaborative approach and knowledge of in-class support methods.

GE-618. Assessment Techniques for Students with Disabilities. 3 Credits.
Students will be introduced to the use of assessment based decision making. Applications of assessment toward special education eligibility, informed instruction and behavior management will be addressed. Background procedures and application of both functional and formal standardized testing will be examined. Students will gain familiarity with testing most frequently utilized for special needs populations.

GE-620. Effective Classroom Management and Behavior Intervention in the Early Childhood Classroom. 3 Credits.
Explores and considers behavior management theories and techniques that are developmentally appropriate in the Early Childhood Classroom. Recognition of behavior difficulties, consideration of behavior assessment devices and application of behavior management systems applicable to whole class and individual students will be provided.

GE-631. Behavioral Analysis I. 3 Credits.
Focus on behavioral principles and procedures associated with the acquisition of new behavior and modification of existing behavior. Topics such as reinforcement, punishment,extinction, discrimination, drawing generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement application of these principles for developmental disabilities, academic skills and optimal behaviors.

GE-632. Applied Behavioral Analysis II. 3 Credits.
Focus on complex behavioral principles and issues surrounding the application of behavioral principles in the analysis and modification of behavior. Student will learn to identify behavior and environmental relationships that constitute behavioral deficits or excesses. Prerequisites: GE-631.

GE-633. Applied Behavioral Analysis III. 3 Credits.
This course focuses on behavioral research and methodology to evaluate interventions based on single-subject experimental decisions. Different behavior assessment and behavior intervention strategies will be examined. Prerequisites: GE-632.

GE-635. Research Seminar: Applied Behavior Analysis. 3 Credits.
This course will guide the student through the process of reviewing and analyzing data from a variety of sources, discussing various types of research designs, understanding the role of descriptive and inferential statistics, and the development and implementation of a thorough research project. Students will survey basic concepts, procedures and terminology used in education research. The ethical and legal aspects of conducting educational research and sampling techniques will be explored. The course is specifically designed to provide students with the necessary knowledge to interpret, evaluate, and apply research as it relates to special education and applied behavior analysis. Prerequisites: GE-631.

GE-640. Introduction to Learning Management Systems. 3 Credits.
This hands-on course introduces students to using a Learning Management System (LMS). The students will practice using the interfaces, functions and features of the systems. Students will create and organize learning content and produce their own materials using various Learning Management Systems.

GE-641. Instructional Design and Delivery. 3 Credits.
This course explores the basics of instructional design and delivery. Students will blend the principles of learning theory with hands-on technology skills. Students will acquire practice with a variety of technology-based applications while exploring principles of design and instructional delivery. Course Type(s): Online Course.

GE-642. Current Issues and Trends in Educational Technologu. 3 Credits.
This course examines current issues and trends in educational technology. Students will explore how these issues and trends affect curriculum development and educational settings. Course Type(s): Online Course.

GE-643. Web 2.0 Tools & Applications. 3 Credits.
This course focuses on using current Web 2.0 tools and applications in the classroom. Students will practice using various Web 2.0 tools and applications to increase student engagement and motivate learners. Course Type(s): Online Course.

GE-644. Using Technology Face-To-Face Or Remote Classroom. 3 Credits.
This course introduces technology techniques and tools that can be applied in traditional, remote, and hybrid classrooms. Students will utilize technology tools that can be applied in a variety of different ways, depending on the course's delivery method. Practical, real-world examples and scenarios will be used. Course Type(s): Online Course.

GE-652. Curriculum Development for Students with Disabilities. 3 Credits.
Students will gain knowledge about curriculum design, curricular adaptations, material selection and other pertinent instructional planning considerations for students with disabilities in both integrated and segregated settings. Appropriate focus and emphasis will be provided on the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards recommended by national and state associations specializing in special education instruction.

GE-653. Assistive Technology - Uses and Application. 3 Credits.
Students will be introduced to the wide variety of assistive technology and will examine its usefulness and utility for students with disabilities. Consideration of assistive technology applications toward content instruction, student response, enhancement of classroom management, provision of social intervention and transition services will occur.

GE-654. Strategies for Home, School and Community Relationships. 3 Credits.
This course is designed to heighten sensitivity to the needs of families of children with disabilities and develop techniques educators can utilize to assist families. Emphasis will be devoted to effective home-school team building and the identification and utilization of community resources that assist in meeting family based needs.

GE-655. Special Education and School Law. 3 Credits.
This class will examine legislation and case law concerned with the education of students with disabilities. Consideration will be given to the Individuals with Disabilities Education Improvement Act, Section 504 of the 1973 Civil Rights Act, Americans with Disabilities Act and relevant State legislation. Students will be provided with mandated requirements in the identification, evaluation, placement and instruction of students with disabilities.

GE-660. Introduction to Counseling. 3 Credits.
This course teaches students to understand what they need to be a counselor. Students will decide what the career of counselor is and whether or not they have the ability to become a counselor. The course explores various ideas used in counseling such as behavioral, psychodynamic and humanistic approaches. Students will understand the skills needed to be a successful couselor.

GE-661. Individual Counseling and Interviewing. 3 Credits.
Interviewing is a skill which provides both learning and reflection. Developing skills in interviewing and counseling requires a careful observation of oneself as well as others. This process is a complex one. The objective of the course is to explore the proper interviewing techniques and individual counseling of a client. This course suggests exploration of a much more complex values agenda- the values which inform the choices that are made as a counselor. The skills learned in this course will create greater communication skills which is a major component in counseling.

GE-662. Group Counseling. 3 Credits.
This program prepares students to counsel others in a group forum. These groups typically consist of 5 to 8 members. This is a program devoted to helping one to learn about themselves and others. This group process will assist students wanting to become more involved with the community. Students can use this group counseling program to talk about their concerns with others that share the same concerns. Together, with other students, students will learn new ways of viewing problems objectively.

GE-663. Career Counseling. 3 Credits.
This course provides the support needed in job searches. It not only supports students but challenges them as well. Students gain self-knowledge, educational planning skills and career decision capabilities. These services act as educational tools while at the same time assist students the most with promoting their educational endeavors.

GE-664. College Counseling. 3 Credits.
Examination of college guidance and admissions process in its entirety will be investigated. Topics include early college awareness, parental involvement, exploring colleges using the internet, college fairs, campus visits and interviews, preparing your list of colleges. All aspects of completing individual college applications and the common application, SAT, ACT early decision, early acceptance,early action and financial aid issues such as the FAFSA, grants, scholarships, loans, EOF, and work study will also be explored.

GE-665. Crisis Counseling. 3 Credits.
Introduction of concepts and procedures utilized in crisis counseling for students, faculty/staff, parents, and the helpers/counselors themselves. Topics include: district and school crisis committees, planning relationships with outside agencies such as police, emergency medical services, and the American Red Cross. The utilization of psychiatric emergency services, psychiatric screening services and mental health hotlines, grief counseling, memorial/remembrance activities, individual crisis intervention, and post traumatic stress.

GE-667. Abnormal Psychology. 3 Credits.
Child, adolescent and young adult psychopathology will be explored. Topics include the nature, diagnosis and treatment of mental illness, psychopharmacology, mentally ill chemical abusers, the types, roles, limitations, certification and/or licensure of different practitioners, mental health evaluation and mental status exams and the use of the Diagnostic and Statistical Manual, Fourth Edition (DSM - IV) of the American Psychiatric Association with an emphasis on understanding and using the multi-axis diagnostic scheme.

GE-668. Psychology of Exceptional Children. 3 Credits.
This course introduces concepts, procedures, diagnosis, treatment and related issues pertaining to the psychology of children with special needs in school settings. Topics include the nature, basis, and types of disabilities with emphasis on but not limited to mental disabilities, ADHD, learning disabilities, Autism Spectrum Disorders, and medical/physical handicaps, identification, referral, evaluation, classification, program, and placement processes, IDEA, Section 504, NJAC 6A-14, PRISE, and NCLB considerations; student, parent, school, and district rights and responsibilities; transitional issues, and gifted and/or talented students will be addressed.

GE-669. Community Agencies, Organizations and Resources. 3 Credits.
Students will examine the roles played by and relationships with institutions outside of the traditional educational setting who partner with, supplement, and at times supplant school counselors. Topics include DYFS, family, courts, police,sex crime units, hospitals, school based clinics, certified or licensed private practitioners of all types, faith based groups and individuals, self-help groups, community mental health centers, and confidentiality issues.

GE-670. Multicultural Counseling. 3 Credits.
To help a client, sometimes counselors must understand and respect their cultural values. A counselor should have the ability to deal with biases, stereotypes and racism. Because there is an abundant amount of methods that borrow from other cultures, it gives counselors in the western hemisphere a chance to improve their therapy techniques. The counselor should be able to adapt and adjust to the patients, cultural experiences and understand the world views of their clients. Multicultural Counseling is a very difficult and trying task and counselors should have the knowledge to understand their clients.

GE-671. Substance Abuse and Treatment. 3 Credits.
A comprehensive overview of psychoactive substance abuse, treatment and related issues with special emphasis on problems with alcohol will be explored. Topics include the nature of abuse and dependence involving single and multiple substances, commonly abused substances, identification and referral of abusers for treatment, treatment options to include evaluation, early intervention, detoxification, rehabilitation, outpatient, self-help groups, and various combinations of the aforementioned. Additional topics will incluse: the impact of substance abuse on the individual,family, school, and community, co-dependency, school based testing, and educational/preventative measures.

GE-672. Practicum in Counseling I. 3 Credits.
This course is designed to train counselors. Students will learn about phases in therapy such as cognitive and behavioral work and termination. This course also allows the students to explore various theoretical situations. This course details the dealing with adversity, ethics and ethnicity of people. Through this course, students are properly prepared for the challenges that they will face in counseling clients.

GE-673. Practicum in Counseling II. 3 Credits.
This course furthers the educational development from Practicum in Counseling I. This course teaches students to understand the responsibilities of a counselor. They will also learn essential team work skills that will help in working with a consulting team. They develop these skills through observation. Through this course students acquire, integrate and apply knowledge of the field.

GE-674. Family Therapy. 3 Credits.
Introduction to the history, concepts, and procedures of Family Therapy will be examined. Topics include: theories and practice, systems, nature of family therapy, treatment plans and relationships within families. An emphasis on bringing about constructive change and development, the impact of AIDS, substance abuse, medical problems, gender, culture, criminality, divorce, economics, terrorism, war, and other social problems on families, non-traditional families and the dynamics of the family/school partnerships.

GE-675. Ethics, Law and Professional Issues in Counseling. 3 Credits.
Examination of the effects of ethical, legal and other professional issues in counseling. Topics include the 2005 American Counseling Association Code of Ethics with a detailed examination and analysis of its eight main sections, institutional policies and procedures, local, state, and national law, codes, New Jersey School Law Decisions, case law and the discussion of selected current issues in counseling drawn from professional journals and similar publications in the areas of counseling, psychology, social work and psychiatry.

GE-676. Case Studies in Counseling. 3 Credits.
This course focuses exclusively on case studies in counseling. It is an advanced post-masters pre-licensing seminar. Complex situations from school, private practice, hospital and agency counseling situations will be introduced, examined, and resolved. Following initial presentations by the instructor, participants will take part in multiple individual and group presentations. Some role playing will be required.

GE-677. Community Mental Health and Wellness. 3 Credits.
Extensive investigations into preventing common problems will be explored. The course will focus on fostering good mental health or psychological wellness. The counselor is seen as functioning in an extremely proactive role and as a wellness educator. Topics include establishing peer mediation programs, suicide awareness, managing impulsivity, forming support groups, training peer counselors, developing study skills, learning stress reduction techniques, recognizing and dealing with depression, isolation, cultural differences, understanding issues in human sexuality, avoiding gang involvement, and improving ethnic, race and gender relations.

GE-680. History of American Higher Education. 3 Credits.
The history and development of higher education in the United States will be reviewed. Political and economic factors will be integrated into the curriculum. Current issues in diversity, globalization, international partnership, and online learning will also be explored.

GE-681. Ethical Decision Making and Social Responsibility. 3 Credits.
This course concentrates on the responsibilities of the educational leader as an ethical exemplar, leader, and educator. Students will examine a variety of current ethical educational issues and develop effective moral decision-making skills.

GE-682. Organizational Behavior and Administration. 3 Credits.
This course focuses on the theoretical and practical implications of organizational behavior from a sociological perspective. Students will study organizational concepts such as diversity in the educational workplace, motivation and individual differences in organizations, group dynamics and decision making, cooperation, teamwork, management, professional development and quality improvement programs.

GE-683. Governance Management and Administration. 3 Credits.
Overview of the organization, administrative roles and positions, administrative process, personnel management, and administrator relationships within various institutions of higher learning.

GE-684. Innovative Curriculum Strategies. 3 Credits.
The broad range of experiences and perspectives brought to school by culturally, linguistically, and ethnically diverse students required educational leaders to provide innovative teaching methods. Responding to each student as an individual and using a holistic approach is key. This course will empower you to provide the necessary resources for all students to succeed.

GE-685. Finance, Budgetary Plans and Resource Allocation. 3 Credits.
An overview of the budgeting process, sources of revenue, types of expenditures, and issues and innovations in financing various types of contemporary institutions of higher education. The course will also include a survey of the various business and planning operations vital to the operation of colleges and universities.

GE-686. Emerging Legal Issues in Higher Education. 3 Credits.
This course covers laws, legal principles, and critical issues pertaining to higher education in the United States and New Jersey. Students will explore constitutional and statutory laws, regulations, and landmark court decisions affecting policy and practice. Special topics such as search and seizure, disabilities, religion, speech, due process, and equal protection under the law will be discussed. Students will research and analyze actual case studies to ensure a problem-based approach experience.

GE-687. Accountability: Assessment and Accreditation. 3 Credits.
This course explores the role of assessment in higher education, with an emphasis on designing effective student learning outcomes and departmental goals; as well as institutional effectiveness strategies and review. Students will also be introduced to accreditation processes, and how to use national institutional survey data to inform assessment.

GE-688. Global Comparisons of Higher Education. 3 Credits.
This course provides a comparative analysis of national and international higher education institutions to identify strengths, weaknesses and best practices.

GE-689. Online College Teaching. 3 Credits.
This course explores Quality Matters, established online learning standards to recognize, understand and utilize established best practices for online college teaching. The course will explore additional technologies and tools for online teaching.

GE-690. Comprehensive Research Project. 0 Credits.
Comprehensive Research Project for students in the higher education in general administration program. Course Type(s): Senior Seminar.

GE-699. Comprehensive Exam. 0 Credits.
Comprehensive Exam Course Type(s): Tutorial.

GE-801. Curriculum Development and Instruction. 3 Credits.
This advanced course concentrates on how curriculum is developed and implemented in organizational settings. The course is based on theoretical research, current societal issues, and school-based needs for accountability based education with specific strategies to foster learning, interventions, personalization and mastery of the curriculum. The students will analyze current curriculum standards and educational reform movements.

GE-803. School Policy Analysis. 3 Credits.
This course focuses on current educational and societal policy issues. Students will investigate historical and legal aspects of educational issues as well as the political principles of contemporary education. In order to gain a comprehensive understanding of educational policy, students will analyze the consequences and challenges in collecting policy information, incorporating various research methods, and implementing technology. Students will employ various resources to develop an extensive appreciation of the role of the educational leader in the American political and policy arena.

GE-805. Organizational Behavior and Educational Administration. 3 Credits.
This course focuses on the theoretical and practical implications of organizational behavior from a sociological perspective. Students will study organizational concepts such as diversity in the educational workplace, motivation and individual differences in organizations, group dynamics and decision-making, cooperation, teamwork, management, professional development and quality improvement programs.

GE-807. Statistics I. 3 Credits.
This course analyzes and applies descriptive and inferential statistics, elements of probability that support statistical theory, and theoretical distributions. Students will apply statistics to critical educational issues that require measurement, analysis, and decision making for organizational improvement. The students will also be required to design, conduct, and report a study that demonstrates their statistical skills.

GE-809. Research Design and Methods. 3 Credits.
This course will actively engage in the developent and implementation of a draft of the formal research proposal. They will be required to complete the research process by utilizing both a quantitative and qualitative approach toward their respective research topic. All required components of the research proposal outline must be included, as described in the American Psychological Association Manual current edition.

GE-811. Qualitative Research Design and Analysis. 3 Credits.
This course is designed to develop proficiency in collecting, analyzing, and reporting qualitative data, using a variety of qualitative tools including ethnography, research interviews, content analysis, case studies, phenomenological studies and participant observation.

GE-822. Historical Trends in Higher Education. 3 Credits.
The history and development of higher education in the United States will be reviewed. Political and economic factors will be integrated into the curriculum. Current issues in diversity, globalization, international partnership and online learning will also be explored.

GE-824. Innovative Strategies in Educational Leadership. 3 Credits.
This course focuses on innovative strategies in educational leadership in modern society and its impact on organizational efficacy and institutional change. Students will research and analyze the historical, cultural, sociological, philosophical and theoretical perspectives in the leadership process. Prerequisites: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-825. Ethical Foundations and Social Responsibility. 3 Credits.
This course concentrates on the responsibilities of the educational leader as an ethical exemplar, leader and educator. Students will examine a variety of current ethical educational issues and develop effective moral decision-making skills.

GE-826. Analysis and Interpretation of Assessment Data. 3 Credits.
This course will prepare teacher leaders and administrators to analyze, manage, interpret and make decisions based on the data that is commonplace in America's schools.

GE-827. Assessment and Evaluating for Administrators. 3 Credits.
This course focuses on understanding, designing, developing, and evaluating assessment tools in the K-12 school environment. Professional responsibility, ethical behavior, and legal requirements in educational settings will be examined. Students will be provided the opportunity to design an instrument, collect and analyze data, and present their findings. Traditional and alternative assessments will be explored, along with measurement concepts of validity and reliability. Students will discuss federal and state laws, the application of those laws, and accountability procedures. School Administrators' erroneous judgments and assessment abuses will be investigated. Students will research practical strategies for aligning classroom assessments with state standards and developing scoring rubrics.

GE-829. Using Technolgy to Improve Curriculum Design. 3 Credits.
This course focuses on the role of the educational leader in utilizing emerging technologies to achieve and enhance school reform. This course will enable students to plan for the integration of emerging technologies into the design of the curriculum, instruction, research and assessment. Students will study contemporary technology issues and implications in the use of information and multimedia technologies in teaching and learning, communications and management. Students will research legal and ethical considerations in the planning, funding, professional development needs and evaluation related to the use of educational technology. Prerequisites: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-831. Accountability: Resource Allocation and Financial Challenges. 3 Credits.
This course provides students with federal and state directives on school finance and educational equity. Economic principles and national income measures related to public education will be discussed. Students will investigate sources of revenue, expenditures, and fiscal problems, including federal, state, and local aid, taxation, planning, debt management, income, investments, and cost forecasting. Students will examine the budget process and comprehensive annual reports used by school districts in New Jersey. The role of the New Jersey Core Curriculum Content Standards in school finance will be explored.

GE-833. Emerging Legal and Moral Issues Facing School Administrators. 3 Credits.
This course covers school laws, legal principles, and critical issues pertaining to education in the United States and New Jersey. Students will explore constitutional and statutory laws, regulations, and landmark court decisions affecting policy and practice. Special topics such as search and seizure, disabilities, religion, speech, due process, and equal protection under the law will be discussed. Students will research and analyze actual case studies to ensure a problem-based approach experience.

GE-835. Personnel Administration and Public Sector Bargaining. 3 Credits.
This course provides students the opportunity to assess and evaluate their organization's personnel evaluation system, analyze developmental needs, develop an improvement plan and incorporate a model to enhanced professional growth. Students will analyze, synthesize and evaluate critical factors affecting human relations, effective grouping of employees and power sources and politics in an organization. Personnel administrative functions discussed include human resource needs, personnel security matters, collective bargaining negotiations, affirmative action, recruitment, selection, tenure, termination and legal parameters. Case study, lecture, and group interaction will be employed to promote and improve management's awareness of personnel issues. Prerequisites: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-839. Statistics II. 3 Credits.
This course applies of both quantitative and qualitative methods and analysis implemented in this course as a direct extension of Statistics I. Students will expand previous knowledge for analysis, interpretation and decision-making in quantitative research to be used in education leadership and school improvement models. Students will use statistical software to aid in their research using both descriptive and inferential statistics. Prerequisites: GE-807.

GE-840. Innovative Technology Strategies for HE Learners. 3 Credits.
This course will explore innovative technology strategies that can be used in higher education. The course presents information about educational technology theories, systems, and models as well as give students practice with hands-on applications and technology tools. Students will produce materials that are connected to educational technology in higher education.

GE-841. Selected Topics in Elementary and Secondary School Administration. 3 Credits.
This course provides students with the opportunity to reflect upon their role as an educational leader and expand upon their Professional Growth Plan (PGP). Through the use of cutting edge research, various case studies, debate panel discussions, group interaction, and role-playing, students will acquire the skills and apply effective methods to solve contemporary problems encountered by educational leaders. Students will analyze and assess the results of specific research projects covering critical areas of leadership and management. Prerequisites: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-843. Administrative Internship K-12: Superintendent Certification. 3 Credits.
The course is aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards for School Leaders and is supervised and taught by a former superintendent of schools/faculty member. The administrative internship consists of a daily log of completed administrative activities promoting the success of all students advocating, nurturing and sustaining a school culture conducive to learning implementing a vision for learning, data driven decision making and centered on the ISLLC standards. Prerequisites: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-845. Advanced Quantitative Methods. 3 Credits.
Quantitative research methods, including theory, research design, role of educational measurement in quantitative data-based inference, evaluation and statistical analysis.

GE-864. Administration and Governance of Higher Education. 3 Credits.
Overview of the organization, administrative roles and positions, administrative process, personnel management and administrator relationships within various institutions of higher learning.

GE-866. Enrollment Management and Marketing. 3 Credits.
This course addresses fundamental principles of marketing and enrollment management in a higher education including branding, differentiation, forecasting, and public and alumni relations. Discussion of strategic enrollment management processes includes legal and regulatory considerations related to student recruitment, financial aid, and diversity issues, as well as aligning marketing and recruitment efforts with institutional mission and goals. This course will also explore applications of online social networking systems, digital media, and other communications tools, in addition to traditional media and public relations strategies.

GE-868. Student Development and Programming. 3 Credits.
This course examines fundamental principles of student learning and development; the implications for student programming; and will explore strategies for effectively planning, organizing, and managing student services and programs, and for ensuring that these programs meet legal and regulatory requirements. A major focus is on the design and deployment of programs and services that can enable students from diverse backgrounds to achieve their educational goals.

GE-869. Culminating Seminar. 3 Credits.
This course will guide and assist in the development of the Culminating seminar. Emphasis will be placed on individual student work.

GE-871. Dissertation Seminar I. 3 Credits.
The course will guide and assist in the development of the dissertation proposal, writing dissertation chapters, design, data analysis, preparing articles for publication, developing research proposals for professional conferences and other professional arenas. Emphasis will be placed on individual student work with their Mentor and Dissertation Committee members.

GE-872. Grants, Philanthropy and Development. 3 Credits.
This course will focus on the importance of fundraising in Higher Education. Emphasis will be given to alumni relations, prospect development, foundation research and proposal writing. Also included will be a primer on the legal principles of contracts and grants including how to identify sources, make the proposal, and manage the project.

GE-873. Dissertation Seminar II. 3 Credits.
In this course, doctoral students work individually with their Mentor and Dissertation Committee members on the completion of their dissertation. To be deemed acceptable, the dissertation must be evidence that the student has pursued a program of relevant educational knowledge in the field of educational leadership in a higher education or K-12 school system setting. Students must maintain continuous enrollment in this course until they have successfully completed and defended their dissertation. Students must have their dissertation proposal approved by the Doctoral Committee for Research Involving Human Subjects prior to registering for this course.

GE-874. Finance, Budgeting and Resource Allocation in Higher Education. 3 Credits.
An overview of the budgeting process, sources of revenue, types of expenditures, and issues and innovations in financing various types of contemporary institutions of higher education. The course will also include a survey of the various business and planning operations vital to the operation of colleges and universities.

GE-876. Accountability: Assessment, Accreditation and Institutional Research. 3 Credits.
This course explores the role of assessment in higher education, with an emphasis on designing effective student learning outcomes and departmental goals as well as institutional effectiveness strategies and review. Students will also be introduced to accreditation processes and how to use national institutional survey data to inform assessment.

GE-881. Advanced Independent Study. 3 Credits.
For doctoral students wishing to work with their mentor to study topics related to their dissertation.

GE-890. Dissertation Advisement I. 1 Credit.
In this course, doctoral students have advanced to candidacy and completed Dissertation Seminar I and Dissertation Seminar II. Students must register continuously for advancement until the dissertation is successfully defended.

GE-891. Dissertation Advisement II. 1 Credit.
In this course, doctoral students have advanced to candidacy and completed Dissertation Seminar I and Dissertation Seminar II. Students must register continuously for advancement until the dissertation is successfully defended.

GE-892. Dissertation Advisement III. 1 Credit.
In this course, doctoral students have advanced to candidacy and completed Dissertation Seminar I and Dissertation Seminar II. Students must register continuously for advancement until the dissertation is successfully defended.

GE-893. Dissertation Advisement IV. 1 Credit.
In this course, doctoral students have advanced to candidacy and completed Dissertation Seminar I and Dissertation Seminar II. Students must register continuously for advancement until the dissertation is successfully defended.

GE-894. Dissertation Advisement V. 1 Credit.
In this course, doctoral students have advanced to candidacy and completed Dissertation Seminar I and Dissertation Seminar II. Students must register continuously for advancement until the dissertation is successfully defended.

GE-899. Doctorate Independent Study. 3 Credits.
Doctorate Independent Study Course Type(s): Independent Study.

HL Courses

HL-500. Statistical Methods. 3 Credits.
This course provides students with a theoretical and practical understanding of qualitative and quantitative research methods by drawing on several qualitative research traditions such as ethnography, grounded theory, and case studies. Particular attention will be geared towards the application of these research methods to health care issues, sampling distributions, inferential statistics, estimation and hypothesis testing, and nonparametric statistics.

HL-505. Research Methods and Design. 3 Credits.
This course is designed to provide students with an introduction to research in the health sciences through an overview of the research process partnered with an emphasis on how a research question is formulated based on a review of literature. By identifying appropriate theoretical framework, both quantitative and qualitative research design strategies will be presented as a means to answer a question.

HL-510. Curriculum Design and Development. 3 Credits.
This course is an intensive study of the basic principle and procedure utilized in the development of health professional curricula, as well as the instruction implemented within the health care facility and community. Students will learn the principles of curricula plans and component parts and will be engaged in developing relevant evidence-based curricula addressing the current and projected needs of health care and professional education.

HL-520. Legal and Ethical Issues in Healthcare. 3 Credits.
This course will provide students with in-depth knowledge on legal and ethical issues with an emphasis on ethical decision making and its on healthcare as well as the ethical issues in research in the health sciences. The knowledge acquired from this course will enable students to meet the needs of the changing and expanding healthcare environment.

HL-530. Cultural Diversity and Disparities in Healthcare. 3 Credits.
People of diverse racial, ethnic, and cultural backgrounds suffer disproportionately from cardiovascular disease, diabetes, HIV/AIDS, and various forms of cancer. This course will address the reality of these health disparities and different perceptions of the healthcare system between the groups, to understand some of the cultural forces behind them.

HL-595. Health Services, Issues and Trends. 3 Credits.
This course provides an overview of how healthcare and public health are organized and delivered in the United States. This course will focus on how theory, research, and practice interface with population health and health care delivery in the US. Health issues will be discussed by unit of analysis including individual, interpersonal, organizational, community and national levels. Behavioral health theories will be reviewed for each level of analysis and how each can be used to understand health and healthcare in the US.

HL-610. Styles of Teaching and Learning. 3 Credits.
This course studies the alternative relationships in the teaching-learning process by providing a framework that presents options in teaching and learning. Topics discussed include: organizing students and subject matter; managing time, space, and equipment; interacting with students; choosing verbal behavior; and creating cognitive connections with learners.

HL-615. Health Promotion and Education. 3 Credits.
By applying the principles and foundations of health promotion and education to the theories and practice, highlighting real world issues, this course will examine and develop health promotion & education programs to improve health related outcomes of individuals, families, and communities.

HL-620. Leadership. 3 Credits.
By exploring current leadership theory and practice, students will be given opportunities to think more deeply and systematically about leadership and consider these concepts in relation to health care organizations.

HL-671. Health Care Financing and Risk Management. 3 Credits.
An examination of concepts related to health care financing. Emphasis will be placed on budget preparation, cost benefit analysis, managed care and on developing an understanding of reimbursement systems.

HL-672. Current Issues and Policies in Health Care. 3 Credits.
This course covers political, social, and economic issues affecting health care organizations. Topics include the role of government in determining health care policy, the U.S. health care delivery system, costs and financing of health care, and social welfare gains and losses. Candidates will engage in interactive discussions of current trends and economic and social issues related to efforts to reform or revise the health care system.

HL-673. Health Care Administration. 3 Credits.
Management, marketing, and financing of the delivery of health care will be explored. Healthcare economics is emphasized from an administrative perspective. The examination of quality versus quantity, the allocation of resources as well as relationships and conflicts among consumers and providers of health care services. Concepts related to technology, including the Electronic Medical Record (EMR) affecting health care organizations is discussed.

HL-674. Health Care Administration II. 3 Credits.
An examination of quality issues and measures utilized in healthcare, human resource management in healthcare settings including physician and labor relations, recruiting, retaining and developing clinical staff, as well as medical malpractice, compliance and Medicare fraud and abuse issues. Course Type(s): Online Course.

HL-677. Community Mental Health and Wellness. 3 Credits.
Extensive investigations into preventing common problems will be explored. The course will focus on fostering good mental health or psychological wellness. The counselor is seen as functioning in an extremely proactive role and as a wellness educator. Topics include establishing peer mediation programs, suicide awareness, managing impulsivity, forming support groups, training peer counselors, developing study skills, learning stress reduction techniques, recognizing and dealing with depression, isolation, cultural differences, understanding issues in human sexuality, avoiding gang involvement, and improving ethnic, race and gender relations.

HL-678. Global Health. 3 Credits.
This course will introduce fundamental concepts and issues in global health in developed and developing countries to increase awareness of health issues from a global perspective. It introduces key global health topics and emphasizes the critical relationships between health, disease, and socio-economic development. The challenges associated with global health issues and the global efforts and strategies underway to prevent and control them will also be explored.

HL-679. Health Behavior. 3 Credits.
Social and Behavioral theories of health related behavior change will be reviewed to provide an understanding of and to address public health problems. As an individual's health and well- being is affected by a variety of factors, i.e. social and environmental, we will examine how these factors affect health behaviors and how these influences are used and can be used to improve health and prevent disease.

HL-685. Capstone Project. 3 Credits.
In the capstone experience, students will develop and execute a project geared towards the needs of a selected organization, approved by the advisor. The project will be reviewed by the faculty advisor to the internship and culminate in a formal paper written by the student that delineates the project and its implementation. Additionally, the formal paper will address the assessment of the effectiveness of the intervention. Engagement in programs such as community health organizations or health care organizations are highly suggested. Course Type(s): Capstone.

MA Courses

MA-500. History of Mathematics. 3 Credits.
Students will examine the foundations of mathematics through the lenses of diverse cultural contexts, historical perspectives and philosophical paradigms; concurrently, they will solve representative problems related to mathematical developments from antiquity through the modern era. This course is especially suitable for pre-service and in-service educators.

MA-502. Elementary Math Functions and Models for Middle School. 3 Credits.
Functions and equations, arithmetic and geometric sequences, mathematical methods, linear functions, difference equations, quadratic and cubic functions, exponential and logarithmic functions, domain and range, fitting a line to data and modeling, and associated mathematical processes. Methods for learning and teaching the topics are addressed concurrently with the content.

MA-504. Statistics Probability and Discrete Math. 3 Credits.
Topics include collecting, summarizing, and interpreting data, sampling techniques, fundamental concepts of probability, counting techniques, Euler and Hamiltonian circuits, shortest distance algorithms, and associated mathematical processes. Methods for learning and teaching the topics are addressed concurrently with the content.

MA-506. Geometry for Middle School. 3 Credits.
Metric and US standard measurement, inductive and deductive reasoning, Euclidean geometry of two and three-dimensional figures including, but not limited to: area, perimeter, volume, surface area, congruency, similarity, rotation and transformation. Coordinate geometry, iteration and fractals, geometry in the world around us, and associated mathematical processes. Methods for learning and teaching the topics are addressed concurrently with the content.

MS Courses

MS-500. Marketing Fundamentals: Customer Experience. 3 Credits.
This course provides students with the skills and knowledge necessary for developing innovative and creative thinking strategies to improve digital marketing planning and execution. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects span theory and practice and draw upon examples from multiple industry sectors and delivery channels.

MS-505. Consumer Decision Making. 3 Credits.
The option gives graduate students the opportunities to work on real-world business consulting projects with local businesses that build upon the science, research and application of consumer behavior data and analysis, extending to strategic planning and identifying relevant tactics to carry out strategies. Prerequisites: MS-510.

MS-510. The Influence and Persuasion of Consumers. 3 Credits.
Understanding the factors that drive consumers in the mobile world. The components that help to influence positive decisions about their relationships, careers and challenges in daily life. Students in this course examine major concepts related to influence and persuasion as well as the relationship among attitudes, beliefs and behavior that influence consumers in the ever-changing mobile environment. Students will analyze and discuss the influence of product offerings and behavioral habits. They will also examine how mobile behavioral data can be developed and tested in the influence and persuasion processes. Students apply principles of influence and persuasion to case studies and to real-life experiences.

MS-515. Applied Market Research and Analysis. 3 Credits.
This comprehensive tool course will guide students through the basic concepts of experimental design and analysis techniques for marketing tests in traditional and evolving media channels. It will cover the following topics: What, when and why to test; assessing marketing test results including direct mail, banner ads, landing pages, email tests, subject line test, PPC mobile and geo data; measuring website and mobile effectiveness; determining the appropriate level of confidence for test assessment; following rules for assessing smaller marketing-research tests; full-factorial test design considerations, A/B split tests, multivariate testing; establishing online baselines and metrics. Other areas of emphasis include using analysis of variance (ANOVA), and assessing element interactions, B-to-B testing and considerations. In addition, these will be included: acknowledging the five rules of test design; determining the appropriate size for tests; seasonality testing considerations, day-parting online testing and cost-benefit analysis, and bridging test results from one test series to another.

MS-518. Marketing Intelligence: Industry Analysis and Strategy. 3 Credits.
Overview of marketing or marketing management with an emphasis placed on enabling the marketing manager to create strategies that "fit" the product/service to the organization's distinctive competencies and its target market. Development of decision-making skills in marketing and provides an overview of the strategic marketing management process. Different methods are used to address and exemplify the many issues and problems that are involved in creating and implementing the marketing strategy in today's ever-changing market place.

MS-520. Foundations of Social and Mobile Techniques. 3 Credits.
The course covers concepts and techniques for retrieving, exploring, visualizing, and analyzing social network and social media data, website and mobile usage, behavioral patterns and clickstream data. Students learn to use key metrics to assess goals and return on investment, perform social network analysis to identify important social actors, subgroups, and network properties in social media. The course will look at mobile technologies, and consider their impact on digital marketing, as well as other business contexts. The potential for social and mobile technology to serve as a new profit center for firms will be explored. Student assignments will involve the hands-on use and application of social and mobile technologies. The final group project will consist of a social/mobile marketing application for a specific company or product. This course builds on student skills in integrated marketing communications by examining the role of social media and mobile communications as potential components of a campaign. Students will learn to research and write a situation analysis incorporating research in the digital arena, segment and target for digital strategies and understand consumer behavior and advertising responses to social media and mobile communications. When feasible students will explore social media and mobile platforms, social media and mobile communication strategies, SMS communications, mobile web sites and mobile search will successfully integrate digital with traditional media. Students will work with a client to evaluate their current social media and mobile executions and develop digital strategies aimed at specific goals for a brand.

MS-523. Behavioral Research Methods. 3 Credits.
This course will guide the marketer through both quantitative and qualitative techniques for maximizing the brand and customer relationships in an integrated-marketing environment. It will cover the following topics: Sampling techniques used in marketing: how and why to sample, types of sampling. The measures of central tendency and dispersion: how to develop and assess these measures to better understand potential data issues prior to analysis. Graphical representation of marketing data: the use of bar charts, pie charts, line charts, and other methods for showing consumer data and purchase data. Important distributional properties of marketing data: the central-limit theorem and the normal distribution. Marketing-test design and analysis: sample-size estimation and test assessment via hypothesis testing. Full factorial test design: the rules of test design. Market-research survey design and execution: types of surveys, types of questions, and test planning. Research-analysis methods: choice modeling/conjoint analysis, rank correlations. Types and usage of syndicated data: Nielsen, IRI, Simmons, and other data sources. Sizing a market: how to assess opportunities in the marketplace via online research and online services. ROI analysis: the various methods of calculating return on marketing investment, campaign management spreadsheets, calculations, marketing goals. Competitive research methods and tracking: various qualitative and quantitative techniques to assess competition in the marketplace.

MS-530. Mobile Marketing Mindset. 3 Credits.
This course covers the search strategies of consumer behavior and motivations that differ in the mobile environment, particularly in how Short Message Service (SMS) and Multimedia Message Service (MMS) are used in marketing communications. The course also examines the usage and impacts of Location-Based Marketing (LBM). Near Field Communications (NFC) will also be explored in such venues as kiosks, point-of-purchase posters, debit card terminals and turnstile and promotions.

MS-533. Enterprise Design Thinking. 3 Credits.
Students will learn a robust framework for applying design thinking techniques to key issues facing organizations across industries. Key skills developed include shared goal setting and decision-making, processes for continuous innovation, and the alignment of multi-disciplinary teams around the real needs and experiences of users and customers. Through instruction, experiential learning and an industry-recognized methodology, students will gain practice in the successful application of design thinking techniques to address common business problems.

MS-615. Revenue Management and Consumer Pricing. 3 Credits.
This course, led by a faculty member with experience as a C-Suite executive, focuses on the role of the C-Suite as senior management and how the competing demands of that role shape the divisions and departments of the company and, inevitably, the management and budget for marketing. Understanding the impact of the value exchange between the consumer and the business. The course will be taught through lectures, readings, case-study discussions, and class exercises designed to build students' understanding of the subject matter. The real-world examples and case studies will give students hands-on experience in applying the learning to challenges they will face in their future. Prerequisites: MS-515.

MS-620. Integrated Marketing with Mobile Communications, Devices and Apps. 3 Credits.
This course will take a strategic approach to the study of Customer Relationship Marketing, providing students with the knowledge to plan, manage and assess a CRM program from a non-technical perspective and to understand the strategic options for managing the customer experience for maximum customer equity. CRM enables a company to move from a product-based to a customer-based strategy, so that instead of focusing on product differentiation as the basis of competition, it can focus on increasing the value of its best customers. Students will learn how CRM has evolved and can take the form of customer-loyalty programs, relational database management, and total quality management. Students also will study the role of CRM within the process that contemporary marketers refer to as managing customer experience, which entails considering how to deliver the most positive experiences of the brand and its products/services to target customers, new customers and existing customers. To provide students with CRM theory as well as practical application to marketing challenges, the course will comprise 4 areas: Developing methods and Criteria for a CRM Program, Planning the CRM Program-including goal setting and selection of methodologies, Implementing the CRM Program, and Metrics for Program Success. Through reading of case studies of business challenges involving the use of CRM, as well as technical and peer-reviewed articles on the latest theories and methodologies for relationship management, students will learn why, when, and how to use CRM as a strategy for increasing customer equity in the form of incremental revenue from sales, increased profit, or improved Return on Investment (ROI), and improving the value exchange with consumers. Prerequisites: MS-520.

MS-630. Web Analytics: Email, Clickstream and SEO. 3 Credits.
In this course, students will learn the various online business models, how to optimize them to meet business objectives, and how to analyze, data and results. The subject areas to be covered include search-engine marketing, website optimization, website submission, link-marketing strategies, pay-per-click advertising campaigns, e-mail marketing tactics, affiliate marketing, customer web logs, online testing of banner ads, landing pages, other digital formats, software options for web mining, analyzing click-stream data, mobile technology and the key metrics for measuring consumer behavior online, including basket analysis and other techniques of association. When feasible, students in this course participate in the Google Challenge, a worldwide competition sponsored by Google for the application of search metrics to a local business Analytics. Prerequisites: MS-515 OR DS-660.

MS-640. Digital Marketing Analytics and User Experience. 3 Credits.
This course prepares students to turn business data into actionable information. Students will work with software integrate data, develop the ability to transform, analysis and create visualization of consumer behavior. As well as use technology in the context of their applications to sales, marketing impacts, the user experience and how it impacts the value exchange. Students will work through the course on a hands-on approach, guided by the instructor and using software and assigned readings/videos. They will prepare and analyze real-world data sets to learn how to develop strategic recommendations for managerial actions. Students who successfully complete the course requirements will be able to develop a 360-degree picture of the consumer/customer. To manage data the massive amount of data and carry out protocols for data access, data cleansing, and data preparation. Students also will be able to apply techniques for converting data to information, including data exploration, summarization, visualization, analyze data, interactive exploratory analytics and introductory predictive analytics. Prerequisites: MS-630.

MS-650. Capstone Consulting Engagement. 3 Credits.
The option gives graduate students the opportunities to work on real-world business consulting projects with local businesses that build upon the science, research and application of consumer behavior data and analysis, extending to strategic planning and identifying relevant tactics to carry out strategies. Prerequisites: MS-500 MS-510 MS-515 MS-518 MS-630.

NU Courses

NU-510. Current Issues in Health Care. 2 Credits.
An in-depth analysis of current issues related to health care and health care delivery systems. The impact of managed care on nursing practice. (Level 1, no prerequisites).

NU-512. Nursing Theory. 3 Credits.
Critical analysis of nursing theories and their application to practice, research, administration and education. The history and process of theory development in the discipline of nursing are explored. (Level 1, no prerequisites).

NU-515. Health Care Financing and Managed Care. 3 Credits.
An examination of concepts related to health care financing. Emphasis will be placed on budget preparation, cost benefit analysis, managed care and on developing an understanding of reimbursement systems. (Level 1, no prerequisites).

NU-520. Research: Design and Utilization. 3 Credits.
Critique and design of nursing studies. Exploration of scientific modes of inquiry for theory development and nursing practice. Emphasis is placed on the utilization of research findings for client outcome evaluation. (Level 1, Pre or co-requisite: Nursing Theory) Prerequisites: NU-512.

NU-535. Client Education: Strategies. 2 Credits.
Theory-based analysis of the pluralistic determinants of health related behaviors. Exploration of the use of current theoretical frameworks for the design, implementation and evaluation of intervention strategies in education of clients. Use of community resources for client education are stressed. (Level 1 or 2, no prerequisites).

NU-536. Advanced Pathophysiology. 3 Credits.
This course presents a systems approach to the physiological processes and pathological changes that impact human health and illness. (Level 1, no prerequisites).

NU-537. Pharmacolgy: Prescriptive Practice. 3 Credits.
In depth study of pharmodynamics, pharmacokinetics and the use of drug therapy to manage health and disease states is emphasized. The Controlled Substance Act and the APN's responsibilities in drug prescription are explored. (Level 1, no prerequisites).

NU-538. Family Systems and Dynamics. 2 Credits.
The course incorporates concepts from family systems theory, role theory and life span development. The family and community are analyzed using a pluralistic perspective. Family functioning and change in times of crisis are explored (Level 1, no prerequisites).

NU-542. Advanced Health Assessment and Diagnostic Reasoning. 3 Credits.
A holistic and pluralistic approach to the comprehensive health/physical assessment of the adult-geriatric client. Principles of risk assessment are integrated. The student's ability to evaluate assessment data and select diagnostic tests is developed. Includes theory and laboratory (5 hours/week) component. (Level 1)Additional course fee of $75.

NU-558. Advanced Practice Adult-Gerontology Nursing I. 3 Credits.
An intensive study of common acute and stable chronic problems of adult-geriatric clients seen in primary health settings. Health promotion and disease prevention are stressed. Students develop the knowledge and skills to assess, diagnose and evaluate these common conditions. Pathophysiology, risk factors, diagnostic tests and therapeutic management are discussed. Pluralistic as well as lifestyle factors, including nutrition and pharmocotherapy are explored in relation to the specific conditions. (Level 2) Prerequisites: NU-536 NU-537 NU-538 NU-542.

NU-559. Advanced Practice Adult-Gerontology Nursing I PMC. 3 Credits.
An intensive study of common acute and stable chronic problems of adult-geriatric clients seen in primary health settings. Health promotion and disease prevention are stressed. Students develop the knowledge and skills to assess, diagnose and evaluate these common conditions. Pathophysiology, risk factors, diagnostic tests and therapeutic management are discussed. Pluralistic as well as lifestyle factors, including nutrition and pharmocotherapy are explored in relation to the specific conditions. (Level 2) Prerequisites: NU-536 NU-537 NU-538 NU-542.

NU-568. Advanced Practice Adult-Gerontology Nursing Practicum I. 4 Credits.
This practicum course affords the student the opportunity to apply advanced knowledge and skills of health promotion, maintenance and disease management to plan therapeutic regimens for adult-geriatric clients in primary care settings. Advanced practice role socialization is developed. Legal, ethical and financial issues related to advanced practice are integrated (300 clinical hours are required for this course). (Level 2)Additional course fee of $100. Prerequisites: NU-558.

NU-568L. Advanced Practice Adult-Gerontology Nursing Practicum I Lab. 0 Credits.
Lab for Advanced Practice Adult-Gero Nursing Practicum I Course Type(s): Lab Courses.

NU-569. Advanced Practice Adult-Gerontology Nursing Practicum I PMC. 4 Credits.
This practicum course affords the student the opportunity to apply advanced knowledge and skills of health promotion, maintenance and disease management to plan therapeutic regimens for adult-geriatric clients in primary care settings. Advanced practice role socialization is developed. Legal, ethical and financial issues related to advanced practice are integrated (300 clinical hours are required for this course). (Level 2) Additional course fee of $100. Prerequisites: NU-559.

NU-569L. Advanced Practice Adult-Gerontology Nursing Practicum I PMC Lab. 0 Credits.
Lab for Advanced Practice Adult-Gero Nursing Practicum I PMC Course Type(s): Lab Courses.

NU-572. Advanced Practice Adult-Gerontology Nursing II. 3 Credits.
Continuation of theory presented in NU-558. An intensive study of common acute and stable chronic problems of adult-geriatric clients seen in primary ealth settings. Health promotion and disease prevention are stressed. Students develop the knowledge and skills to assess, diagnose and evaluate these common conditions. Pathosphysiology, risk factors, diagnostic tests and therapeutic management are discussed. Pluralistic as well as lifestyle factors, includin nutrition and pharmocotherapy are explored in relation to the specific conditions. (Level 2) Prerequisites: NU-558 NU-568.

NU-573. Advanced Practice Adult-Gerontology Nursing II PMC. 3 Credits.
Continuation of theory presented in NU-559. An intensive study of common acute and stable chronic problems of adult-geriatric clients seen in primary ealth settings. Health promotion and disease prevention are stressed. Students develop the knowledge and skills to assess, diagnose and evaluate these common conditions. Pathosphysiology, risk factors, diagnostic tests and therapeutic management are discussed. Pluralistic as well as lifestyle factors, includin nutrition and pharmocotherapy are explored in relation to the specific conditions. (Level 2) Prerequisites: NU-559 NU-569.

NU-582. Advanced Practice Adult-Gerontology Nursing Practicum II. 4 Credits.
A continuation of clinical experience in NU-568. This practicum course affords the student the opportunity to apply advanced knowledge and skills of health promotion, maintenance and disease management to plan therapeutic regimens for adult-geriatric clients in primary care settings. Advanced practice role socialization is developed. Legal, ethical and financial issues related to advanced practice are integrated (300 clinical hours are required for this course). (Level 2) Additional course fee of $100. Prerequisites: NU-558 NU-568.

NU-582L. Advanced Practice Adult-Gerontology Nursing Practicum II Lab. 0 Credits.
This course is designed to fulfill certification practice requirements for the Adult Gerontology Advanced Practice students. Labs take place at preceptor institutions. Prerequisites: NU-558 NU-568 AND ALL LEVEL I COURSES. Course Type(s): Lab Courses.

NU-583. Advanced Practice Adult-Gerontology Nursing Practicum II PMC. 4 Credits.
A continuation of clinical experience in NU-569. This practicum course affords the student the opportunity to apply advanced knowledge and skills of health promotion, maintenance and disease management to plan therapeutic regimens for adult-geriatric clients in primary care settings. Advanced practice role socialization is developed. Legal, ethical and financial issues related to advanced practice are integrated (300 clinical hours are required for this course). (Level 2) Additional course fee of $100. Prerequisites: NU-559 NU-569.

NU-583L. Advanced Practice Adult-Gerontology Nursing Practicum II PMC Lab. 0 Credits.
This course is designed to fulfill certification practice requirements for the Adult Gerontology Advanced Practice students. Labs take place at preceptor institutions. Prerequisites: NU-559 NU-569 AND ALL LEVEL I COURSES. Course Type(s): Lab Courses.

NU-585. Advanced Practice Nursing Project PMC. 1 Credit.
Opportunity to develop and present a scholarly project related to a topic in advanced nursing practice. (Level 2) Prerequisites: NU-559 NU-569.

NU-586. Advanced Practice Nursing Project. 1 Credit.
Opportunity to develop and present a scholarly project related to a topic in advanced nursing practice. (Level 2) Prerequisites: NU-558 NU-568.

NU-587. Continuous Matriculation Master's Practicum. 0 Credits.
This course is designed to allow the masters student to acquire clinical hours during the summer session if the student has not completed 300 practicum hours in NU 568, or if the student wishes to complete clinical hours prior to enrolling in NU 582. Prerequisites: NU-568.

NU-598. Graduate Nursing Tutorial. 1 Credit.

NU-700. Scientific Underpinning for Advanced Practice Nursing. 3 Credits.
In this course students will examine the scientific evidence that serves as the foundation for advance practice nursing. It serves as an introduction for the student to begin to explore an area for his or her Capstone Project.

NU-710. Health Care Economics, Financing and Managed Care. 3 Credits.
This course will provide the advance practice nurse with an understanding of budget planning, cost benefit analysis, managed care, and the reimbursement system as it involves both the direct and indirect advanced practice nurse.

NU-715. Health Service Organizations: Performance Improvement. 3 Credits.
Health Service Organizations: Performance Improvement: Emphasis is on health care improvement strategies and has been successful in the health care organizations to improve quality of care, patient outcomes, patient satisfaction, and cost reduction strategies.

NU-720. Analytical Methodology: Transitioning to Evidence Based Practice. 3 Credits.
In this course students will, via systematic reviews of research studies, bring research-based and other evidence to practice settings clinical guidelines or policies that have been substantiated to result in quality health care outcomes. 50 hrs are earned towrds required 500.

NU-722. Epidemiology and Population Health: Genetic Risk Factors Interpretation. 3 Credits.
An investigation of potential health problems using epidemiology as the "tool" to identify risk factors in select populations that may have inherit genetic risk factors.

NU-750. Health Care Policy: Legislation and Strategies. 3 Credits.
Advanced practice nurses cannot afford to be apolitical and this course will discuss health care policy and it processes at the local, state, national, and global events.

NU-755. Ethical and Legal Parameters for Advanced Practice Nursing. 3 Credits.
This course will examine the relationship between the legal directives and ethical principles as they influence advance practice nursing for both direct and indirect roles. Prerequisites: NU-700.

NU-760. Health Promotion, Health Disparities Within Urban Environments. 3 Credits.
While health promotion is the goal, health disparities is the reality especially among the adult urban population where most of our students find themselves practicing. This course will address the reality of this aggregate patient population and their needs.

NU-785. Leadership and Communication for Advanced Practice Nursing. 3 Credits.
Whether students are in the direct or indirect roles, they need to become accomplished leaders and communicators. This course will address these essential skills in order to advocate for their practice, patients, health care facility, or profession.

NU-801. Residency I. 3 Credits.
Designed to include either Advanced Practice candidates or Administrator/Executive Role candidates within Health Systems-clinical focus- 225 hrs.

NU-802. Residency II. 3 Credits.
Designed to include either Advanced Practice candidates or Administrator/Executive Role candidates within Health Systems-clinical focus- 225 hrs.

NU-846. DNP Capstone Project Seminar I. 3 Credits.
Working on capstone with advisors.

NU-847. Continuous Matriculation DNP Practicum. 1 Credit.
This course is designed to allow the DNP student to acquire clinical hours during the summer session if the student has not completed at least 250 practicum hours in NU 801, or if the student wishes to complete up to 60 practicum hours prior to enrolling in NU 802. Prerequisites: NU-801.

NU-848. DNP Capstone Project Seminar II. 3 Credits.
Completion of capstone and scholarly presentation. Prerequisites: NU-846.

NU-849. Continuous Capstone Matriculation. 0 Credits.
If students have not completed the Capstone Scholarly Project by the completion of Seminar II (NU-848), they will be expected to register for this course, Continuous Capstone Matriculation, EACH semester until the project is completed, presented, and signed by committee. Course Type(s): Capstone.

PA Courses

PA-500. Executive Communication. 3 Credits.
Mastery of effective written communication is essential for success in the business world. In this course, students will learn to analyze and produce texts in a variety of formats and genres based on their particular professional goals.

PA-501. Introduction to Public Administration and Service. 3 Credits.
Students will learn how to improve the efficiency and effectiveness of public sector and non-profit institutions by exploring and applying key paradigms in public administration and organizational behavior. By studying the factors that motivate economic and political behavior, students will learn how to formulate practical plans and strategies to help solve social problems. Studying organizational culture will expose forces that are critical in understanding how to implement change. This course will include an analysis of complex cases that relate to the evolving relationships between the public, private, and non-profit sectors.

PA-510. Ethics and Society. 3 Credits.
Students survey ancient, modern, and contemporary normative frameworks and methods of ethical inquiry. These normative frameworks, derived from moral philosophy, moral theology, and political philosophy, will be engaged to critically question urgent and contemporary social matters and policies. Case studies of ethical leadership and professional ethics will provide models of right thinking and conduct within the professions. Finally, inquiry will be made into how we might understand the common good as well as how to work to achieve it.

PA-511. Internship (Domestic or International). 3 Credits.
Designed to provide students the opportunity to utilize their academic study with exposure to public sector and/or non-profit environment(s). This experience provides students greater understanding of the practical challenges faced by public sector and non-profit entities. Prerequisites: PA-501 PA-510 PA-520 PA-540.

PA-512. Sustainability in Public Administration. 3 Credits.
How can we endure in the face of environmental degradation, climate change, and resource limitations? These questions are integral to the university's commitment to inspire students to lead ethically, serve compassionately and promote justice in our ever-changing urban and global environment. The class will look at the roots of past environmental disasters, as well as alternative responses to avoid future crises. Much of the work in this class will be with local government and/or community advocacy organizations. Prerequisites: PA-501.

PA-513. Advanced Independent Study in Public Adminstration. 3 Credits.

PA-514. Health Care Issues. 3 Credits.
By 2020, health care spending (including public, non-profit and private resources) will average almost $14,000 for every man, woman and child. This course will explore ways that government and non-profit organizations can prevent diseases and improve health care in more efficient and equitable ways. Students will study the development, structure, and current issues associated with the delivery and utilization of health services. Health care topics covered include regulation, financing, insurance, and ethics along with a special emphasis on serving low-income communities.

PA-515. Leadership and Organizational Change. 3 Credits.
This course provides the framework and skills that are critical to leading organizations in an environment of new information technologies, globalization, rising expectations, and shifting demographics. Leadership entails making decisions, setting direction, mobilizing people, developing the capacity of actors, and adapting to changes that emerge along the way. Leaders must implement changes in a web of complex, multi-organizational environments. This class will prepare future public sector and non-profit leaders to navigate the political processes and institutions in which changes must be evaluated and implemented.

PA-520. Research and Analytic Methods. 3 Credits.
A variety of research methods can be used to evaluate public programs, inform policy decisions, determine operating and capital requirements, and track the performance of existing programs. This class focuses on selecting and using appropriate methodologies, as well as assessing and communicating the strengths and weaknesses of completed research work. Students will learn tools and techniques that are needed to identify, utilize and interpret research; make informed decisions; and develop recommendations to other public administrators.

PA-530. Public Sector Finance and Budget. 3 Credits.
This course examines how governments obtain and spend financial resources. Students explore the socio-economic and political forces that shape the fiscal environment within which governments operate, as well as the fiscal relationship between local, state, and federal governments. Students will become familiar with the tools and methods used to determine, create, and analyze government tax and major expenditure policies. Key concepts that will be covered include budgeting, revenue sources, cost controls, and financial issues relating to public sector and non-profit institutions.

PA-535. Political Economy. 3 Credits.
This course will cover basic economic concepts and apply them to public administration issues. Specifically, it will focus on political and economic behavior by characterizing the incentives of actors and the context in which these actors make decisions and influence outcomes. Students are introduced to microeconomic and macroeconomic problems so that they can learn how such approaches can be used to address contemporary policy questions. Prerequisites: PA-501.

PA-540. Management and Conflict Resolution. 3 Credits.
This course focuses on models, qualities and characteristics of management and leadership within the public and non-profit sectors. Students will explore concepts of strategic management, team building, shared vision, pluralism, empowerment, agenda setting, and human resource management. Central to this class is the examination of how disputes are resolved from the perspectives of management, law, government, media, labor and the public.

PA-550. Quantitative Methods for Public Administration. 3 Credits.
Public administrators need a solid understanding of statistical concepts and their actual applications. Rather than tedious number crunching and incomprehensible data manipulation, students in this course learn how statistics is really about creative information gathering and analysis. Statistical processes and procedures allow students to extract gems of information from tangled spools of data. Statistics also make it possible for public administrators to see beyond the often chaotic surface, get to the heart of the matter, and make decisions based upon quantitative data. Prerequisites: PA-520.

PA-555. Public Policy. 3 Credits.
Students will study the "who, what, when, where, and why" of the public policy making process by examining specific policy dilemmas and the roles of relevant institutions and actors. The various stages of the policy making process will be explored including defining problems, identifying policy options, evaluating alternatives, and making decisions. The complex inter-relationship between various levels of government, the non-profit and the private sectors will be highlighted. As part of a semester-long assignment, students will identify a local public policy problem and then evaluate potential alternatives to help solve the problem. Prerequisites: PA-501 PA-510 PA-520 PA-530 PA-540.

PA-560. Community Organizing and Development. 3 Credits.
Community organizing is the way people get together to bring about positive change in their lives and their communities. From potholes and litter to jobs and housing, local residents come together to improve their neighborhoods. Community organizing has been and always will be an essential tool to improving the quality of life of people and communities. In this course, through case studies and semester-long neighborhood-based projects, students will learn how community organizing and community development can be effective ways to improve people's lives. Prerequisites: PA-501 PA-510 PA-520 PA-540.

PA-565. Seminar in Social Justice. 3 Credits.
This seminar in social justice introduces the student to principles and public practices of social justice on local, national and global levels. It will think through the social construction of injustice and oppression as well offering frameworks for empowerment and social justice. Once the foundational work is completed in the seminar, students will engage in intensive and specialized readings in areas such as inequality, impoverishment, climate change, racism, sexism, heterosexism, ableism, etc. as well as in social movements, nonviolent social change, etc. Prerequisites: PA-501 PA-510 PA-520 PA-530 PA-540.

PA-570. Managing Information Technology. 3 Credits.
Information Technology (IT) competency is crucial for 21st century public sector and non-profit managers. IT can improve an organization's efficiency and help meet stakeholders' high expectations for timely and relevant information. In this course, students will learn how public administrators can effectively manage both IT projects and services. Topics that will be covered include IT operations, risk management, and security, as well as rapidly evolving technologies such as mobile, cloud, social media, and open source software. Students will also learn how to analyze the costs and benefits associated with implementing new technologies. Prerequisites: PA-501 PA-520.

PA-580. Capstone Project. 3 Credits.
The capstone course is the culminating experience for students enrolled in the MPA program. Students perform one of the following types of projects to demonstrate their mastery of public administration's principles and best practices: (1) identify solutions to address a public policy problem, (3) recommend improvements to a public or non-profit organization, or (3) develop potential legislation and identify the coalition that would be needed to pass it. These projects can build upon research performed for other classes or internships. They are not merely classroom exercises, but rather documents that will contribute to the communities where Saint Peter's students live, work, and study. Prerequisites: PA-501 PA-510 PA-520 PA-530 PA-540; PA-550 PA-555 PA-560 PA-565 PA-570; Course Type(s): Capstone.

PS Courses

PS-500. Graduate Statistics. 3 Credits.
Review of issues related to descriptive and inferential statistics. Statistical topics include, but are not limited to, parametric techniques such as t-tests, analysis of variance, and simple and multiple regression analysis. Heavy emphasis will be placed on application of techniques using statistical software and interpretation of results.

PS-505. Research Methods and Design. 3 Credits.
In this advanced level course, various approaches and techniques for conducting behavioral and social research are covered with a strong emphasis on experimental methods.

PS-530. Introduction to Industrial Organizational Psychology. 3 Credits.
Survey of the major topics in organizational psychology including work motivation, job satisfaction, stress, leadership, communication, job design, organizational development and organizational theories.

PS-540. Organizational Development. 3 Credits.
Foundations of organizational development. Discussion of topics dealing with the need for change in organizations, how to initiate procedures for organizational change and measure the effect of the change agents, the influence of change at both a formal and informal level and how to overcome resistance to change.

PS-550. Personnel Psychology. 3 Credits.
A comprehensive survey of current practices in employee selection, evaluation compensation and development. Current topics such as fair employment testing are reviewed.

PS-560. Ethics and Professional Issues in Industrial Organzational Psychology. 3 Credits.
An introduction to issues faced in professional practice and importance of ethical behavior in the practice of Industrial/Organizational.

PS-570. Leadership Theory. 3 Credits.
A review and integration of the research and popular wisdom on leadership through readings, case studies and discussions on the elements of successful management and leadership. Students will examine various theories of leadership and characteristics of prominent leaders across varying industries.

PS-580. Social Psychology. 3 Credits.
This course surveys and analyzes the theoretical and empirical literature of modern social psychology. Topics include the social psychology of the psychology experiment, attitude development and change, group processes and conflict, role theory, ecological psychology, socialization, organizations and workplaces, and a number of other themes and issues focused on the individual's relationship to the larger social structure.

PS-585. Motivation. 3 Credits.
Cognitive and behavioral theories of motivation and their application to employee satisfaction and performance, with emphasis on the concepts of intrinsic and extrinsic motivation, equity, goals and incentives, values, needs and expectancies.

PS-590. Group Dynamics. 3 Credits.
This course examines the processes that occur among a group of decision makers or team members, with emphasis on the factors that facilitate positive outcomes. The patterns of interaction among the decision makers are identified.

PS-600. Contemporary Issues in Industrial Organizational Psychology. 3 Credits.
Concentrated studies in a variety of topics in organizational psychology, such as decision making, creativity in organizations, diversity issues, and organizational learning.

PS-610. Psychometrics. 3 Credits.
This course surveys the theory, construction and application of psychological tests. Topics include the statistical concepts underlying measurement; reliability and validity.

PS-620. Job Analysis and Performance Appraisals. 3 Credits.
Course considers conceptual and practical issues and procedures for performance prediction, assessment, and appraisal in the workplace. Appraisal methods and rating formats are discussed in relation to issues of criteria relevance, legal considerations, and the distinction between subjective ratings and objective measures of performance.

PS-645. Cross-Cultural Issues. 3 Credits.
Intensive study and application of theories of cross-cultural issues in the workplace. Examination of issues of race, ethnicity, gender, religion, and sexual preference within the context of dominant Western Culture.

PS-650. Conflict Resolution. 3 Credits.
An examination of conceptual models of human conflict in interpersonal, intragroup, and intergroup situations. Emphasizes development of practical skills in resolving conflict both as a principal actor in the conflictual relationship and as a third party.

PS-655. Organizational Management: People and Processes. 3 Credits.
Any high performing organization needs two winning ingredients: people and processes. In this course, we will touch on how to recruit and retain top performers and resolve conflicts between co-workers to assure alignment. We will also learn to assess and implement effective processes at work.

PS-685. Capstone Project. 3 Credits.
Projects are selected by the students with permission of the instructor. Emphasis on individual study of the literature and, where appropriate, research work. This course is an alternative to a Master's thesis.

PS-690. Thesis I. 3 Credits.
A program of selected research tailored to the interest and capability of the individual student under the guidance of a departmental graduate adviser.

PS-691. Thesis II. 3 Credits.
Successful implementation and completion of the project developed in the Thesis I course. Course Type(s): Legacy data.

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