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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, English as a Second Language, Reading, Teaching, Special Education and School Counseling.

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 concentrations in Nursing Case Management/Administration and Nursing Primary Care (Adult-Gerontology Nurse Practitioner).

Master of Business Administration. A 48 credit-hour program with optional concentrations in finance, international business, management, management information systems, marketing, 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 63 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 Arts in Strategic Communication. A 36 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 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. With a concentration in Business Analytics. A 36 credit-hour program that is designed for students interested in pursuing careers in industry-specific analytical fields.

Doctoral Programs

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

Two Convenient Locations

Saint Peter's University offers its graduate programs at two campuses as well as other partner sites:

Jersey City (Kennedy Boulevard)

Doctorate in Education (K-12), Graduate Education, Business, Accountancy, Criminal Justice Administration, Strategic Communication, Public Administration, Cyber Security and Data Science.

Englewood Cliffs (Hudson Terrace, near the George Washington Bridge)

Doctorate in Education (Higher Education), Graduate Education, Nursing and Business.

Trimesters, Semesters, and Summer Sessions

Business, Accountancy, Public Administration and Strategic Communication 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 or MS in Accountancy (201 761-6472) or lruvolo@saintpeters.edu.
- Graduate Nursing (201 761-7490) or lohare@saintpeters.edu.
- Graduate Communication (201 761-6330) or bdonovan@saintpeters.edu.
- Graduate Public Administration (201 761-6155) or pplotch@saintpeters.edu.
- Graduate Data Science (201 761-6470) or sjaume@saintpeters.edu.
- Graduate Cyber Security (201 761-6362) or emoskal@saintpeters.edu.

About the University

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 seeks to develop the whole person in preparation for a lifetime of learning, leadership, and service in a diverse and global society. 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 Strategic Communication (2013)
- Master of Public Administration (2013)
- Master of Science in Data Science (2014)
- Master of Science in Cyber Security (2016)

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. Teacher preparation programs are accredited by the Teacher Education Training Council.

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 at our branch campus at Englewood Cliffs holds an additional 30,000 volumes. The libraries subscribe to 750 print periodicals and over 10,000 online. Both libraries are fully automated. Their combined catalog and links to many important resources are available on the Internet at: 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.

The Englewood Cliffs Library is normally open from 9:00 A.M. to 8:00 P.M., Monday through Thursday, from 9:00 A.M. to 4:30 P.M. on Friday, and from 9:00 A.M. to 4:00 P.M. on Saturday. 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. In 1975, Saint Peter's University established a branch campus at Englewood Cliffs located on the Palisades one mile north of the George Washington Bridge. The University offers courses at other locations as well.

Graduate Programs

Business Programs

Master of Business Administration (MBA)
Finance
Health Care Administration
International Business
Management
Management Information Systems
Marketing
Risk Management

Master of Science in Accountancy

Dual MBA/MS in Accountancy

Communication Program

Master of Arts in Strategic Communication

Cyber Security Program

Master of Science in Cyber Security

Data Science Program

Master of Science in Data Science

Education Programs

Master of Arts in Education
Educational Leadership

Reading

School Counseling
Special Education
Teaching

Doctor of Education: Educational Leadership (Higher Education)

Doctor of Education: Educational Leadership (K-12)

Nursing Programs

Master of Science in Nursing (MSN)
Case Management/Nursing Administration
Primary Care - Adult-Gerontology Nurse Practitioner

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

RN to MSN Bridge Option

Doctor of Nursing Practice (DNP)

Public Administration Program

Master of Public Administration (MPA)

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.)

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, nurse case managers 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 Strategic Communication (MA)

The mission of the Master of Arts in Strategic Communication 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 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 with a concentration in Business Analytics 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.

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 who are building upon a foundation of the liberal arts, the social, behavioral and physical sciences, as well as generalist and specialty nursing education, 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

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. 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: An applicant who is permitted to take graduate courses while making up deficiencies in the admission process. If the student fails to meet the stipulated conditions, he/she is not permitted to continue in the program.

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
FA	0.0 Student never attended or stopped attending course 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 be initiated only by the instructor of a course. Such changes are made in unusual circumstances only, require a written request from the instructor, and must be approved by the Dean or Director of the program.

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.

School Closing Announcements

School closings will be posted at www.saintpeters.edu and provided to area radio stations.

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.

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

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

Filing for Graduation

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

To apply for graduation, a student submits a Graduation Application, along with the graduation fee to Enrollment Services by the date specified in the calendar. Failure to comply with the deadline may result in the assessment of a late fee or a delay in receiving a diploma. A student who fails to complete all requirements must reapply for a later graduation. All doctoral students must successfully defend their dissertation before being permitted to participate in the May commencement ceremony. Doctoral students who complete their requirements by August will be eligible to participate in the following commencement ceremony.

Students with Special Needs

Students with learning disabilities may be admitted to Saint Peter's University provided they meet the University's standard requirements for admission. **Saint Peter's University does not offer a comprehensive program for students with learning disabilities.** However, accommodations will be made whenever possible. This policy applies to both undergraduate and graduate students. **In order that the University may make appropriate and reasonable arrangements, students with disabilities should identify themselves to the appropriate academic dean or graduate program director and supply adequate supporting documentation.** In compliance with the Americans with Disabilities Act of 1990, the University will make reasonable accommodations for students with learning disabilities. These accommodations may include allowing students additional time to complete examinations, permission to tape record lectures, relocation of a class to a classroom with optimal accessibility, assisting students in obtaining books on tape, or other reasonable accommodations. Accommodations are intended to be provided in accord with each student's particular disability. Admitted students with learning disabilities are strongly encouraged to discuss their educational needs and objectives with the appropriate academic dean or graduate program director prior to enrolling. Those students wishing to request accommodations must provide adequate supporting documentation not more than three years old and notify the appropriate dean or director. As members of the Saint Peter's University community, students with learning disabilities have access to the University's academic support services, including the Center for Personal Development and the Center for Advancement in Language and Learning (CALL). The University recognizes that physically challenged students may require services adapted to their special needs. Physically disabled students are also encouraged to contact the appropriate dean or director to discuss their particular needs. Accommodations may include scheduling or rescheduling classes to barrier-free classrooms or contacting faculty to inform them of the individual or general needs of disabled students.

Official Written Communication to Students/Change of Address

Official University notifications to a student are sent to the student's official address on record. It is each student's responsibility to regularly check his/her mail, and to notify Enrollment Services immediately of any change in address. 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.

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

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 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 are retained by the Office of Graduate and Professional Studies Admission for one year.

How to Apply:

Please complete the Online Graduate Admissions Application at www.saintpeters.edu, download a printable version or request an application from the Office of Graduate and Professional Studies Admission by phone (201) 761-6470 or email at gradadmit@saintpeters.edu. All paper documents are to be mailed to:

Office of Graduate and Professional Studies Admission

Saint Peter's University

2641 Kennedy Boulevard

Jersey City, NJ 07306-5997

All questions can be directed to **GPSA** using the contact information above.

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.
- 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. GRE or GMAT may be used in lieu of TOEFL or IELTS.
- 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 Office of Admission 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 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 packet 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 packet 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/Winter Trimester...August 1

Spring Semester/Spring Trimester/May Trimester.......................................December 1

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

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 will be mailed the Form I-20 with their acceptance letter. 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

Louis R. Ruvolo, M.B.A., Director of Graduate Business Programs

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 reflects a total of 48 credits:
Level I Core Courses (24 credits)
Level II Concentration (9-12 credits) and Open Electives (12-15)
Level III Capstone (3 credits)

Concentrations in:

- Finance
- Health Care Administration
- Human Resources Management
- International Business
- Management
- Management Information Systems
- Marketing
- Risk Management

Master of Science in Accountancy (MSA)

The MSA curriculum reflects a total of 30 credits:
Level I Core Courses (15 credits)
Level II Risk Management Courses (9 credits) and Electives (6 credits)

Combined Degrees MBA/MSA

The Combine Degrees MBA/MSA curriculum reflects a total of 63 credits:
Level I MBA Core Courses (24 credits)
Level II MSA Core (15 credits), Concentration (9-12 credits) Electives (9-12 credits)
Level III Capstone (3 credits)

Program Availability

All courses are offered on a trimester schedule (11 weeks: Fall/Winter/Spring) at the main campus in Jersey City and Englewood Cliffs. Selected courses within the program are periodically offered at other 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 at both the Jersey City and Englewood Cliffs campuses 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.

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. 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.

All applicants must submit application forms and official transcripts from all previously attended institutions of higher education. In addition, a personal statement (outlined below), two letters of recommendation (outlined below) 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?

Applicants holding academic degrees from institutions outside of the United States must provide an official international academic credential evaluation with a course-by-course analysis prepared by World Education Services (WES), the National Association of Credential Evaluation Services (NACES), or another agency acceptable to the University. In addition, international applicants are required to provide proof of English language proficiency by providing TOEFL or ILETS score reports or other documentation acceptable to the University. The current minimum score required on the TOEFL is a 79 on the computer-based exam, and a minimum score of 6.5 on the IELTS. The Saint Peter's University International Statement of Financial Support including proof of funding must also be submitted along with a copy of a valid passport page.

Note: Applicants for the MSA degree with undergraduate degrees in disciplines other than Accountancy are required to successfully complete the following undergraduate pre-requisites courses with a grade of C or higher prior to being admitted to the program:

- Principles of Accounting I and II
- Intermediate Accounting I and II
- Macroeconomics
- Microeconomics
- One of the following upper level courses: Cost Accounting, Taxation, or Advance Accounting Theory

  Recommended (but not required): Statistics (if needed for State requirements/CPA Exam)

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.

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 and Professional Studies Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

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

Graduate Business Registration

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

Graduate Business Course Titles

Accounting Courses

AC-501	Managerial Accounting	3
AC-520	Financial Accounting and Reporting	3
AC-530	International Financial Reporting Standards	3
AC-541	Internal Controls and Sarbanes Oxley Compliance	3
AC-543	Forensic Accounting and Internal Auditing	3
AC-553	Corporate and Partnership Taxation	3
AC-554	International Taxation	3
AC-555	U. S. Taxation	3

Economics/Finance Courses

AC-570	Financial Statement Analysis	3
GB-530	Corporate Finance	3
GB-535	International Finance	3
GB-565	Derivative Markets	3
GB-570	Investment Analysis	3
GB-622	Management Economics	3

Management Courses

GB-503	Statistics for Managers	3
GB-511	Management and Human Behavior	3
GB-517	Business Ethics	3
GB-620	Leadership	3
GB-621	Human Resources	3
GB-623	Entrepreneurship and Innovation	3
GB-624	Technology for Managers	3
GB-625	International Business	3
GB-627	Culture in International Business	3
GB-633	Executive in Residence Seminar	3
GB-634	Executive Seminar: Business Strategy II	3

Marketing Courses

GB-513	Marketing Management	3
GB-555	Personal Branding	3
GB-641	Marketing Strategy	3
GB-643	International Marketing	3
GB-644	Internet Marketing	3
GB-645	Marketing Research	3
GB-647	Global Logistics	3

Management Information Systems Courses

GB-510	Computer-Based Information Systems	3
GB-661	E-Commerce Technology	3
GB-663	Database and Knowledge Management Systems	3
GB-665	Analysis and Development of Information Systems	3

GB-667	Disaster Recovery	3
GB-626	Business Systems Interruption	3
Risk Management Courses		
GB-626	Business Systems Interruption	3
GB-629	Enterprise Risk Management	3
GB-630	Strategic Risk Management	3
GB-631	Risk Management and Insurance	3
GB-635	Statistical Aspects Risk Management	3
Capstone Course		
GB-699	Capstone in Corporate Strategy	3

Master of Business Administration

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.

Curriculum

Candidates must complete 48 credits with a minimum GPA of 3.0. Students elect a concentration upon entrance to facilitate courses in the program path. Saint Peter's may consider waiving up to twelve (12) credits within the MBA Core Courses for undergraduate courses where the candidate achieved a grade of B or higher in each course. Waived credits are by permission only, and not an obligation of the University.

MBA Degree: 48 Credits

Core Courses:	24 Credits
Concentration:*	9-12 Credits
Electives:*	12-21 Credits
Capstone:	3 Credits

*Note: Concentration and elective credits vary by program

Level I: Core Courses (24 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 (or appropriate substitution)	3
GB-510	Computer-Based Information Systems (or appropriate substitution)	3
GB-530	Corporate Finance	3
GB-503	Statistics for Managers	3
GB-511	Management and Human Behavior (or appropriate substitution)	3
GB-513	Marketing Management (or appropriate substitution)	3
GB-517	Business Ethics	3
GB-622	Management Economics (or appropriate substitution)	3
Total Credits		24

Level II: Concentration (9-12 credits)

Concentrations focus the candidate on a specific area to achieve depth of knowledge. Concentrations are available in Finance, Health Care Administration, Human Resources Management, International Business, Management, Management Information Systems, Marketing, 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. A candidate may complete a second concentration prior to the MBA degree being conferred by taking an additional 6 credits above the 48 required for the MBA degree.

Level II: Electives (12-21 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. A candidate may not choose an elective course in the same area as a concentration.

Level III: Capstone (3 credits)

The capstone course, GB-699 Corporate Strategy: Initiation-Implementation, reinforces the learning outcomes in the program, and is taken near the end of the program.

MBA Concentrations

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

MBA Concentrations (Level II)

The following concentrations may be included as part of the MBA 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.

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 I	
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-627	Culture in International Business	
GB-643	International Marketing	
Management		9
GB-620	Leadership	
Choose two of the following:		
GB-628	Organizational Theory	
GB-633	Executive in Residence Seminar	
or GB-634	Executive Seminar: Business Strategy II	
Management Information Systems		9
GB-632	Negotiations and Conflict Resolution	
GB-661	E-Commerce Technology (required)	
Choose two of the following:		
GB-663	Database and Knowledge Management Systems	
GB-665	Analysis and Development of Information Systems	
GB-626	Business Systems Interruption	
Marketing		9
GB-641	Marketing Strategy (required)	
Choose two of the following:		
GB-643	International Marketing	

GB-644	Internet 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	

Capstone

GB-699 Corporate Strategy: Initiation to Implementation

Electives - 9-12 credits

All courses listed within the concentrations and the courses below can be taken as electives by all MBA or MSA students.

Choose 3 or 4 courses		9-12
AC-553	Corporate and Partnership Taxation (Acctg)	
AC-555	U. S. Taxation (Acctg)	
GB-555	Personal Branding (Mktg)	
GB-623	Entrepreneurship and Innovation	
GB-624	Technology for Managers (MIS)	
GB-648	Social Networking and New Media (Mktg)	
GB-692	Business in a Post American World (Mgmt & Int'l Bus)	
GB-693	Research Project (Elective)	
GB-697	Global Business Cultural Experience (Int'l Bus)	

MS in Accountancy Degree

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.

Many states require 150 total credits to sit for the CPA exam. This degree, along with a 120 credit-hour undergraduate accounting degree, satisfies the course hours required to sit for the exam. The combined MSA and MBA broadens a student's foundation to include accounting, risk management, and compliance foundation to the breadth of knowledge gained in the MBA program.

Value of the MS in Accountancy Degree

Employers and accounting firms are seeking graduates who understand fraudulent financial reporting, weak internal controls, corporate wrongdoing, ethical standards, and legal requirements. Graduates can help strengthen the financial reporting and risk management practices of their employers or their clients. The MS in Accountancy prepares candidates to understand:

- **Inaccurate or Fraudulent Financial Reporting.** Strategies to reduce significant errors in financial reports.
- **Internal Controls and Compliance.** Preventing, detecting, and deterring non-compliance with regulations and policies.
- **Analytical Skills.** Problem solving and judgment skills to improve financial reporting and risk management.
- **Ethics and Legal Liability.** Integration of ethical values into processes to reduce allegations of wrongdoing and the risk of lawsuits.

Curriculum

Candidates must complete 30 credits with a minimum GPA of 3.0. 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. Transfer credit is by permission only, and not an obligation of the University. There are no waivers granted for undergraduate courses.

MSA Degree:	30 Credits
Core Courses:	15 Credits
Risk Management:	9 Credits
Open Electives:	6 Credits

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-530	International Financial Reporting Standards _{A Taxation course is substituted if the student did not take the course on an undergraduate or graduate level.}	3
AC-541	Internal Controls and Sarbanes Oxley Compliance	3
AC-543	Forensic Accounting and Internal Auditing	3
Total Credits		15

Risk Management Business Electives (9 Credits)

These courses provide the program additional depth beyond the concentration of accounting.

Choose three of the following courses		9
GB-517	Business Ethics	
GB-626	Business Systems Interruption	

GB-629	Enterprise Risk Management
GB-630	Strategic Risk Management
GB-631	Risk Management and Insurance

Open Electives (6 Credits)

These courses provide the program additional depth and breadth and can be chosen from the courses labeled AC, CS, EC, FN, or GB.

Saint Peter's may substitute courses where the candidate has already covered the material in an undergraduate or graduate college-level course. Whatever the background, a candidate must complete at Saint Peter's 30 graduate-level credits with a minimum cumulative grade point average of 3.0.

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

Dual MBA/MS in Accountancy Degrees

The combined MBA/MSA program is a 63 credit program preparing individuals for senior financial and accounting positions where a breadth of management knowledge is combined with an in-depth understanding of accounting and risk management issues. The program emphasizes ethics, teamwork, and decision-making. Whatever the academic background, a candidate must complete at Saint Peter's 45 credits with a minimum cumulative GPA of 3.0.

Dual MBA/MS in Accountancy Curriculum

Candidates must complete 63 credits with a minimum GPA of 3.0. Students elect a concentration upon entrance to facilitate courses in the program path. Saint Peter's may consider waiving up to twelve (12) credits for undergraduate courses in business, accounting, statistics, computer science, and economics where the candidate achieved a grade of B or higher in each course. 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. Transfer credit is by permission only, and not an obligation of the University.

MBA/MSA Degrees:	63 Credits
Core Courses:	39 Credits
Business Electives:	6 Credits
Concentration/Open Electives:	15 Credits
Capstone:	3 Credits

Level I: Core Courses (39 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 admitted after Fall 2013 are to complete their core courses prior to beginning their concentration.

Core Courses

AC-501	Managerial Accounting (or appropriate substitution)	3
GB-510	Computer-Based Information Systems (or appropriate substitution)	3
EC-520	Macroeconomics (or appropriate substitution)	3
GB-530	Corporate Finance (or appropriate substitution)	3
GB-503	Statistics for Managers (or appropriate substitution)	3
GB-511	Management and Human Behavior (or appropriate substitution)	3
GB-513	Marketing Management (or appropriate substitution)	3
GB-517	Business Ethics	3
AC-553	Corporate and Partnership Taxation	3
or AC-554	International Taxation	
or AC-555	U. S. Taxation	
AC-520	Financial Accounting and Reporting	3
AC-530	International Financial Reporting Standards	3
AC-541	Internal Controls and Sarbanes Oxley Compliance	3
AC-543	Forensic Accounting and Internal Auditing	3
Total Credits		39

Level II: Business Electives (6 credits)

These courses provide program additional depth beyond the concentration of accounting.

Choose two of the following courses		6
GB-626	Business Systems Interruption	

GB-629	Enterprise Risk Management
GB-630	Strategic Risk Management
GB-631	Risk Management and Insurance

Level II: Concentration/Open Electives (15 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 Finance, Human Resource Management, Health Care Administration, International Business, Management, Management Information Systems, Marketing, and/or Risk Management. A candidate may complete a second concentration by taking an additional 6 credits above the 63 required for a degree.

Level III: Capstone (3 Credits)

The capstone course reinforces the learning outcomes in the program, and is taken near the end of the program.

Graduate Communication

Barna Donovan, Ph.D. - Director, Master of Arts in Strategic Communication Program

A Masters degree in Strategic Communication 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 36 semester hour credits. A capstone course is required and will be taken the final semester 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.

Curriculum - Masters in Strategic Communication

The Masters in Strategic Communication program is divided into two levels, as detailed below. The 36 credit program focuses on the skills and knowledge needed for professionals in the field of Strategic Communication. Included in the curriculum is an internship or capstone experience. 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	Strategic Communication Research	3
CU-502	Strategic Planning and Writing	3
CU-506	Marketing Communication and Branding	3
CU-504	Public Relations	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-520	Global Corporate Communication	3
CU-526	Capstone Project: Seminar	3
CU-590	Internship I	3
CU-591	Internship II	3
Total Credits		36

Admission Requirements

Graduate Communication

- Official Application (Apply online at 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 and Professional Studies Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate and Professional Studies 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

Edward Moskal, 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 Master of Science in Cyber Security 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.

Program Availability

The program will be offered in the evening on a semester schedule and designed for both full-time and part-time study at the main campus in Jersey City.

Degree Requirements

The degree requires 30 semester hour credits. A capstone course is taken the final semester 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 will reflect the integration and application of the cyber security knowledge gained over the course of the program.

Advisement

Saint Peter's University assigns an academic advisor from the Department of Computer & Information Sciences to every candidate.

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 of Computer & Information Sciences. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The Chair of the Department of Computer & Information Sciences 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. 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 Cyber Security

CY-510	Cyber Security and Risk Management	3
CY-520	Cyber Security Legal Aspects and Ethical Concerns	3
CY-530	Cryptology	3
CY-540	International Telecommunications Networks	3
CY-550	Mobile Computing and Wireless	3
CY-610	Ethical Hacking and Penetration Tests	3
CY-620	Malware Analysis and Defense	3
CY-630	Disaster Recovery for Cyber Security	3
CY-640	Cyber Crime Investigation and Digital Forensics	3
CY-650	Cyber Security Capstone	3
Total Credits		30

Admission Requirements - Graduate Cyber Security

- 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 and Professional Studies Admission

2641 John F. Kennedy Boulevard

Jersey City, NJ 07306

Please feel free to call the Office of Graduate and Professional Studies 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 of Computer & Information Sciences. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The Chair of the Department of Computer & Information Sciences will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

Graduate Data Science

Sylvain Jaume, Ph.D., Director, Data Science Program

Master of Science in Data Science with a concentration in Business Analytics

The Master of Science in Data Science with a concentration in Business Analytics, a 36 credit degree program, is intended for students who have completed and 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 financial, 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 Requirement

As of January 1, 2016, completion of a graduate 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 must start in the first semester 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.

Curriculum - Master of Science in Data Science with a concentration in Business Analytics

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

Level I		
DS-510	Introduction to Data Science	3
DS-520	Data Analysis and Decision Modeling	3
DS-530	Big Data and Data Management	3
DS-540	Statistical Programming	3
Level II		
DS-600	Data Mining	3
DS-610	Big Data Analytics	3
DS-620	Data Visualization and Business Intelligence	3

DS-630	Machine Learning	3
DS-640	Predictive Analytics and Financial Modeling	3
DS-650	Data Law, Ethics and Business Intelligence	3
DS-660	Business Analytics	3
DS-670	Capstone: Big Data and Business Analytics	3
Total Credits		36

Admission Requirements

Graduate Data Science

- Official Application (Apply online at 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 and Professional Studies Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate and Professional Studies 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 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.

Graduate Education

Joseph Doria, Jr., Ed.D., Dean, School of Education

The goals of the Instructional Certification Programs in Graduate Education are to enable classroom teachers to continue their professional development by equipping them to move into positions of broadened responsibility, and to train qualified candidates who are interested in making a career change to the teaching profession. The goals of the Leadership Programs in Graduate Education are to prepare teachers to move into positions of broadened responsibility and to take on leadership roles in a K-12th grade setting.

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 five concentrations of study:

- Educational Leadership
- Reading
- Teaching
- 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:

- Director of School Counseling
- Middle School Mathematics
- Professional/Associate Counselor
- School Business Administrator
- Supervisor
- Teacher
- Teacher of Students with Disabilities

Program Availability

All courses are offered on a semester calendar at the main campus in Jersey City. The concentrations in Teaching and Educational Leadership are offered also at the Englewood Cliffs and Sayreville sites. 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 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 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.

Admission Requirements

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

- Official application (Apply online at 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.
- Official GRE or MAT scores taken within the last five (5) years.
- 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.
- Research based document, scholastic article, a paper written for class as publication.
- A personal interview may be requested.

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

- Official application (Apply online at 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 postsecondary institutions.
- Official GRE or MAT scores taken within the last five (5) years.
- 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.
- Research based document, scholastic article, a paper written for class as publication.
- A personal interview may be requested.

For the Master of Arts in Education Programs

- Official application (Apply online at 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, 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, 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, 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, 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, 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, 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.
- Additional requirements for international students.*

For the Teacher of Students with Disabilities Certification Program

- Official application (Apply online at 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 and Professional Studies Admission
2641 John F. Kennedy Boulevard

Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate and Professional Studies 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 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

Course List

Level One - (Foundation - 15 Credits)

GE-801	Curriculum Development and Instruction	3
GE-803	School Policy Analysis	3
GE-805	Organizational Behavior and Leadership	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	Data Driven Analysis and Implementation	3
GE-829	Advanced Technology for Administrators	3
GE-831	Accountability: Resource Allocation and Financial Challenges	3
GE-833	Emerging Legal and Moral Issues Facing Executive Administrators	3
GE-835	Personnel Administration and Public Sector Bargaining	3
GE-839	Statistics II	3
GE-841	Selected Topics in Educational Leadership	3

Comprehensive Examination

Level Three (9 Credits)		9
GE-871	Dissertation Seminar I [1]	
GE-873	Dissertation Seminar II [1]	

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 Leadership. The foundations course will 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, two content questions plus a research and statistic question, 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.

Policy on Failure

Any student who fails the Qualifying or Comprehensive Examination will be provided with a single opportunity to retake the exam. Any student who fails the retake examination shall be dismissed from the program.

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 in consultation with the Dean.
6. Completion of 15 foundations credits, 30 professional concentration credits, and 18 research credits.
7. Successful oral defense of a doctoral-level dissertation.

Transfer Credit

Transfer credits will be considered upon successful completion of the doctoral level examination in the academic course discipline. 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 shall 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 prepare students for post-secondary leadership roles in community colleges, liberal arts colleges, as well as teaching and research universities. The Program's goal is to produce leaders who can effectively manage and formulate change while successfully navigating the forces inherent to higher education.

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

Level One (15 Credits) Required for Qualifying Exam		
GE-805	Organizational Behavior and Leadership	3
GE-807	Statistics I [1]	3
GE-809	Research Design and Methods [1]	3
GE-822	Historical Trends in Higher Education	3
GE-825	Ethical Foundations and Social Responsibility	3
Qualifying Examination		
Level Two (24 Credits) Required for Comprehensive Exam		
GE-801	Curriculum Development and Instruction	3
GE-811	Qualitative Research Design and Analysis	3
GE-839	Statistics II [1]	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-874	Finance, Budgeting and Resource Allocation in Higher Education	3
GE-876	Accountability: Assessment, Accreditation and Institutional Research	3
Comprehensive Examination		
Level Three (9 Credits)		9
GE-871	Dissertation Seminar I [1]	
GE-873	Dissertation Seminar II	
Total Credits		48

[1]   Denotes Research classes

Matriculation Process

Doctoral students will be considered for matriculation after completing 12 professional foundation concentration course credits, 3 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 six questions in order to pass the qualifying exam. The professional concentration courses will consist of GE-822 Historical Trends in Higher Education, GE-805 Organizational Behavior and Leadership, and GE-825 Ethical Foundations and Social Responsibility. The research courses include GE-807 Statistics I, GE-839 Statistics II, and 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, two content questions plus a research and statistics question, 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.

Policy on Failure

Any student who fails the Qualifying or Comprehensive Examination will be provided with a single opportunity to retake the exam. Any student who fails the retake examination shall be dismissed from the program.

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 48 graduate credits at the doctorate level.
5. Nine graduate credits related to educational leadership could be transferred into the program in consultation with the Dean.
6. Completion of 15 foundations credits (including 3 research credits) and 27 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.

Master of Arts in Education: Educational Leadership

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 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 in Administration and Supervision I [1]	3
GE-529	Internship in Administration and Supervision II [1]	3
GE-555	Computers in Curriculum Design and Evaluation	3
or GE-570	Foundations of Reading Curriculum	
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: Reading

The concentration in reading, designed for qualified teachers who desire in-depth training as specialists in the Reading field, affords opportunities to investigate and apply the full range of reading approaches. The concentration in Reading qualifies graduates for New Jersey State Certificates as Teacher of Reading, Reading Specialist, and with specific approved electives, Supervisor.

Foundation 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-512	Assessment of Student Ability and Achievement	3
GE-570	Foundations of Reading Curriculum	3
GE-571	Diagnosis and Treatment of Children with Learning Disabilities	3
GE-574	Diagnosis of Children with Reading Problems	3
GE-576	Remediation of Children with Reading Problems	3
GE-578	Supervision of Reading Programs	3
GE-579	Supervised Practicum in Reading	3
Approved Electives		6
Total Credits		36

Master of Arts in Education: Teaching

The concentration in Teaching is designed for liberal arts graduates who desire to make a career change to enter the field of teaching. Teachers in service both in private and public schools who lack full certification may also complete

certification. Candidates who complete this concentration and pass the appropriate Praxis Examination(s) may qualify for state certification in one of the following areas: Elementary Education, Art, English, Business, Music, Social Studies, Mathematics, Chemistry, Physics, Earth Science, Biological Science, and Physical Science. Candidates who wish to pursue Spanish, French, or Italian Language certification must complete additional requirements listed on the NJDOE web site. Middle School Subject Area (referred to as Elementary with Specialization) is available in a variety of subjects.

Foundation 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 Development	3
GE-512	Assessment of Student Ability and Achievement	3
GE-540	Fundamentals of Methodology	3
GE-555	Computers in Curriculum Design and Evaluation	3
GE-570	Foundations of Reading Curriculum	3
GE-547	Student Teaching (or 9 credits of additional electives if not required) [1]	8
Approved Electives		3
Total Credits		35

[1]   Students with Teaching Certification or 3 years of full-time permanent teaching are exempt from student teaching and must take 3 elective courses to complete their degree.

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 and Foundations for Specialized Instruction	3
GE-616	Effective Classroom Management and Behavior Intervention	3
GE-617	Assisting in the General Education	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	Appied 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 Applications	
GE-654	Stategies 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 and Foundations for Specialized Instruction	3
GE-616	Effective Classroom Management and Behavior Intervention	3
GE-617	Assisting in the General Education	3
GE-618	Assessment Techniques for Students with Disabilities	3
GE-570	Foundations of Reading Curriculum	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 Applications	
GE-654	Stategies for Home, School and Community Relationships	
GE-655	Special Education and School Law	
Total Credits		33

Middle School Mathematics Certification

For students who have six credits of math on the undergraduate level and instructional certification for K-5 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 Heath 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 Development	3
GE-513	Fundamentals of Elementary and Secondary Supervision	3
Select one of the following:		3
GE-555	Computers in Curriculum Design and Evaluation	
GE-570	Foundations of Reading Curriculum	
Select one of the following:		3
GE-528	Internship in 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 and Foundations for Specialized Instruction	3
GE-617	Assisting in the General Education	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 Applications	3
GE-654	Stategies 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.

GE-502	Psychological Foundations of Learning	3
GE-510	Principles of Curriculum Development	3
GE-512	Assessment of Student Ability and Achievement	3
GE-540	Fundamentals of Methodology	3
GE-555	Computers in Curriculum Design and Evaluation	3
GE-570	Foundations of Reading Curriculum	3
GE-547	Student Teaching	8
Total Credits		26

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, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (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, nurse case managers 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.
- Case Management with a functional concentration in Nursing Administration.

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 Englewood Cliffs campus. Courses are offered as follows:

- MSN in Case Management. A trimester calendar ten weeks in length, with a final examination in the eleventh week.
- MSN Primary Care (Adult-Gerontology Nurse Practitioner). Combined semester (15 weeks) and trimester (11 weeks) schedule.

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 201-761-6272 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.

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 Coordinator of the graduate master's program for which the candidate wishes to apply.
- 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 NLNAC 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 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.
- 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 degrees from a regionally accredited college or university with a GPA of at least 3.0.
- An RN diploma or associate degree in nursing from an NLNAC 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 and Professional Studies Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate and Professional Studies 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 New Jersey Council of Baccalaureate and Higher Degree Programs in Nursing.

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 first doctoral program at the Englewood Cliffs 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 Englewood Cliffs campus. Classes are scheduled one evening 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 Genetic Risk Factors Interpretation	3
NU-750	Health Care Policy: Legislation and Strategies	3
NU-760	Health Promotion, Health Disparities Within the Urbn Environment	3
NU-785	Leadership and Communications for Advanced Practice Nursing	3
Cognate and Role Specialization Courses		
NU-801 & NU-802	Residency I and Residency II [1]	8
NU-846	DNP Capstone Project Seminar I	2
NU-848	DNP Capstone Project Seminar II	2
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 225 mentored practica hours.

Master of Science in Nursing Case Management

The 37 credit curriculum consists of three levels. Level I contains the core courses which encompass nursing theory, research, current issues, financial concepts and organizational behavior. The core courses provide the foundation for graduate study in nursing and for courses in the specialization and functional areas. Levels II and III contain the specialization and functional nursing components of the curriculum. These are the role courses. Level II emphasizes the clinical and theoretical bases required for nursing case management and administrative practice. Courses focus on case management, client education, clinical management of client aggregates and administration. Level III stresses the application of theory and culminates in practica in nursing administration and in case management where role synthesis and role enactment are achieved.

Courses in case management are designed to prepare nurses to coordinate care, provide clinical management for groups of clients and act as client advocates. Students will become knowledgeable about health care delivery systems and the managed care environment; develop expertise in case management models and process, teaching, outcome measurement, and coordinating services and resources for clients.

The functional concentration in nursing administration focuses on preparing graduates for middle and upper level management roles in health care facilities. Students will develop skills in leadership and management, acquire an understanding of organizational design, health care economics, human resource development, and quality improvement tools.

Level I (14 Credits)

NU-510	Current Issues in Health Care	2
NU-512	Nursing Theory	3
NU-520	Research: Design and Utilization	3
GB-511	Management and Human Behavior	3
NU-515	Health Care Financing and Managed Care	3

Level II (12 Credits)

NU-530	Concepts in Clinical Nursing	2
NU-535	Client Education: Strategies and Community Resources	2
NU-540	Practicum in Clinical Nursing	2
NU-550	Administration in Health Care Organizations	3
NU-555	Case Management I	3

Level III (11 Credits)

NU-565	Practicum in Nursing Administration	2
NU-570	Case Management II	3
NU-580	Case Management Practicum and Seminar	3
Electives [1]		
Select one of the following:		3
NU-536	Advanced Pathophysiology	
NU-537	Pharmacolgy for Prescriptive Practice	
NU-538	Family Systems and Dynamics [2]	
NU-575	Performance Improvement in Health Service Organizations	
NU-599	Advanced Independent Study in Nursing [3]	
GB-517	Business Ethics	
GB-621	Human Resources	
GB-629	Enterprise Risk Management	
GB-503	Statistics for Managers	
GB-510	Computer-Based Information Systems	
Total Credits		37

[1]   The elective may be taken in any trimester.

[2]   A student who elects to take this course must also take NU-599 for one credit.

[3]   NU-599 may be taken for 1-3 credits as needed.

Note: The curriculum consists of three levels; students need to complete all courses in Level I and be midway in Level II before proceeding to the third level.

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 and Community Resources	2
Cognate Courses (11 Credits)		
NU-536	Advanced Pathophysiology	3
NU-537	Pharmacolgy for 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 Master's 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 for 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 Public Administration

Philip Plotch, Ph.D., 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 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.

Curriculum - Master of Public Administration

The Masters in Public Administration program is divided into two levels, as detailed below. 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-510	Ethics and Society	3
PA-520	Research and Analytic Methods	3
PA-530	Public Sector Finance and Budgeting	3
PA-540	Leadership in Public and Non-Profit Sectors	3
PA-550	Quantitative Methods for Public Administration	3
Level II		
PA-555	Public Policy	3
PA-560	Community Organizing and Development	3
PA-565	Seminar in Social Justice	3
PA-570	Managing Information Technology	3
PA-580	Capstone Project	3
Electives (Select One Course)		3
PA-511	Internship (Domestic or International)	
PA-512	Sustainability in Public Administration	
PA-513	Advanced Independent Study in Public Admistration	
Total Credits		36

Admission Requirements

Graduate Public Administration

- Official Application (Apply online at 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 and Professional Studies Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate and Professional Studies 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.

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.

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.

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.

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. 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

Main Campus 2641 Kennedy Boulevard, Jersey City, New Jersey 07306-5997 201-761-6000

Branch Campus Hudson Terrace, Englewood Cliffs, New Jersey 07632-2899 201-761-7898

Graduate Offices:

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

MBA Program (JC) Dinneen Hall Ground Floor (201) 761-6472; mba@saintpeters.edu

MS Accountancy (JC) Dinneen Hall Ground Floor (201) 761-6472; msacct@saintpeters.edu

MSN, Certificate Programs & DNP (EC) Allison House 2nd Floor (201) 761-7490; msn@saintpeters.edu

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

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

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

MS Cyber Security (JC) Loyola Hall Room 10 (201) 761-6362; gradadmit@saintpeters.edu

Student Services

Graduate and Professional Studies Admission (JC) Dinneen Hall 1st Floor (201) 761-6470; gradadmit@saintpeters.edu

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

Career Services (JC) Henneberry Hall Room 31 (201) 761-6400

University Store (JC) Mac Mahon Student Center (201) 761-6490

Computer Lab (EC) Main Building 2nd Floor No Phone

Enrollment Services Center (EC) Main Building 1st Floor (201) 761-7485

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

Bursar (JC) McDermott Hall 1st Floor (201) 761-7440

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

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

Library (EC) Main Building 1st Floor (201) 761-7488

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

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

Registrar/Bursar (EC) Main Building 1st Floor (201) 761-7485

Secruity Office (JC) Saint Peter Hall 1st Floor (201) 761-7400

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

Locations designated (JC) are on the Jersey City campus designated (EC) are on the Englewood Cliffs campus

Saint Peter's University Administration

General Administration

Eugene J. Cornacchia[1], Ph.D., President

Gerard O'Sullivan, Ph.D., Provost/Vice President for Academic Affairs

Virginia Bender[1] '78, Ph.D., Special Assistant to the President for Planning

Eileen L. Poiani[1], Ph.D., Special Assistant to the President

Denton L. Stargel, M.P.A., Vice President of Finance and Business

Leah Leto, M.Ed., Vice President for Advancement

Rocco Danzi, S.J., Vice President for Mission and Ministry

Jeff Handler, M.A., Vice President for Enrollment Management and Marketing

Milos Topic, M.B.A., Vice President and Chief Information Officer, Information Technology and Operations

Mildred A. Mihlon, Ph.D., Associate Vice President for Academic Affairs & Assessment

Anthony Skevakis, Ph.D., Associate Vice President for Student Life & Development

Administrative Staff

Yesenia Nino, Senior Associate Director of Graduate and Professional Studies Admission

Louis Ruvolo, M.B.A., Director of Graduate Business Programs

Mark Lovenson, M.B.A., Associate Administrative Director of Graduate Business Programs

Filomena D'Urso, B.A., Assistant Administrative Director of Graduate Business Programs

Barna Donovan, Ph.D., Director of Graduate Communication Program

Philip Plotch, Ph.D., Director of Graduate Public Administration Program

Sylvain Jaume, Ph.D., Director of Data Science Program

Edward Moskal, M.S., M.M.S., Director of Cyber Security Program

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

Scott F. Stoddart, Ph.D., Dean, College of Arts and Sciences

Bruce Rosenthal, Ph.D., KPMG Founding Dean, School of Business

Joseph Doria, Jr., Ed.D., Dean, School of Education

Maureen Blue, Ed.D., Director of Doctorate in Education Program

Lauren O'Hare, Ed.D., Dean, School of Nursing

Kamla Singh, M.B.A., Registrar

[1]   Bene Merenti

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Anthony M. Tonzola, M.D. '66

Thomas L. Wickiewicz, M.D. 72'
Nancy Kernan Yewaisis

Board of Trustees

Faculty - Graduate Business

Graduate Business Faculty

Karl C. Alorbi (2002) Chairman of Business Administration Department, Assistant Professor, B.A., University of Science & Technology, Ghana; M.S., Ph.D., University of Strathclyde, U.K.

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

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Matthew Fung (2002) Associate Professor, B.A., The City College, CUNY; M.A., Columbia University; M.A., Hunter College; Ph.D., Rutgers University

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

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Kevin A. Leeds[1] (1981) Chairman of Accountancy Department, Professor, B.B.A., Saint Bonaventure University; M.B.A., Fairleigh Dickinson University; C.P.A.

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

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Edward J. Moskal (2003) Assistant Professor, B.S., Saint Peter's University; M.S., Notre Dame; M.M.S., Stevens Institute of Technology

Mary Kate Naatus (2010) Assistant Professor, B.A., The College of New Jersey; M.B.A., New Jersey Institute of Technology; Ph.D., Rutgers 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

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Linda J. Sylvestri (2009) Adjunct Lecturer, B.S. Ramapo College; 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

Allen Zagier[1] (1979) Professor, B.S., Newark College of Engineering; M.S., Columbia University; M.S., New York University; M.B.A., George Washington University ; C.P.A.

Faculty - Graduate Communication

Graduate Communication

Maggie Boyraz (2013) Adjunct Lecturer, B.S., Silesian University; M.A. The City University of New York - Brooklyn

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)

Charles F. File (2014) Adjunct Lecturer, B.A., Cornell University; M.A., New York 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

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

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

Faculty - Graduate Data Science

Graduate Data Science

Jane Cheng (2015) Adjunct Lecturer, B.S., East China Normal University; M.S., New Jersey Institute of Technology

Nigel DeFreitas (2015) Adjunct Lecturer, B.A., Rochester Institute of Technology; M.S., Stevens Institute of Technology

Robert Finn (2016) Assistant Professor, Ph.D., University of Florida

Hakan Gogtas (2016) Adjunct Lecturer, B. S., Hacettepe University; M.A., University of Michigan; Ph.D., University of Pittsburgh

Sase Govindan (2016) Adjunct Lecturer, B.S. Coventry University; M.S., Stevens Institute of Technology

Sylvain Jaume (2014) Director, M.S., Ph.D., Universite Catholique de Louvain

Gerardo Menegaz (2015) Adjunct Lecturer, B.A., University of California of Santa Barbara; M.B.A., University of Phoenix

John Wang (2014) Adjunct Lecturer, B.S., Taiyuan University of Sciences and Technology; M.S., Harbin Institute of Technology; Ph.D., Temple University

Letao Wang (2015) Adjunct Lecturer, M.A., University of Louisville; M.S., University of Southern California

Jennifer Woods-Burke (2016) Adjunct Lecturer, B.S., Providence College; J.D., New York Law School

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

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

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

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

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

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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

Elizabeth Marino (2008) Adjunct Professor, M.S., 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

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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

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

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 Nursing

Graduate Nursing

Patricia Ahearn (2011) Clinical Assistant Professor and Director of the RN-BSN Program, B.S.N., M.S.N., Saint Peter's University

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

Lisa Garsman (2007) Clinical Assistant Professor, Director Generic BSN Program, B.S.N., Fairleigh Dickinson University; M.S., A.P.N., 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

Sandra Horvat (2014) Clinical Assistant Professor, B.S.N., M.S.N., A.P.N., Saint Peter's University

Jamila Jones (2014) Assistant Professor, B.S.N., M.S.N., D.N.P., Saint Peter's University

Margaret Macali (2011) Adjunct Professor, B.S.N., Dominican College; M.S., Rutgers, The State University of New Jersey

Irene McEachen (2000) Associate Professor, Coordinator Case Management Program, B.S.N., Fairleigh Dickinson University; M.S.N., Columbia University; M.Ed., Ed.D., Teachers College, Columbia University

Michelle Morales (2010) Adjunct Lecturer, B.S.N., New Jersey City University; M.S.N., Ramapo College

Kathleen Motacki (2010) Clinical Professor, B.S.N., M.S.N., Kean University; R.N., B.C.

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., Alfred University; M.S.N., Hunter-Bellevue School of Nursing; Ed.D., Saint John's University

Michelle Romano (2015) Clinical Assistant Professor, B.S.N., M.S.N., Wagner College

Hussein Tahan (2004) Adjunct Lecturer, B.S.N., American University of Beirut; M.S.N., College of Mount St. Vincent; D.N.Sc., Columbia University

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) Director of Community Engagement, 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) Professor of Urban Studies, B.A., M.A., Saint Peter's College; Ed.D., Seton Hall University

Philip Plotch (2014) Assistant Professor and Director Public Administration, B.A., State University of New York - Albany; M.A. Hunter College; Ph.D., New School University

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

Libraries

Jersey City Campus

Hao Zeng, Systems Electronic Resource Librarian, B.S., Beijing Normaz University; M.L.I.S., Long Island University; M.B.A. Saint Peter's University

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

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

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

Englewood Cliffs Campus

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

Directions to 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.

Directions To Englewood Cliffs Campus

From Edgewater, North Bergen, West New York, and Weehawken:

Take River Road (Route 505) North. River Road becomes Hudson Terrace in Fort Lee. After the George Washington Bridge overpass, continue on Hudson Terrace 1.5 miles to the campus entrance on the right. (The College is 4.5 miles-approximately a 12-minute ride-from Edgewater Commons on River Rd.)

From Routes 4, 46, 80 and I-95:

As you approach the George Washington Bridge, follow signs for the Palisades Interstate Parkway (PIP) and Route 9W. At the fork of the PIP and Route 9W, take Route 9W. Go through several traffic lights. Turn right at Charlotte Place and follow it to the end. Turn left onto Hudson Terrace. Take the first right onto the campus.

From the north via the Palisade Interstate Parkway (PIP):

Take the PIP South to Palisade Avenue (Exit 1). At the end of the ramp, make a left and an immediate right onto Hudson Terrace. Take the first left onto the campus.

From the north via route 9W:

Take Route 9W south to the intersection at Palisade Avenue in Englewood Cliffs. Turn left onto Palisade Avenue. Take the first right onto Hudson Terrace. Take the first left onto the campus.

Courses of Instruction

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 og 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.

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.

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.

AC-554. International Taxation. 3 Credits.
U.S. Tax Law as it relates to international transactions of individuals and business entities: planning and compliance.

AC-555. U. S. Taxation. 3 Credits.
This course covers U.S. income tax for both individuals and business entities. Emphasis on tax regulations, and current practice.

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.

BC Courses

BC-690. Curriculum Development in Science Education. 3 Credits.
Teachers will explore ways to incorporate scientific research into curriculum design for science education.

BC-692. Implementation of Research in Science Education. 3 Credits.
Teachers will develop and implement lesson and unit plans based on their research into the science curriculum.

BC-695. Research in Science Education. 3 Credits.
Teachers will explore practical research in the laboratory; develop their research skills; and discover methods for applying these learning techniques in the classroom.

BM Courses

BM-510. Human Behavior in Organizations. 3 Credits.
Integration of behavioral science theory, concepts, research and techniques for understanding human behavior in organizations. Topics include motivation, personality, supervision and leadership, job satisfaction, communications.

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 media environment and how to be media literate within it.

CU-501. Strategic Communication Research. 3 Credits.
Strategic communication is the study of how organizations and individuals use communication to convey and influence their opinions in society. Public relations plays a major role. 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 strategic 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. Prerequisites: CU-500 CU-501 CU-502 CU-504 CU-506 CU-508 OR GB-511.

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. Prerequisites: CU-500 CU-501 CU-502 CU-504 CU-506 CU-508 OR GB-511.

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. Prerequisites: CU-500 CU-501 CU-502 CU-504 CU-506 CU-508.

CU-526. Capstone Project: Seminar. 3 Credits.
This 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.

CU-590. Internship I. 3 Credits.
In-class readings and discussions are integrated with an internship experience in a specialized field of strategic communication.

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

CY Courses

CY-510. 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.

CY-520. Cyber Security Legal Aspects and Ethical 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. Cryptology. 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 Telecommunications Networks. 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-610. Ethical Hacking and Penetration Tests. 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-630. 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 AND CY-540.

CY-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. Prerequisites: CY-510 AND CY-540.

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.

DS Courses

DS-500. Introduction to R Programming. 0 Credits.
This is a four (4) week non-credit on-line course that covers statistical computing which includes programming in R, reading data into R, accessing R packages, writing R functions, debugging, profiling R code, and organizing and commenting R code. It is offered to Data Science students only.

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-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-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.

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.

DS-620. Data Visualization and Business Intelligence. 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.

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.

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.

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.

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.

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.

DS-680. Marketing Analytics and Operations 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.

EC Courses

EC-520. Macroeconomics. 3 Credits.
The course focuses on the real-world context of macroeconomic decision-making and on the interplay of political institutions, and social market forces in the shaping of policy. A case-study approach is used to examine recent macroeconomic problems and policies in the United States and the domestic and international effects of those policies.

GB Courses

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-510. Computer-Based Information Systems. 3 Credits.
Information systems development, planning control; utilization of computer resources; telecommunications; database concepts; the automated office; eCommerce; enterprise systems; social impact on computers. In-depth analysis of business applications, including enterprise resource planning systems, decision support systems and electronic commerce. Students will be required to complete a final project on researching a company's information systems infrastructure.

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. 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-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-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.

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-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: FN-530.

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: FN-530.

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.

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.

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. Business Systems Interruption. 3 Credits.
This course deals with various sources of business interruption arising from failures of management information system and telecommunications structures. It addresses complexity of technology, interaction of the web and back office systems, and security failures. It covers fraud, hacking, firewall attacks, and protection of intellectual property through encryption and other means.

GB-627. Culture in International Business. 3 Credits.
This course focuses on the way local business and business negotiations are conducted. Examines cultural differences in management, planning, analysis, organizational structure, and business relationships. Emphasizes how different cultures interface as they do business.

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.

GB-633. Executive in Residence Seminar. 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.

GB-634. Executive Seminar: Business Strategy 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.

GB-635. Statistical Aspects Risk Management. 3 Credits.
This course covers the role of statistics helping organizations deal with traditional and enterprise-wide risks, it examines techniques to improve the processes of identifying external and internal exposures, measuring their severity and frequency, and evaluating alternatives to mitigate risks. The course stresses the importance of subjective estimates, probability distributions and standard deviation as well as regression analysis, and applications to help organizations understand the dimensions of various exposures.

GB-636. Financial Aspects of Risk Management. 3 Credits.
This course covers financial issues related to enterprise risk management in a modern corporation. It examines business risks and techniques to measure the impact of them. It shows how to create a cash flow stream to evaluate investments in risk management projects. It focuses on risk and return and other financial topics to manage enterprise risk.

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.

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-644. Internet Marketing. 3 Credits.
This course covers the rapidly changing and growing world as organizations use the worldwide web to reach buyers for their products and services. Specific topics are techniques of online marketing, creating an effective web site and online storefront, use of search engines and email, and maximizing a web presence including use of internet marketing combined with availability of local outlets.

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.

GB-647. Global Logistics. 3 Credits.
This course examines international movements from producing through distribution to the sale of components and finished products. Discussions include planning and managing systems that create efficient and timely cross-border and cross-ocean shipments. The course examines and problems and solutions managing complex supply chains.

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-649. Outlaw Regimes and Corruption. 3 Credits.
This course examines the darker side of doing business in a global framework. It examines national and regional laws and regulations that affect business practices. Topics include contract enforcement, regulatory compliance, and dispute resolution and exposures arising from corruption, unethical and illegal business practices, money laundering, and other behaviors associated with outlaw regimes.

GB-650. Managerial 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-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-665. Analysis and Development of Information Systems. 3 Credits.
This course surveys methods and techniques for analyzing existing systems and designing new ones. The course explores the stages of the System Development Lifecycle including project definition, feasibility study and system design. It also focuses on the data modeling, process modeling network modeling, and user interface design.

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 I. 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-692. Business in a Post American World. 3 Credits.
This course covers the global business landscape that is not dominated by a single economic superpower. It examines the political, economic, and social implications from the reality that the United States no longer dominates the global economy. It assesses the conduct of business and how companies can pursue success in a rapidly changing international climate where people live in a truly global era.

GB-693. Research Project. 3 Credits.
Subject to the approval of the Business Graduate Program Director, candidates create and complete an original research project under the guidance of a member of the faculty.

GB-695. Global Business Policy. 3 Credits.
This capstone course integrates lessons learned in earlier courses and develops a comprehensive approach to global problem solving and decision making. Students work in teams to demonstrate a mastery of concepts and complete projects that integrate lessons learned from marketing, management, finance, information system, and other functional areas. This course can only be taken near the end of the program.

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.

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.

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-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-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-507. Professional Assessment Strategies. 3 Credits.
Course would incorporate subject specific content and strategies for taking standardized assessments.

GE-510. Principles of Curriculum 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 in to practice.

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-528. Internship in 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 in 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.

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.

GE-548. Teaching Internship I. 4 Credits.
Supervised classroom teaching experience including seminars and conferences designed for those who begin teaching without having completed student teaching.

GE-549. Teaching Internship II. 4 Credits.
Supervised classroom teaching experience including seminars and conferences designed for those who begin teaching without having completed student teaching.

GE-555. Computers in Curriculum Design 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 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.

GE-570. Foundations of Reading Curriculum. 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 New Jersey Core Curriculum 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-570 AND GE-574.

GE-596. Curriculum Enrichment Using Resources of the Metropolis. 3 Credits.
Utilizing the rich environment of the metropolis to fulfill the New Jersey Core Curriculum Content Standards; creation of inter-disciplinary curriculum model using experience derived from fieldwork in the metropolis; evaluation of curriculum integrating the resources of the metropolis; using art, architecture, music, drama, museums, consulates and the churches of the metropolis.

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-614. Overview of Educational Disabilities and Foundations 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 in the General Education. 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-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. Appied 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-650. Topics in Teaching Life Science. 3 Credits.
Materials and techniques of teaching life science in the K-12 classroom, with emphasis on the discovery approach.

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 Applications. 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. Stategies 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 Heath 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-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 Leadership. 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. Prerequisites: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-821. Historical Foundations of Education. 3 Credits.
The course provides an introduction to educational leadership with an emphasis on the history of leadership. Students will compare the roles and challenges of the modern educational leader with those of past leaders. Students will investigate leadership credibility, vision, empowerment, and strategies.

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. Data Driven Analysis and Implementation. 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-829. Advanced Technology for Administrators. 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 Executive 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-841. Selected Topics in Educational Leadership. 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-871. Dissertation Seminar I. 4.5 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. 4.5 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-875. Dissertation Advisement. 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-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-880. Practicum in Higher Education. 3 Credits.
The practicum is a supervised, professional experience in an approved college or university setting or public agency involved with higher education designed to develop skills applicable to college-based teaching, higher education administrative or policy.

GE-881. Advanced Independent Study in Higher Education. 3 Credits.
For doctoral students wishing to work with their mentor to study topics related to their dissertation.

GE-899. Doctorate Independent Study. 3 Credits.

MA Courses

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.

MA-691. Implementation of Research in Math Edeucation. 3 Credits.
Teachers will develop and implement lesson and unit plans based on their research into the mathematics curriculum.

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-530. Concepts in Clinical Nursing. 2 Credits.
Examination of selected concepts relevant to nursing practice. Nursing care across the health care continuum is explored within the context of physiological/psychological phenomena, theory, research, technology, pluralistic, legal and ethical determinants. (Level 2, Prerequisite: Current Issues) Prerequisites: NU-510.

NU-535. Client Education: Strategies and Community Resources. 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 for 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-540. Practicum in Clinical Nursing. 2 Credits.
Clinical practice with selected clients or groups of clients or communities. Application of current theory and research in carrying out the nursing process. (Level 2, Prerequisite: Concepts in Clinical Nursing Pre or co- requisite: Client Education: Strategies and Community Resources) Prerequisites: NU-530 NU-535.

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) Prerequisites: NU-536.

NU-550. Administration in Health Care Organizations. 3 Credits.
Examination of the administrative process in a variety of health care organizations. Incorporates analysis of leadership skills, understanding of health care economics, role and function of the administrator and consideration of the ethical issues inherent in the current managed care environment. (Level 2, Prerequisites: Financial Concepts, Human Behavior in Organizations) Prerequisites: NU-515 BM-510.

NU-555. Case Management I. 3 Credits.
Examination of the process of case management and the evolving role of the case manager in a variety of settings across the continuum of health care. The managed care environment including types of insurance reimbursement and government regulation are explored in depth. Topics include integrated case management procedures such as utilization review, coding and discharge planning. Case management models, computer software, clinical pathways and care maps are analyzed. (Level 2) Prerequisites: NU-530 NU-558.

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-565. Practicum in Nursing Administration. 2 Credits.
Field experience involving the operationalizing of aspects of the administration role. Incorporates activities such as quality improvement projects, budgeting, delegation, policy making, interdisciplinary collaboration and change implementation. (Level 3, Prerequisite: Administration in Health Care Organizations) Prerequisites: NU-550.

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) Prerequisites: NU-558.

NU-570. Case Management II. 3 Credits.
The role of the master's prepared case manager ith individual clients and disease specific opulations are explored in depth. Emphasis is laced on measuring and evaluating the utcomes of case management as they relate to ccess, quality, cost and client satisfaction. (Level 3) Prerequisites: NU-555.

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).

NU-575. Performance Improvement in Health Service Organizations. 3 Credits.
This course is designed for students interested in gaining an understanding of health care quality improvement strategies and techniques. Students will learn what successful health care organizations are doing to improve quality, enhance customer satisfaction and reduce costs. The Malcolm Baldrige Healthcare Quality Award Criteria and the joint Commission for Accrediting of Healthcare Organizations utilized as frameworks for assessment and improvement.

NU-580. Case Management Practicum and Seminar. 3 Credits.
In this course, 2 credits are earned for clinical experience and 1 credit is earned for weekly seminars on campus. Students select a specific client group and type of care delivery agency for a field experience in case management. Emphasis is placed on care coordination, negotiation in brokering for health care services and the application of case management models. Concepts from all theoretical and clinical courses are synthesized to provide for role enactment in the practicum. Weekly seminars facilitate role socialization. (Level 3, Pre or corequisites: Case Management 1, Practicum in Nursing Administration). Prerequisites: NU-555 NU-565.

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).

NU-586. Advanced Practice Nursing Master's Project. 1 Credit.
Opportunity to develop and present a scholarly project related to a topic in advanced nursing practice. (Level 2).

NU-587. Continuous Matriculation Master's Practice. 1 Credit.
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-599. Advanced Independent Study in Nursing. 1 Credit.
The opportunity to create an assignment. Students investigate a topic of interest or design and execute a project or participate in an internship experience. Consent of instructor is needed prior to registering.

NU-601. Curriculum Development and Theory in Nursing Education. 3 Credits.
This course provides the learner the opportunity to explore the essentials of curriculum: the learner, the discipline, and the environment in which they interact. The recommendations of the Institute of Medicine as well as the call for a reformation in nursing education from the Carnegie Foundation will be explored as a foundation upon which the learner will design a requisite curriculum for tomorrow's students of nursing and the profession.

NU-603. Evaluation of the Critical Role of the Nurse Educator in Safe Patient Care. 3 Credits.
This course provides the learner the opportunity to explore the role of evaluator in multiple learning environments: the classroom, learning skills laboratory, simulation laboratory, and patient care facilities. Emphasis will be on the process as well as the need for a systematic approach for assessment. Prerequisites: NU-601.

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 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 the Urbn Environment. 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 Communications 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. 4 Credits.
Designed to include either Advanced Practice candidates or Administrator/Executive Role candidates within Health Systems-clinical focus- 225 hrs.

NU-802. Residency II. 4 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. 2 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. 2 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.

PA Courses

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 Admistration. 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 Budgeting. 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-540. Leadership in Public and Non-Profit Sectors. 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.

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