

# SAINT PETER'S COLLEGE

## GRADUATE CATALOG

2011-2013 ACADEMIC YEARS



## Admission Information

Saint Peter's College is an Equal Opportunity/Affirmative Action Employer/Institution. It does not discriminate on the basis of sex, race, marital status, color, religion, age, national or ethnic origin, disability, sexual orientation, or veteran's status. The College does not discriminate on any basis in the administration of its educational policies, scholarship and loan programs, and athletic and other College administered programs.

Applicants seeking admission to a master's or graduate certification program must have an earned bachelor's degree from a regionally accredited U.S. college or university, or hold an equivalent degree from an international institution of higher education. 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.

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

Credentials Evaluation Service, Inc.  
P.O. Box 24679  
Los Angeles, CA 90024  
(203) 475-2133

Educational Credential Evaluators, Inc.  
P.O. Box 17499  
Milwaukee, WI 53217  
(414) 964-0477

International Consultants, Inc. (ICI) of Delaware  
914 Pickett Lane  
Newark, DE 19711  
(302) 737-8715

Foundation for International Services, Inc.  
P.O. Box 230278  
Portland, OR 97223  
(503) 747-4225

World Education Services, Inc.  
P.O. Box 745  
Old Chelsea Station  
New York, NY 10011  
(212) 966-6311

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

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

## **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 College 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:**

Contact the Office of Graduate and Professional Studies Admission, 2641 Kennedy Boulevard, Jersey City via phone at 201-761-6470 or email at [gradadmit@spc.edu](mailto:gradadmit@spc.edu).

## **Business Programs**

Master of Business Administration (MBA)

Finance

Health Care Administration

Human Resource Management

International Business

Management

Management Information Systems

Marketing

Risk Management

Master of Science in Accountancy

Dual MBA/MS in Accountancy

## **Criminal Justice Programs**

Master of Arts in Criminal Justice Administration

Federal Law Enforcement Agency Administration

Police Administration

## **Education Programs**

Master of Arts in Education

Educational Leadership

Reading

School Counseling

Special Education

Teaching

Doctor of Education

## **Nursing Programs**

Master of Science in Nursing

Case Management/Nursing Administration

Primary Care - Adult Nurse Practitioner

Post-Master's Certificate

Adult Nurse Practitioner

RN to MSN Bridge Program

Doctor of Nursing Practice

## 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 Master of Education (M.Ed.) program is to prepare graduates to enter elementary and secondary classrooms as caring and professionally prepared teachers, administrators and school counselors; to equip graduates with the advanced knowledge and methodology to be expert teachers, counselors and supervisors; to develop ethical leaders in the field who understand the enormous responsibility they assume being a teacher, counselor and administrator; and to provide a foundation for doctoral study.

### **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 Arts in Criminal Justice Administration (MA in CJA):**

The mission of the Master of Arts in Criminal Justice Administration program is to develop professionals with specialty knowledge in police administration and federal law enforcement administration, emphasizing theory, practice, law and policy, as well as contemporary management skills who are able to lead organizations ethically and manage a diverse workforce in a multi-cultural, service-dominated governmental agency.

## Mission Statements of the Doctoral Programs

### **Doctorate in Educational Leadership (Ed.D.):**

The Doctoral program in Educational Leadership is designed to prepare students on a multitude of levels for academic, administrative, clinical or research positions in education. The program seeks to enable graduates to facilitate the development, implementation, and stewardship of a vision of learning that is shared and supported by the entire school community. Moreover, as leaders, they will be able to advocate, nurture and sustain a school culture that is conducive to maximized student learning and staff professional growth. All the while, the effective management of the organization will be ensured. Graduates will be prepared to ensure that essential and needed operations and resources for a safe, efficient, and effective learning environment are in place via the program's core values.

### **Doctorate in Nursing Practice (DNP):**

The mission of the Doctorate in Nursing program is consistent with the mission of the College. 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.

# **Graduate Catalog**

## **2011-2013**



### **The Jesuit College of New Jersey**

This graduate catalog was prepared in April 2011. The information is subject to change. The College reserves the right to add, amend, or repeal any of its regulations, policies, and programs, in whole or in part, at any time. The contents of this catalog do not constitute a contract between Saint Peter's College and its students or other parties.

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## Welcome

Welcome to Saint Peter's College, 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 Criminal Justice Administration.** With concentrations in Federal Law Enforcement Agency Administration and Police Administration.

**Master of Arts in Education.** With concentrations in Educational Leadership, 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 Adult Primary Care (Adult 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.

## Doctoral Programs

**Doctor of Education**

**Doctor of Nursing Practice**

## Two Convenient Locations

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

**Jersey City (Kennedy Boulevard)**

Graduate Education, Business, Accountancy and Criminal Justice Administration.

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

Graduate Education, Nursing and Business.

## Trimesters, Semesters, and Summer Sessions

Business and Criminal Justice courses are offered on a trimester basis.

Education and Nursing courses are offered both in a trimester and semester format. Check schedules at [www.spc.edu](http://www.spc.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 College 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 [graded@spc.edu](mailto:graded@spc.edu)
- Graduate Criminal Justice (201 761-6167) or [gradcj@spc.edu](mailto:gradcj@spc.edu)
- Graduate Business or MS in Accountancy (201 761-6472) or [mba@spc.edu](mailto:mba@spc.edu) or [msacct@spc.edu](mailto:msacct@spc.edu).
- Graduate Nursing (201 761-7490) or [msn@spc.edu](mailto:msn@spc.edu).

## Saint Peter's College

### About the College

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 College seeks to develop the whole person in preparation for a lifetime of learning, leadership, and service in a diverse and global society. The College 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 College 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)

## Accreditations

Saint Peter's College 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 College is recognized by the New Jersey

State Department of Education and the University of the State of New York as an approved teacher-training college.

## **THE SAINT PETER'S LIBRARIES**

*B*uilt 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.spc.edu/library](http://www.spc.edu/library).

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

Monday-Thursday	8:00 A.M. - Midnight
Friday	8:00 A.M. - 9:00 P.M.
Saturday	9:00 A.M. - 6:00 P.M.
Sunday	Noon - Midnight

The Englewood Cliffs Library is normally open from 9:00 A.M. to 8:00 P.M., Monday through Thursday and from 8:30 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 the library of the College of Medicine and Dentistry in Newark, and to other state-supported university libraries in New Jersey.

## **Campuses**

The main campus of Saint Peter's College 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 College's proximity to a major cultural center. In 1975, Saint Peter's College established a branch campus at Englewood Cliffs located on the Palisades one mile north of the George Washington Bridge. The College offers courses at other locations as well.

## **Graduate Education**

### **Anthony Sciarrillo, Ed.D., J.D., Director, 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 College.

## Master of Arts in Education

Saint Peter's College 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 South Amboy sites. The courses required for Teacher Certification are also offered on the trimester calendar on Saturdays at the Englewood Cliffs Campus. Selected courses for other programs are periodically offered at other sites.

## Degree Requirements

Students must fulfill all matriculation requirements, 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 Graduate Education Office located in the Center for Graduate Studies at 2624 Kennedy Boulevard. Appointments with an advisor at both the Jersey City and Englewood Cliffs campuses may be arranged through the Graduate Education Office by calling (201) 761-6473.

## Time Limitation

Students are expected to enroll continuously until their programs are completed, accumulating sufficient credits within the stipulated time frame of five years.

## **Graduate Education Curriculum**

### **Master of Arts in Education: Educational Leadership**

This concentration provides the opportunity to prepare for positions as Supervisor, Vice Principal, Principal, and Assistant Superintendent in Charge of Curriculum and/or Instruction. This concentration leads to New Jersey State Supervisor of Instruction and/or Principal certification.

#### **Foundation Courses (3 credits each)**

**GE500** Historical and Philosophical Foundations of Education

**GE502** Psychological Foundations of Learning

**GE505** Research in Education

#### **Required Courses (3 credits each)**

**GE510** Principles of Curriculum Development

**GE511** Principles & Problems of School Administration

**GE512** Assessment of Student Ability & Achievement

**GE513** Fundamentals of Supervision: Elementary and Secondary

**GE514** School Finance

**GE516** School Law

**GE528** Internship in Administration and Supervision I

**GE529** Internship in Administration and Supervision II

#### **Approved Electives (3 credits) Total Credits: (36)**

### **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 careful choice of electives, Supervisor.

#### **Foundation Courses (3 credits each)**

**GE500** Historical and Philosophical Foundations of Education

**GE502** Psychological Foundations of Learning

**GE505** Research in Education

#### **Required Courses (3 credits each)**

**GE512** Assessment of Student Ability and Achievement

**GE570** Foundations of the Reading Curriculum

**GE571** Diagnosis and Treatment of Children with Learning Disabilities

**GE574** Diagnosis of Children with Reading Problems

**GE576** Remediation of Children with Reading Problems

**GE578** Supervision of Reading Programs

**GE579** Supervised Practicum in Reading

#### **Approved Electives (6 credits) 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, Marketing,

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 (3 credits each)**

**GE500** Historical and Philosophical Foundations of Education

**GE502** Psychological Foundations of Learning

**GE505** Research in Education

**Required Courses (3 credits each)**

**GE510** Principles of Curriculum Development

**GE512** Assessment of Student Ability and Achievement

**GE540** Fundamentals of Methodology

**GE555** Computers in Curriculum Design and Evaluation

**GE570** Foundations of the Reading Curriculum Field Experience

**GE547** Student Teaching (8 credits) or 9 credits of additional electives if not required

**Approved Elective (3 credits) Total Credits: (35)**

## **Master of Arts in Education: School Counseling**

The Master of Arts in School Counseling is designed for individuals seeking an advanced program of instruction that will prepare them to assist students with counseling needs in an elementary or secondary setting (K-12). Completion of this program will qualify graduate students for New Jersey certification as a School Counselor.

The practical focus allows graduate students to develop advanced techniques in the specialized areas of counseling that are in demand from schools. 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 (3 credits each)**

**GE502** Psychological Foundations of Learning

**GE505** Research in Education

**GE512** Assessment of Student Ability and Achievement

**GE660** Introduction to Counseling

**GE661** Individual Counseling and Interviewing

**GE662** Group Counseling

**GE663** Career Counseling

**GE664** College Counseling

- GE665** Crisis Counseling
- GE667** Abnormal Psychology
- GE668** Psychology of Exceptional Children
- GE669** Community Agencies, Organizations, and Resources
- GE670** Multicultural Counseling
- GE671** Substance Abuse and Treatment
- GE672** Practicum in Counseling I
- GE673** Practicum in Counseling II

**Total Credits: (48)**

## **Master of Arts in Education: Special Education, Applied Behavior Analyst**

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.

### **Required Courses (3 credits each)**

- GE614** Overview of Educational Disabilities and Foundations for Specialized Instruction
- GE615** Instructional Strategies for Students with Disabilities
- GE616** Effective Classroom Management and Behavioral Intervention
- GE617** Assisting Students with Special Needs in the General Education Class
- GE618** Assessment Techniques for Students with Disabilities
- GE631** Behavior Analysis I
- GE632** Applied Behavior Analysis II
- GE633** Applied Behavior Analysis III
- GE635** Research Seminar in Applied Behavior Analysis

### **Approved Electives (6 credits from below)**

- GE652** Curriculum Development for Students with Disabilities
- GE653** Assistive Technology - Uses and Applications
- GE654** Strategies for School, Home and Community Relationships
- GE655** Special Education and School Law

**Total Credits: (33)**

## **Master of Arts in Education: Special Education, Literacy**

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.

### **Required Courses (3 credits each)**

- GE614** Overview of Educational Disabilities and Foundations for Specialized Instruction
- GE615** Instructional Strategies for Students with Disabilities
- GE616** Effective Classroom Management and Behavioral Intervention
- GE617** Assisting Students with Special Needs in the General Education Class
- GE618** Assessment Techniques for Students with Disabilities
- GE570** Foundations of the Reading Curriculum
- GE571** Diagnosis and Treatment of Children with Learning Disabilities
- GE574** Diagnosis of Children with Reading Problems
- GE577** Research Seminar in Literacy

### **Approved Electives (6 credits from below)**

- GE652** Curriculum Development for Students with Disabilities
- GE653** Assistive Technology – Uses and Applications
- GE654** Strategies for School, Home and Community Relationships
- GE655** Special Education and School Law

**Total Credits: (33)**

## **CERTIFICATION PROGRAMS**

### **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:**

- GE510** Principles of Curriculum



**GE511** Principles and Problems of School Administration

**GE513** Fundamentals of Supervision: Elementary and Secondary

**Total Credits: (9)**

### **Middle School Mathematics Certification**

For students who have 6 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:**

**MA502** Elementary Mathematical Functions and Models for Middle School

**MA504** Statistics, Probability and Discrete Mathematics for Middle School

**MA506** Geometry for Middle School

**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:**

**GE674** Family Therapy

**GE675** Ethics, Law and Professional Issues in Counseling

**GE676** Case Studies in Counseling

**GE677** Community Mental Health and Wellness

**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.

**GE511** Principles and Problems of School Administration

**GE513** Fundamentals of Supervision

**GE514** School Finance

**GE516** School Law

**AC151** Principles of Accounting I (or equivalent)

**EC101** Macroeconomics Principles (or equivalent)

**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.

**GE510** Principles of Curriculum Development

**GE513** Fundamentals of Supervision

**One course selected from the following:**

- GE555** Computers in Curriculum Design and Evaluation
- GE570** Foundations of the Reading Curriculum
- GE596** Curriculum Enrichment Resources of the Metropolis

**One course selected from the following:**

- GE528** Internship in Administration and Supervision
- GE578** Supervision of Reading Programs

**Total Credits: (12)****Teaching Certification**

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

- GE502** Psychological Foundations of Learning
- GE510** Principles of Curriculum Development
- GE512** Assessment of Student Ability and Achievement
- GE540** Fundamentals of Methodology
- GE555** Computers in Curriculum Design and Evaluation
- GE570** Foundations of the Reading Curriculum
- GE547** Student Teaching (8 credits)

**Total Credits: (26)****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.

**Required Courses:**

- GE614** Overview of Educational Disabilities and Foundations for Specialized Instruction
- GE617** Assisting Students with Special Needs in the General Education Class
- GE618** Assessment Techniques for Students with Disabilities
- GE574** Diagnosis of Children with Reading Problems
- GE652** Curriculum Development for Students with Disabilities
- GE653** Assistive Technology - Uses and Applications
- GE654** Strategies for School, Home and Community Relationships

**Total Credits: (21)****Admission Requirements****For the Master of Arts in Education Programs**

- Official application (Apply online at [www.spc.edu](http://www.spc.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.spc.edu](http://www.spc.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.spc.edu](http://www.spc.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.spc.edu](http://www.spc.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.spc.edu](http://www.spc.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.spc.edu](http://www.spc.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.spc.edu](http://www.spc.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.spc.edu](http://www.spc.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

In addition to the above requirements for all education programs, international students must also submit:

- Official TOEFL scores showing a minimum of 550 on the written exam, a minimum of 213 on the computer-based exam or a minimum of 79 on the Internet-based exam will be accepted. The college code for score reporting is 2806.
- Course-by-course evaluation reporting a 4-year bachelor's degree from a service (evaluations are accepted from World Education Services, Globe Languages, Credentials Evaluation Service, Inc., International Consultants Inc., Educational Credentials Evaluators, Inc., and Foundation for International Services, Inc.)

All application correspondence should be with:

**The Office of Graduate and Professional Studies Admission**  
**Saint Peter's College**  
**2641 Kennedy Boulevard**  
**Jersey City, NJ 07306**  
**(201) 761-6470**

## 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 leader-

ship roles in K through 12th-grade settings. Specifically, this concentration promotes the development of leadership skills via systematized practice, examination, and research. The prime focus of the program is on real-world problem solving and practical application. With these facets in place, the educational leadership program will stand to produce empowered leaders who are inclined to promote the success of all students and possess a dedication to serving their entire school community.

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

### **Level One - (Required for Qualifying Exam- 15 credits)**

- GE801** Curriculum Development
- GE803** School Policy Analysis
- GE805** Organizational Behavior and Leadership
- GE807** Statistics I
- GE809** Directed Research for Administrators

### **Level Two (33 Credits)**

#### **Required Courses (these 18 credits are required)**

- GE823** Fundamentals of Leadership
- GE827** Assessment and Evaluation for Administrator
- GE839** Statistics II
- GE841** Leadership Practicum
- GE843** Field Internship in Administration I
- GE845** Field Internship in Administration II

#### **Elective Courses (Choose 15 credits of electives)**

- GE821** Historical Foundations of Education
- GE825** Ethical Foundations and Social Responsibility
- GE829** Technology for Administrators
- GE831** Education, Finance and Administration
- GE833** School Law and Legal Issues
- GE835** Personnel Administration
- GE837** Public Sector Bargaining

### **Level Three (the first 6 credits are required)**

- GE871** Dissertation Seminar I
- GE873** Dissertation Seminar II
- GE875** Dissertation Advisement (continues matriculation until successful oral defense of a doctoral level dissertation)

**Total Credits: (54)**

## **Admissions Requirements**

### **General Requirements**

- Official application.
- Official transcripts evidencing conferral of a Master's Degree with a

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 College (500-1,000 words).
- Current resume.
- A personal interview may be requested.

All application correspondence should be with:

**The Office of Graduate and Professional Studies Admission**  
**Saint Peter's College**  
**2624 Kennedy Boulevard**  
**Jersey City, NJ 07306**  
**(201) 761-6470**

## Matriculation Process

Doctoral students will be considered for matriculation after completing 9 professional concentration course credits, 3 foundations 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 five questions in order to pass the qualifying exam. The professional concentration courses will consist of Curriculum Development (**GE801**), School Policy Analysis (**GE803**), and Organizational Behavior and Leadership (**GE805**). The foundations course will be Statistics I (**GE807**) and the research course will be Directed Research for Administrators (**GE809**).

## 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 may be transferred into the program in consultation with one's advisor.
6. Completion of 12 foundations credits, 30 professional concentration credits, and 12 research credits.
7. Successful completion of two administrative internship experiences.
8. Successful oral defense of a doctoral-level dissertation.

### **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.

## **Graduate Education Course Descriptions**

### **GE500. Historical and Philosophical Foundations of Education**

Examination of the historical and philosophical foundations of education in our socially and culturally diverse country; introduction to thoughts of influential educators and the principles and ideas underlying educational policies; development of personal philosophy of education through identification of ideologies behind educational systems, curricula, and goals.

### **GE502. Psychological Foundations of Learning**

Processes, conditions, and techniques associated with learning in early elementary, elementary, early adolescent, and late adolescent stages of development; human development and learning theories along with their applications; the learning environment, the nature of knowledge, motivational patterns, effective study, intelligence, personality, mental health, moral integrity, and communication.

### **GE505. Research in Education**

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 appraise published research. The use of data-based research in administrative decision-making.

### **GE510. Principles of Curriculum Development**

Principles, organizations, and procedures in the design and implementation of the curriculum grades K-12, roles and processes in curriculum change for teachers, supervisors, and administrators. The impact of philosophy, social forces, human development theory, and the nature of learning on curriculum design, and exploration of history of curriculum in American public schools (K-12). Development of research-based curriculum criteria to aid in the development and analysis of curriculum. The role of curriculum leader as a communicator to the implementation school and community.

**GE511. Principles and Problems of School Administration**

Theories of leadership behavior; the changing role of the administrator, the role of school personnel in administration, school and community relationships, budget-planning responsibilities, master schedule construction, relationships with staff and students, problem-solving techniques, use of data-based research in administrative decision-making, educational leader as communicator to faculty, staff, students, and community; school administrator as manager of NJCCCS; educational leader as human resource manager.

**GE512. Assessment of Student Ability and Achievement**

Student assessment at each level; modern tests and trends in testing; psychological and achievement tests; the evaluation of the learner, including the physically challenged and disadvantaged child; various factors that affect test scores, use of statistical analysis in measuring assessment and in making administrative decisions; communication of achievement to students, faculty, and community.

**GE513. Fundamentals of Supervision: Elementary and Secondary**

The supervisor's role as an educational leader/consultant; objectives and techniques of instructional supervision; organizational theory; state-mandated rules for evaluation of teachers and administrators; an analysis of evaluative instruments; the supervisor as curriculum manager; role of NJCCCS in curriculum, supervision and professional development; supervisor in role as communicator to faculty and staff.

**GE514. School Finance**

A study of the role of the local, state, and federal government in the financing of public education; the history of school finance in the United States; preparing school budgets; analyzing cost-quality instruments; the role of the school budget in the broader community; the role of the NJCCCS in school finance; communication of the implications of the budget to the school and the community.

**GE516. School Law**

A study of the legal framework in which public education operates; principles of school governance; landmark court cases; students' and teachers' rights and responsibilities; principles of the Bill of Rights; federal and state laws affecting education and schools; school laws relating to the state department of education, school district and local board of education; school safety and security.

**GE528. Internship in Administration and Supervision I**

Internship arranged to provide students with on-the-job training. Supervision provided by college staff in conjunction with the superintendent of the school district and building principal or supervisor. Log of activities required, including participation in activities such as human resource management, staff supervision, communication with faculty, students, and community,



school budgeting and curricular/assessment activities centered on New Jersey Core Curriculum Content Standards.

**GE529. Internship in Administration and Supervision II**

Continuation of the internship experience providing students with on-the-job training. Topics not encountered in the first semester will be explored.

**GE540. Fundamentals of Methodology**

An analysis of effective teaching skills, classroom management techniques, successful motivational strategies, objectives, lesson plans and innovative methods.

**GE547. Student Teaching**

Supervised classroom teaching experience on the elementary or secondary level, including seminar meetings and conferences scheduled prior to and during the student teaching term.

**GE548. Teaching Internship I**

Supervised classroom teaching experience, including seminars and conferences designed for those who begin teaching without having completed student teaching.

**GE549. Teaching Internship II**

Supervised classroom teaching experience, including seminars and conferences designed for those who begin teaching without having completed student teaching.

**GE555. Computers in Curriculum Design and Evaluation**

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.

**GE570. Foundations of the Reading Curriculum**

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; analysis of New Jersey Core Curriculum Standards in language arts and literacy; teaching reading across all areas of the curriculum.

**GE571. Diagnosis and Treatment of Children with Learning Disabilities**

Theory and practice in identification, evaluation, and remediation of learning disabilities; understanding the role of the child study team; development of 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.

**GE574. Diagnosis of Children with Reading Problems**

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; communication of results to parents and colleagues; case study analysis of students with reading disabilities.

**GE576. Remediation of Children with Reading Problems**

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 and informal; techniques of remedial and corrective treatment of reading disorders; evaluation of materials used in remediation; development of an IEP for reading.

**GE577. Research Seminar in Literacy**

This course represents the basic concepts, procedures, and language of social sciences research: problem formation, 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.

**GE578. Supervision of Reading Programs**

Administering and supervising reading programs; initiating programs; conducting in-service training; developing a budget; conducting an evaluation of K-12 programs and personnel; research-based models for effective reading instruction; textbook selection; faculty development in areas of reading related to New Jersey Core Curriculum Content Standards.

**GE579. Supervised Practicum in Reading**

Field experience: the opportunity for students to gain practical knowledge and experience in the fields of developmental and remedial reading instruction; development of a case study in diagnosis and remediation of reading problems; work is supervised by a licensed reading specialist.

**GE593. Durant Seminar**

Survey of theory and current critical sources relating to the field of study of the Durant Scholar.

**GE596. Curriculum Development Using Resources of the Metropolis**

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 field work 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 as curriculum resources in the classroom.

**GE599. Independent Study**

Study of a selected topic in depth utilizing field-based or data-based educational research. Prerequisite: Approval of the Director.

**GE614. Overview of Educational Disabilities and Foundations for Specialized Instruction**

This course 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.

**GE615. Instructional Strategies for Students with Disabilities**

This course 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 toward teacher techniques that assist their students in the development of their own strategies and skills with the ultimate goal of independent living.

**GE616. Effective Classroom Management and Behavioral Intervention**

This course will explore and consider behavior management theories and techniques. Recognition of behavior difficulties, consideration of behavior assessment devices and application of behavior management systems applicable to the whole class and individual students will be provided.

**GE617. Assisting Students with Special Needs in the General Education Class**

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 support for special needs students using a collaborative approach and knowledge of in-class support methods.

**GE618. Assessment Techniques for Students with Disabilities**

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 occur. 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.

**GE631. Behavior Analysis I**

Focus on behavioral principles and procedures associated with the acquisition of new behavior and modification of existing behavior. Includes reinforcement, punishment, extinction, discrimination, drawing generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement application of these principles or

developmental disabilities, academic skills and optimal behaviors.

**GE632. Applied Behavior Analysis II**

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 environment relations that constitute behavioral deficits or excesses.

**GE633. Applied Behavior Analysis III**

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.

**GE635. Research Seminar in Applied Behavior Analysis**

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.

**GE652. Curriculum Development for Students with Disabilities**

Students will gain knowledge in regard to 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, New Jersey Core Course proficiencies, and standards recommended by state associations specializing in special education instruction.

**GE653. Assistive Technology – Uses and Applications**

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 towards content instruction, student response, enhancement of classroom management, provision of social intervention and transition services will occur.

**GE654. Strategies for School, Home and Community Relationships**

This course is designed to heighten sensitivity to the needs of families of children with disabilities and to 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.

**GE655. Special Education and School Law**

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.

**GE660. Introduction to Counseling**

Introduction to Counseling is a course that will help one decide and understand the training that is needed to be a counselor. One will learn and decide what the career of counseling is and whether or not one has the ability to become a counselor. To be a counselor, one must fit the role and have certain characteristics that will be learned in taking this course. It also explores various ideas used in counseling such as behavioral, psychodynamic and humanistic approaches. With this course, one will understand the components needed to be a successful counselor.

**GE661. Individual Counseling and Interviewing**

Interviewing is a skill which provides both a learning and reflective process. Developing skills in interviewing and counseling suggests 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 that 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.

**GE662. Group Counseling**

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, one will learn new ways of viewing problems objectively.

**GE663. Career Counseling**

This course provides the support needed in job searching. 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.

**GE664. College Counseling**

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, interviews, and preparing your list of colleges. All aspects of completing individual college applications and the common application, SAT and/or ACT or not; early decision, early acceptance, and early action; and financial aid issues such as the FAFSA, grants, scholarships, loans, EOF, and work study will also be explored.

**GE665. Crisis Counseling**

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 and 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.

**GE667. Abnormal Psychology**

Child, adolescent, and young adult psychopathology will be explored. Topics include the nature, diagnosis, and treatment of mental illness; psychopharmacology and 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.

**GE668. Psychology of Exceptional Children**

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.

**GE669. Community Agencies, Organizations, and Resources**

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, other courts, police, and 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.

**GE670. Multicultural Counseling**

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 worldviews of their clients. Multicultural Counseling is a very difficult and trying task and counselors should have the knowledge.

**GE671. Substance Abuse and Treatment**

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; the impact of substance abuse on the individual, family, school, and community; co-dependency, school based testing, and educational/preventative measures.

**GE672. Practicum in Counseling I**

This course is designed to train counselors. One 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 and ethics ethnicity of people. Through this course, students are properly prepared for the challenges that one will face in counseling.

**GE673. Practicum in Counseling II**

This course furthers the educational development from Practicum in Counseling I. This course teaches students to understand the responsibilities they will gain in this career. They will also learn essential teamwork 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.

**GE674. Family Therapy**

Introduction to the history, concepts, and procedures of Family Therapy will be examined. Topics include theories and practice; the systems nature of family therapy, treatment plans, 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; nontraditional families; and the dynamics of the family/school partnership.

**GE675. Ethics, Law, and Professional Issues in Counseling**

Examination of the effects of ethical, legal, and other professional issues on counseling and counselors will be covered. 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 and codes; New Jersey School Law Decisions and other 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.

**GE676. Case Studies in Counseling**

This course focuses exclusively on case studies in counseling. It is an advanced post-master's 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.

**GE677. Community Mental Health and Wellness**

Extensive investigations into preventing common problems before they happen will be explored. Its focus is 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, and cultural differences; understanding issues in human sexuality, avoiding gang involvement, and improving ethnic, race, and gender relations.

**Doctor of Education Course Descriptions****GE801. Curriculum Development**

The course concentrates on how curriculum is developed and implemented in a school. The course is based on theoretical research, current societal issues, and school-based needs. This course will emphasize the procedure for developing an effective curriculum and help the educational leader evaluate each curricular area and who decides what topics are essential within each area. The students will study current curriculum standards, various curriculum trends, educational reform movements, and the principles of curriculum planning.

**GE803. School Policy Analysis**

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.

**GE805. Organizational Behavior and Leadership**

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.

**GE807. Statistics I**

Students will learn to analyze and apply 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.

**GE809. Directed Research for Administrators**

The students participating in this course will actively engage in the development and implementation of a formal research proposal. They will be required to complete the research process by utilizing both a quantitative and qualitative approach to their respective research topic. All required components of the research proposal outline must be included, as described in the American Psychological Association Manual (latest edition).

**GE821. Historical Foundations of Education**

This course introduces 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.

**GE823. Fundamentals of Leadership**

This course focuses on 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.

**GE825. Ethical Foundations and Social Responsibility**

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.

**GE827. Assessment and Evaluation for Administrators**

This course focuses on understanding, designing, developing, and

evaluating assignment tools in the K-12 school environment. Professional responsibility, ethical behavior, and legal requirements in educational settings will be examined. Students will be provided the opportunity to design an instrument, collect and analyze data, and present their findings. Traditional and alternative assessments will be explored, along with measurement concepts of validity and reliability. Students will discuss federal and state laws, the application of those laws, and accountability procedures. School Administrators' erroneous judgments and assessment abuses will be investigated. Students will research practical strategies for aligning classroom assessments with state standards and developing scoring rubrics.

**GE829. Technology for Administrators**

This course focuses on the role of the educational leader in utilizing emerging technologies to achieve school reform and enhancement. This course will enable students to plan for the integration of emerging technologies into curriculum development, instruction, research and assessment. Students will study contemporary technology issues and implications in the use of the 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.

**GE831. Education, Finance, and Administration**

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.

**GE833. School Law and Legal Issues**

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.

**GE835. Personnel Administration**

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.

**GE837. Public Sector Bargaining**

This course will embrace current research in the examination of the role of collective bargaining within the field of education. Collective bargaining shapes the way public schools are organized, financed, staffed, and operated. Understanding collective bargaining in education and its impact on the day-to-day life of schools is critical to designing and implementing reforms that will successfully raise student achievement. The basis of the curriculum for this course will be a constructive and empirically grounded dialogue about the role of teachers and unions in education today.

**GE839. Statistics II**

The application 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. Prerequisite: **GE807**.

**GE841. Leadership Practicum**

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 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. Finally, students will have the opportunity to interact with recognized leaders in the field of education. Prerequisites: **GE823, GE837**.

**GE843. Field Internship in Administration I**

This course requires internship activities supervised by a school administrator/supervisor within a school setting. In an administrative role, interns are required to demonstrate effective leadership skills that promote the success of all students. Interns must keep a daily log of completed activities that will assist in achieving proficiency centered on the New Jersey Professional Standards for School Leaders. These activities include facilitating the development and implementation of a vision for learning, promoting a positive school culture and climate, ensuring an effective and efficient learning environment, collaborating with community members,

acting with integrity and fairness, and responding to political, social, and legal issues. During the semester, students participating will meet in groups to report and discuss their district-level internship experience. Prerequisites: All other level one and two courses must be completed prior to this course.

#### **GE845. Field Internship in Administration II**

Students are required to complete a second internship experience consisting of administrative activities. Interns should spend a major portion of the day on tasks directly related to the every day experiences of the educational leader. Students are required to keep a daily log and record experiences gained in accomplishing those administrative tasks. Specialized work should include public relations, disciplinarian and decision-making tasks, budgeting, scheduling, committee meetings, and researching. In addition, participants will conduct program(s) on curriculum development and based on current research and appropriate assessment needs, prepare comprehensive professional growth plans for staff. Prerequisite: **GE843**.

#### **GE871. Dissertation Seminar I**

Doctoral students will be guided and assisted in the development of their dissertation proposals, 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. Prerequisite: **GE809**.

#### **GE873. Dissertation Seminar II**

Doctoral students will 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 social research. The results of which reveal superior academic competence and a significant contribution of 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 subjects prior to registering for this course. Prerequisite: **GE839, GE871**.

## **Graduate Business**

**Kevin Leeds, M.B.A., C.P.A., Interim Director of Graduate Business Programs**

### **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 cumulative GPA of 3.0. Individuals with undergraduate credit in business, accounting, statistics, computer science, and economics may complete the program in 36 credits. Candidates may transfer a maximum of six credits from other graduate degree programs. For these candidates, the program may be completed in 42 credits.

### **Time Limitation**

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

### **Core Courses (24 credits)**

These courses provide the foundation for many of the concepts introduced in later courses. They should be taken early in the program. Up to 12 credits may be waived for candidates who have completed an undergraduate business major.

- AC501** Managerial Accounting
- CS510** Management Information Systems or **GB624** Technology for Managers
- EC520** Macroeconomics
- FN530** Corporate Finance (or an approved substitution)
- GB503** Statistics for Managerial Decision Making (or an approved substitution)
- GB511** Management and Human Behavior
- GB513** Marketing Management (or an approved substitution)
- GB517** Business Ethics and Legal Liability

### **Concentrations (9 credits)**

Optional concentrations focus the candidate on a specific area to achieve depth of knowledge. Concentrations are available in Finance, Human Resource Management, Marketing, Management, International Business, Management Information Systems, Risk Management and Health Care Administration. Candidates may follow the recommended courses below or may design a concentration to meet specific goals and reflect individual backgrounds. A candidate may complete a second concentration by taking an additional 6 credits above the 48 required for a degree.

### **Electives (12-21 credits)**

Breadth in the program is provided in each concentration and by allowing the selection of elective credits. 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. If no concentration is selected, 21 credits of electives may be taken.

### Capstone (3 credits)

**GB695** Global Business Policy, **GB649** Outlaw Regimes and Corruption, or **GB692** Post-American World is required and should be taken near the end of the program.

## MS in Accountancy Degree

The MS in Accountancy is a 30 credit-hour program that meets three needs:

**150 Hour CPA Requirement.** Many states require 150 total credits to sit for the CPA exam. This degree, along with a 120 credit-hour undergraduate accounting degree, can qualify a student to sit for the exam.

**Stand-Alone Professional Services Credential.** Prepares any college graduate for a career in accounting professional services, risk management, or compliance.

**Combined Management and Accounting Foundation.** The dual program adds an 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.

## MS in Accountancy Curriculum

An MS in Accountancy candidate must take 10 courses (30 credits) with mandatory academic coverage of the topics covered in the following courses:

**AC501** Managerial Accounting

**AC520** Financial Accounting and Reporting

**AC530** International Financial Reporting Standards

**AC541** Internal Controls and Compliance: Sarbanes Oxley

**AC543** Forensic Accounting and Internal Auditing

**Accounting Electives (6 credits)**

In addition, a candidate must complete a minimum of three of the following courses:

- GB517** Business Ethics and Legal Liability
- GB624** Technology for Managers
- GB626** Business System Interruption
- GB629** Enterprise Risk Management
- GB631** Risk Management and Insurance
- GB636** Financial Aspects of Risk Management

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.

## **Dual MBA/MS in Accountancy Degrees**

The dual MBA/MS in Accountancy program provides two degrees to graduate business candidates. The joint program prepares candidates 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. Candidates must complete 63 credits with a minimum cumulative grade point average of 3.0.

Adjustments will be made for:

Individuals with undergraduate credit in business, accounting, statistics, computer science, and economics. They may complete the program in 51 credits.

Candidates may transfer into the program a maximum of six credits from other graduate degree programs. They may complete the program in 45 credits.

Whatever the academic background, a candidate must complete at Saint Peter's 45 credits with a minimum cumulative grade point average of 3.0.

## **Dual MBA/MS in Accountancy Curriculum**

An MBA/MS in Accountancy candidate must complete a program of mandatory academic coverage of the topics covered in the following courses:

### **Core (24 credits)**

- AC501** Managerial Accounting
- CS510** Management Information Systems or **GB624** Technology for Managers

- EC520** Macroeconomics
- FN530** Corporate Finance (or an approved substitution)
- GB503** Statistics for Managerial Decision Making (or an approved substitution)
- GB511** Management and Human Behavior
- GB513** Marketing Management (or an approved substitution)
- GB517** Business Ethics and Legal Liability

**Required Courses (15 credits)**

- AC520** Financial Accounting and Reporting
  - AC530** International Financial Reporting Standards
  - AC541** Internal Controls and Compliance: Sarbanes Oxley
  - AC543** Forensic Accounting and Internal Auditing
- Accounting electives (3)**

**Required Courses (Choose 6 credits from the following)**

- GB626** Business System Interruption
- GB629** Enterprise risk Management
- GB631** Risk Management and Insurance
- GB636** Financial Aspects of Risk Management

**Electives (15 credits)** Graduate business, finance, management, marketing, economics, and computer science courses.

**Capstone (3 credits)** **GB695** Global Business Policy, **GB637** Outlaw Regimes and Corruption, or **GB692** Post-American World.

## **MBA Concentrations**

The following concentrations may be included as part of the MBA or dual MBA/MS in Accountancy degrees. A second concentration requires an additional 6 credits above those required to graduate from the program.

### **Finance (3 courses) Choose from:**

- EC530** Managerial Economics
- FN535** International Finance
- FN580** Financial Statement Analysis
- FN570** Investment Analysis
- FN565** Derivative Markets
- FN590** Seminar in Finance
- GB636** Financial Aspects of Risk Management

### **Human Resource Management (3 courses) Choose from:**

- GB621** Human Resource Management
- GB623** Entrepreneurship and Innovation
- GB624** Technology for Managers
- GB626** Business System Interruption
- GB633** Executive Seminar in Business Strategy
- GB672** Administration in Health Care Organizations



**Health Care Administration (4 courses required)**

- GB671** Health Care Financing and Managed Care
- GB672** Current Issues and Policies in Health Care
- GB673** Health Care Administration I
- GB674** Health Care Administration II

**International Business (3 courses) Choose from:**

- GB625** International Business
- GB627** Cultural Dimensions in International Business
- GB629** Enterprise Risk Management
- GB633** Executive Seminar in Business Strategy
- GB643** International Marketing
- GB647** Global Logistics
- GB649** Outlaw Regimes and Corruption
- GB692** Post-American World
- FN535** International Finance

**Management (3 courses) Choose from:**

- GB621** Human Resource Management
- GB623** Entrepreneurship and Innovation
- GB625** International Business
- GB629** Enterprise Risk Management
- GB631** Risk Management and Insurance
- GB633** Executive Seminar in Business Strategy
- GB635** Statistical Aspects of Risk Management

**Management Information Systems (3 courses) Choose from:**

- CS661** E-Commerce Technology
- CS663** Database and Knowledge Management Systems
- CS665** Analysis and Development of Information Systems
- CS667** Disaster Recovery and Business Continuity
- CS669** Software Tools for Managers
- GB624** Technology for Managers
- GB626** Business System Interruption

**Marketing (3 courses) Choose from:**

- GB641** Marketing Strategy
- GB643** International Marketing
- GB645** Marketing Research
- GB647** Global Logistics
- GB649** Outlaw Regimes and Corruption

**Risk Management (3 courses) Choose from:**

- AC541** Internal Controls and Compliance: Sarbanes Oxley
- CS663** Database and Knowledge Management Systems
- GB626** Business System Interruption
- GB629** Enterprise Risk Management
- GB631** Risk Management and Insurance
- GB636** Financial Aspects of Risk Management
- GB649** Outlaw Regimes and Corruption

## MBA in Risk Management Online Format of the Program

The MBA in Risk Management is available in three formats. Courses may be taken on campus, online with minimal residency requirements, or via a mixture of residence and online courses.

### Foundation Courses (15 credits)

<b>AC501</b>	Managerial Accounting	Online or waive
<b>GB635</b>	Statistical Aspects of Risk Management	Online or waive
<b>GB636</b>	Financial Aspects of Risk Management	Online
<b>GB511</b>	Management and Human Behavior	Online or waive
<b>GB513</b>	Marketing Management	Online or waive

### Required (15 credits)

<b>GB517</b>	Business Ethics and Legal Liability	Online
<b>GB629</b>	Enterprise Risk Management	Online
<b>GB633</b>	Executive Seminar I Hybrid	
<b>GB634</b>	Executive Seminar II Hybrid	
<b>GB649</b>	Outlaw Regimes and Corruption Hybrid	

### Electives (18 credits)

Any graduate business courses may be selected. The following courses are available online each year.

<b>GB692</b>	Business in a Post-American World	Online
<b>CS661</b>	E-Commerce Technology	Online
<b>GB621</b>	Human Resource Management	Online
<b>GB625</b>	International Business	Online
<b>GB627</b>	Cultural Dimensions of Intl Business	Online
<b>GB631</b>	Risk Management and Insurance	Online

## Graduate Business Admissions

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 international institution of higher education. 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, two letters of recommendation and current resume are required. Applicants holding international academic degrees must provide an official international academic credential evaluation with a course-by-course analysis prepared by an organization recognized by the National Association of Credential Evaluation Services (NACES). In addition, international applicants are required to provide proof of English language proficiency by providing TOEFL or ILETS score reports. The current minimum score required on the TOEFL is a 79 on the computer-based 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 College.

### **Ways to Apply**

Complete the Online Graduate Admissions Application at [www.spc.edu](http://www.spc.edu) or print or download a copy, complete it, and mail it to:

**Office of Graduate and Professional Studies Admission  
Saint Peter's College  
2641 Kennedy Boulevard  
Jersey City, New Jersey 07306-5997**

You may also visit or call the Office of Graduate and Professional Studies Admission (201)761-6470 at 2624 Kennedy Boulevard for an application.

### **Graduate Business Registration**

Graduate business degree candidates can register for classes in person at Enrollment Services, online at [www.spc.edu](http://www.spc.edu).

### **Graduate Business Course Titles**

#### **Finance Courses**

- EC520** Macroeconomics
- EC530** Managerial Economics
- FN530** Corporate Finance
- FN535** International Finance
- FN565** Derivative Markets
- FN570** Investment Analysis
- FN580** Financial Statement Analysis
- FN590** Seminar in Finance

#### **Management Courses**

- GB503** Statistics for Managerial Decision Making
- GB511** Management and Human Behavior
- GB517** Business Ethics & Legal Liability
- GB621** Human Resource Management
- GB623** Entrepreneurship and Innovation
- GB624** Technology for Managers
- GB625** International Business
- GB627** Cultural Dimensions of International Business
- GB633** Executive Seminar in Business Strategy
- GB634** Executive Seminar II

#### **Marketing Courses**

- GB513** Marketing Management
- GB641** Marketing Strategy

- GB643** International Marketing
- GB644** Internet Marketing
- GB645** Marketing Research
- GB647** Global Logistics

### Management Information Systems Courses

- CS510** Management Information Systems
- CS661** E-Commerce Technology
- CS663** Database and Knowledge Management Systems
- CS665** Analysis and Development of Information Systems
- CS667** Disaster Recovery and Business Continuity
- CS669** Software Tools for Managers

### Risk Management Courses

- GB626** Business System Interruption
- GB629** Enterprise Risk Management
- GB631** Risk Management and Insurance
- GB635** Statistical Aspects of Risk Management
- GB636** Financial Aspects of Risk Management

### Capstone Courses

- GB649** Outlaw Regimes and Corruption
- GB692** Post-American World
- GB695** Global Business Policy

### Accounting Courses

- AC501** Managerial Accounting
- AC510** Managing Internal Control Systems
- AC520** Financial Accounting and Reporting
- AC530** International Financial Reporting Standards
- AC541** Internal Controls and Sarbanes Oxley Compliance
- AC543** Forensic Accounting and Internal Auditing
- AC553** Tax Problems
- AC554** International Taxation

## Graduate Business Course Descriptions

### Business Management

#### **GB503. Statistics for Managerial Decision Making**

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.

#### **GB511. Management and Human Behavior**

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.

**GB517. Business Ethics and Legal Liability**

This course provides an understanding of the legal and other exposures that confront organizations that fail to operate in a framework of honesty, integrity, and ethical behavior. It assists students in understanding their own value systems and how they fit in organizational cultures. It develops skills to help a manager analyze legal and ethical consequences in a variety of business situations. It develops an awareness of the challenges of creating and maintaining an ethical corporate environment.

**GB621. Human Resource Management**

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.

**GB629. Enterprise Risk Management**

(ERM) It begins with an overview of with a focus on broad risk management and the scope and contributions of ERM. It addresses issues involved with the implementation of ERM in a framework of governance, risk identification, and risk mapping. It examines the role of a central risk function and knowledge warehouse. Case studies illustrate key concepts.

**Computer Science****CS510. Management Information Systems**

This course provides an understanding of information systems development, planning and control, utilization of computer resources, telecommunications, database concepts, the automated office, and end user programs. It provides in-depth analysis of business applications, including enterprise resource planning systems and electronic commerce.

**Finance Courses****EC520. Macroeconomics**

Exploration of major macroeconomics issues, policies, and problems. A case-study approach is used to examine macroeconomic performance, the impact of public policy on economic activity and financial markets, the dynamics of inflationary forces, and the changing role of the U.S. in the world economy.

**EC530. Managerial Economics**

Application of economic theory and methodology to business decision making. The course focuses on how managers can improve their understanding of the economic environment and its impact on the business firm. Tools will be discussed which improve the economic efficiency of managerial decisions.

**FN530. Corporate Finance**

An overview of financial principles and problems associated with the

financial management of business organizations. Topics include financial statement analysis and planning, time value of money, securities valuation, capital budgeting, capital asset pricing model, cost of capital, capital structure, and working capital management.

**FN535. International Finance**

A survey of the international financial environment, the goals and unique risks faced by the multinational enterprise. Topics include balance of payments, the foreign exchange market, parity conditions, international banking and capital markets. A special emphasis is on foreign exchange rate risks of transaction, economic and translation exposure. Other selected topics such as international capital budgeting and cost of capital are also included.

**FN565. Derivative Markets**

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, swaps and other derivative assets, investment strategies, portfolio insurances, financial engineering and risk management.

**FN570. Investment Analysis**

An introduction to the financial assets available to investors including stocks, corporate and government bonds, other Treasury securities, futures, options, mutual funds, and the techniques for building and managing a portfolio. Modern portfolio theory will also be covered.

**FN580. Financial Statement Analysis**

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.

**FN590. Seminar in Finance**

Exploration and analysis of recent developments in financial theory and practice. Students will examine the current literature on major financial issues. The focus on the course will be at the discretion of the instructor.

## Management Courses

**GB503. Statistics for Managers**

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.

**GB511. Management and Human Behavior**

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.

**GB517. Business Ethics and Legal Liability**

This course provides an understanding of the legal and other exposures that confront organizations that fail to operate in a framework of honesty, integrity, and ethical behavior. It assists students in understanding their own value systems and how they fit within different organizational cultures. It develops skills to help a manager effectively and efficiently analyze legal and ethical consequences in a variety of business situations. It develops an awareness of the challenges of creating and maintaining an ethical corporate environment.

**GB621. Human Resource Management**

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.

**GB623. Entrepreneurship and Innovation**

This course covers the skills and talents essential to become a successful entrepreneur. It investigates innovation in a process of recognizing opportunity and evaluating the development of business concepts, acquisition of resources, and managing the growth of a venture. This course provides an understanding of the challenges, problems and issues faced by entrepreneurs and innovators.

**GB624. Technology for Managers**

This course examines the emerging role of technology and applications to support organizational business models and computer systems. It integrates database management and planning and controlling new systems. It discusses security and other issues related to systems support for marketing, management, and financial reporting (counts toward management information systems concentration).

**GB625. International Business**

This course examines characteristics of management systems in developed and less-developed countries. Covers problems arising when multinational corporations make direct investments in facilities abroad and the affect of government policies on foreign investors. Discusses entry strategies and negotiations, joint ventures, licensing, technology transfer and appropriate technology. Includes extensive discussion of cases on business in developing countries.

**GB627. Cultural Dimensions of International Business**

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.

**GB633. Executive Seminar in Business Strategy**

This course brings senior executives to the classroom to exchange ideas on the goals and strategies of companies and industries. The course identifies issues and current trends in business strategy and uses an enterprise risk management framework to understand best practices. Candidates work in teams to develop an understanding of critical success factors in global business strategies. In advance of sessions, teams research the executives and their activities and prepare a presentation on the characteristics of executive leadership dealing with a variety of enterprise risks.

**GB634. Executive Seminar II**

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.

**Marketing Courses****GB513. Marketing Management**

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.

**GB641. Marketing Strategy**

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.

**GB643. International Marketing**

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.

**GB644. Internet Marketing**

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.

**GB645. Marketing Research**

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.

**GB647. Global Logistics**

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 the problems and solutions of managing complex supply chains.

**Management Information Systems Courses****CS510. Management Information Systems**

This course provides an understanding of information systems development, planning and control, utilization of computer resources, telecommunications, database concepts, the automated office, and end user programs. It provides in-depth analysis of business applications, including enterprise resource planning systems and electronic commerce.

**CS661. E-Commerce Technology**

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.

**CS663. Database and Knowledge Management Systems**

This course provides an understanding of information systems development, planning and control, utilization of computer resources, telecommunications, database concepts, the automated office, and end user programs. In-depth analysis of business applications, including enterprise resource planning systems and electronic commerce. Students will be required to complete a final project on designing a management information system.

**CS665. Analysis and Development of Information Systems**

This course surveys methods and techniques for analyzing existing systems

and designing new ones. The course explores the stages of the Systems Development Lifecycle including project definition, feasibility study and systems design. It also focuses on data modeling, process modeling, network modeling, prototyping, and user-interface design.

**CS667. Disaster Recovery and Business Continuity**

This course covers the identification of vulnerabilities and measures to prevent and mitigate failure 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.

**CS669. Software Tools for Managers**

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.

**Risk Management Courses****GB626. Business System Interruption**

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 (counts toward management information systems concentration).

**GB629. Enterprise Risk Management**

This course covers the emerging discipline of enterprise risk management (ERM). It begins with an overview of risk management and the scope and contributions of ERM. It addresses issues involved with the implementation of ERM in a framework of governance, risk identification, and risk mapping. It examines the role of a central risk function and knowledge warehouse. Case studies illustrate key concepts.

**GB631. Risk Management and Insurance**

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 (counts toward management concentration).

**GB635. Statistical Aspects of Risk Management**

This course covers the role of statistics helping organizations deal with enterprise risk building on an ERM framework. It examines techniques

to improve the processes of identifying external and internal exposures, measuring their severity and frequency, and evaluating alternatives to mitigate risk. The course stresses the importance of subjective estimates, probability distributions and standard deviation as well as regression analysis, and portfolio theory.

**GB636. Financial Aspects of Risk Management**

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 (counts toward finance concentration).

**Capstone Courses****GB649. Outlaw Regimes and Corruption**

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. Particular attention is given to exposures arising from corruption, unethical and illegal business practices, money laundering, and other behaviors associated with outlaw regimes (counts toward marketing or international business concentration).

**GB692. Business in a Post-American World**

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.

**GB695. Global Business Policy**

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 health care administration courses.

**Health Care Courses****GB671. Health Care Financing and Managed Care**

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 (Cross-listed with **NU515**).

**GB672. Current Issues and Policies in Health Care**

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.

**GB673. Health Care Administration I**

Management, marketing, and financing of the delivery of health care will be explored. Health care 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 are discussed.

**GB674. Health Care Administration II**

An examination of quality issues and measures utilized in health care. Human resource management in health care settings including physician and labor relations, recruiting, retaining and developing clinical staff, as well as medical malpractice, compliance and Medicare fraud and abuse issues are discussed.

**Accounting Courses****AC501. Managerial Accounting**

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.

**AC510. Managing Internal Control Systems**

This course reviews managerial accounting systems covering the monitoring of the accumulations, summarization and reporting of accounting information to the ultimate user within the organization. It emphasizes the evaluation and control of input data, processing systems, and output results.

**AC520. Financial Accounting and Reporting**

This course covers accounting issues and concepts focusing on financial reporting. It blends accounting theory with practical applications through extensive use of cases. A particular focus is the accuracy of financial reports and how management should use them.

**AC530. International Financial Reporting Standards**

This course offers a framework for understanding International Financial Reporting Standards and financial reporting methods for countries other than

the United States. Emphasis will be placed on the status of convergence efforts underway among SEC, FASB and IASB.

**AC541. Internal Controls and Sarbanes Oxley Compliance**

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 regulations. Topics include performance and profit goals, safeguarding resources, preparation of reliable interim, condensed, and financial statements, and complying with laws and regulations applicable to the entity.

**AC543. Forensic Accounting and Internal Auditing**

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.

**AC553. Taxation of Business Entities**

This course covers the application of advanced tax principles to the solutions of complex tax problems. It includes in-depth analysis of factors affecting tax planning and compliance of individuals, corporations, partnerships, estates, and trusts.

**AC554. International Taxation**

This course covers U.S. tax law related to international transactions of individuals and business entities. It examines issues dealing with planning and compliance.

**AC557. International Accounting Related Business Policy**

This course covers decision-making and planning techniques in auditing and taxation practices. It includes the effects of cost-benefit relationships and business ethics, and long-range planning. It requires intensive writing of business plans and emphasizes international applications.

**Graduate Nursing****Ann Tritak, R.N., Ed.D., Dean of Nursing**

The Master of Science in Nursing program (MSN) is accredited by the Commission on Collegiate Nursing Education (CCNE). The Doctor of Nursing Practice program (DNP) is eligible for a CCNE Accreditation Team Visit spring 2015 or sooner depending on the timing of the first graduating DNP students.

## Master of Science in Nursing

The purposes of the graduate master's programs in nursing are: to prepare graduates for specialization as adult 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 College offers two options for nursing specialization at the master's level:

- Primary Care: Adult Nurse Practitioner.
- Case Management with a functional concentration in Nursing Administration.

A post-master's program is also offered to prepare nurses as adult 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 College 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 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 College assigns an academic advisor from within the School of Nursing for every candidate.

## 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 Program

The RN to MSN Bridge program 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 3.0 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 candidate wishes to apply.
- **NU470** Dimensions of Professional Nursing-also referred to as the "Bridge course"- 4 credits.

### Master of Science in Nursing Case Management

The 37 credit curriculum consists of 3 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 practicum 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)

- |              |  |     |
|--------------|--|-----|
| <b>NU510</b> | Current Issues in Health Care            | (2) |
| <b>NU512</b> | Nursing Theory                           | (3) |
| <b>NU520</b> | Nursing Research: Design and Utilization | (3) |
| <b>GB511</b> | Management and Human Behavior            | (3) |
| <b>NU515</b> | Health Care Financing and Managed Care   | (3) |

#### Level II (12 credits)

- |              |  |     |
|--------------|--|-----|
| <b>NU530</b> | Concepts in Clinical Nursing                         | (2) |
| <b>NU535</b> | Client Education: Strategies and Community Resources | (2) |
| <b>NU540</b> | Practicum in Clinical Nursing                        | (2) |
| <b>NU550</b> | Administration in Health Care Organizations          | (3) |

**NU555** Case Management I (3)

**Level III (11 credits)**

**NU565** Practicum in Nursing Administration (2)

**NU570** Case Management II (3)

**NU580** Case Management Practicum and Seminar (3)

**Elective\* Select one of the following: (3)**

**NU536** Advanced Pathophysiology

**NU537** Pharmacology for Prescriptive Practice

**NU538** Family Systems and Dynamics\*\*

**NU575** Performance Improvement in Health Service Organizations

**NU599** Advanced Independent Study in Nursing\*\*\*

**GB517** Business Ethics and Legal Liability

**GB621** Human Resource Management

**GB629** Enterprise Risk Management

**GB503** Statistics for Managerial Decision Making

**CS510** Management Information Systems

**Total Credits: (37)**

\* The elective may be taken in any trimester.

\*\* A student who elects to take this course must also take **NU599** for one credit.

\*\*\* **NU599** 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 Nurse Practitioner**

The 39 credit curriculum consists of core, cognate and role courses divided into 2 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, advanced pathophysiology and health assessment, 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 nurse practitioner. Courses include theory in advanced adult nursing and culminate in practica in advanced adult nursing where role synthesis and role enactment are accomplished.

The program is designed to prepare graduates for advanced practice in primary care as adult nurse practitioners. Adult nurse practitioners must be also be competent in providing care for geriatric clients. This is established as part of the curriculum. 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: (10 credits)**

<b>NU510</b>	Current Issues in Health Care	(2)
<b>NU512</b>	Nursing Theory	(3)
<b>NU520</b>	Nursing Research: Design and Utilization	(3)
<b>NU535</b>	Client Education: Strategies and Community Resources	(2)

**Cognate Courses: (11 credits)**

<b>NU536</b>	Advanced Pathophysiology	(3)
<b>NU537</b>	Pharmacology for Prescriptive Practice	(3)
<b>NU538</b>	Family Systems and Dynamics	(2)
<b>NU542</b>	Advanced Health Assessment and Diagnostic Reasoning	(3)

**Level II****Specialty Courses: (18 credits)**

<b>NU568</b> and <b>NU582</b> require 270 hours of clinical experience		
<b>NU558</b>	Advanced Practice Adult Nursing I	(3)
<b>NU568</b>	Advanced Practice Adult Nursing Practicum I	(4)
<b>NU572</b>	Advanced Practice Adult Nursing II	(3)
<b>NU582</b>	Advanced Practice Adult Nursing Practicum II	(4)
<b>NU586</b>	Advanced Practice Nursing Master's Project	(1)

**Elective\* Select one of the following: (3)**

<b>NU555</b>	Case Management I
<b>NU575</b>	Performance Improvement in Health Service Organizations
<b>NU599</b>	Advanced Independent Study in Nursing
<b>NU515</b>	Health Care Financing and Managed Care
<b>GB511</b>	Management and Human Behavior
<b>GB517</b>	Business Ethics and Legal Liability
<b>GB621</b>	Human Resource Management
<b>GB629</b>	Enterprise Risk Management
<b>GB503</b>	Statistics for Managerial Decision Making
<b>CS510</b>	Management Information Systems

**Total Credits: (39)**

\* The elective may be taken in any trimester.

**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 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 nurse practitioner. The program is available to MSN prepared nurses who want to specialize as an adult nurse practitioner.

**Required Courses:**

<b>NU536</b>	Advanced Pathophysiology	(3)
<b>NU537</b>	Pharmacology for Prescriptive Practice	(3)

<b>NU538</b>	Family Systems and Dynamics	(2)
<b>NU542</b>	Advanced Health Assessment and Diagnostic Reasoning	(3)
<b>NU558</b>	Advanced Practice Adult Nursing I	(3)
<b>NU568</b>	Advanced Practice Adult Nursing Practicum I	(4)
<b>NU572</b>	Advanced Practice Adult Nursing II	(3)
<b>NU582</b>	Advanced Practice Adult Nursing Practicum II	(4)

**Total Credits: (25)**

## The 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 of C+/C 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 College assigns an academic advisor from within the School of Nursing for every candidate. DNP students will also have a Capstone Project Committee that will advise the DNP student through the initial presentation, development, and scholarly paper and presentation of the final Capstone 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 at most 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 College 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 policies 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) 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 College:

- 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: (9 credits)**

- NU700** Scientific Underpinning for Advanced Practice Nursing (3)  
**NU720** Analytical Methodology: Transitioning to Evidence-Based Practice (3)  
**NU755** Ethical and Legal Parameters for Advanced Practice Nursing (3)

**Core Courses: (18 credits)**

- NU710** Health Care Economics, Financing, and Managed Care (3)  
**NU715** Health Service Organizations: Performance Improvement (3)  
**NU722** Epidemiology and Population Genetic Risk Factors Interpretation (3)  
**NU750** Health Care Policy: Legislation and Strategies (3)  
**NU760** Health Promotion, Health Disparities Within the Urban Environment (3)  
**NU785** Leadership and Communications for Advanced Practice Nursing (3)

**Cognate and Role Specialization Courses: (12 credits)****NU801-Residency I**

Nurse Practitioner Primary Care: Adult and Aged Population (4)

**NU802-Residency II**

Nurse Practitioner Primary Care: Adult and Aged Population (4)

**Or**

**NU803-Residency I**

Administrator/Executive Role within Health Systems (4)

**NU804-Residency II**

Administrator/Executive Role within Health Systems (4)

**And**

**NU846** DNP Capstone Project Seminar I (2)

**NU848** DNP Capstone Project Seminar II (2)

**\*Residencies are 250 hrs each plus didactic sessions.**

**Total Credits: (39)**

## Admission Requirements

### For the Master of Science in Nursing

An applicant must have a baccalaureate degree in Nursing from a CCNE or NLNAC accredited institutions 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.spc.edu](http://www.spc.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. 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 Program

In addition to the requirements for admission into the MSN program, applicants to the RN to MSN Bridge program 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 (NLN Examination).

### For the Post-Master's Adult 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 licenses 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

In addition to the above requirements for all nursing programs, international students must also submit:

- Official TOEFL scores showing a minimum of 550 on the written exam, a minimum of 213 on the computer-based exam or a minimum of 79 on the Internet-based exam will be accepted. The college code for score reporting is 2806.
- Course-by-course evaluation reporting a 4 year bachelor's degree (with an English Translation) from World Education Services, Inc. The School of Nursing will only accept evaluations from World Education Services, Inc. (WES).

### For the Doctor of Nursing Practice Program

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

- An 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 College (500-1,000 words).
- Current resume.
- A personal interview may be requested.

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 or Clinical Nurse Specialist 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.

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 limited. Therefore candidates are advised to submit their materials as early as possible.

All application correspondence should be with:

**The Office of Graduate and Professional Studies Admission**  
**Saint Peter's College**  
**2641 Kennedy Boulevard**  
**Jersey City, NJ 07306**  
**(201)761-6470**

International applicants must submit their applications and materials at least three months prior to the term in which they intend to start graduate study. I-20's will only be issued to individuals who have been accepted as fully admitted students.

### 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 **College Health Office in Jersey City** and a completed health record at the Office of the School of Nursing, Englewood Cliffs campus.

### Jesuit Network

The nursing program participates in the Network of MSN Programs at Jesuit Colleges and Universities. Saint Peter's College 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 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 College 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 8 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.

## Course Descriptions

### Nursing

#### **NU510. Current Issues in Health Care**

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 I, no prerequisites).

#### **NU512. Nursing Theory**

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 I, no prerequisites).

#### **NU515. Health Care Financing and Managed Care**

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 I, no prerequisites).

#### **NU520. Nursing Research: Design and Utilization**

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 I, Pre or co-requisite: **NU512** Nursing Theory).

#### **NU530. Concepts in Clinical Nursing**

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 II, no prerequisites).

#### **NU535. Client Education: Strategies and Community Resources**

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 is stressed (Level I or II, no prerequisites).

#### **NU536. Advanced Pathophysiology**

This course presents a systems approach to the physiological processes and pathological changes that impact human health and illness (Level I, no prerequisites).

#### **NU537. Pharmacology for Prescriptive Practice**

In depth study of pharmacodynamics, 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 I, no prerequisites).



**NU538. Family Systems and Dynamics**

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 I, no prerequisites).

**NU540. Practicum in Clinical Nursing**

Clinical practice with selected clients or groups of clients or communities. Application of current theory and research in carrying out the nursing process (Level II, Prerequisite: **NU530** Concepts in Clinical Nursing; Pre or co-requisite: **NU535** Client Education: Strategies and Community Resources).

**NU542. Advanced Health Assessment and Diagnostic Reasoning**

A holistic and pluralistic approach to the comprehensive health/physical assessment of the adult 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 I, Pre or co-requisite: **NU536** Advanced Pathophysiology).

**NU550. Administration in Health Care Organizations**

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 II, Prerequisites: **NU515** Financial Concepts, **GB511** Management and Human Behavior).

**NU555. Case Management I**

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 II, Pre or co-requisite: **NU530** Concepts in Clinical Nursing or **NU558** Advanced Practice Adult Nursing I).

**NU558. Advanced Practice Adult Nursing I**

An intensive study of common acute and stable chronic problems of adults 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 pharmacotherapy are explored in relation to the specific conditions (Level II, Prerequisites: **NU542** Advanced Health Assessment, **NU536** Advanced Pathophysiology, **NU537** Pharmacology for Prescriptive Practice, **NU538** Family Systems and Dynamics).

**NU565. Practicum in Nursing Administration**

Field experience involving the operationalizing of aspects of the

administration role. Incorporates activities such as quality improve projects, budgeting, delegation, policy making, interdisciplinary collaboration and change implementation (Level III, Prerequisite: **NU550** Administration in Health Care Organizations).

#### **NU568. Advanced Practice Adult Nursing Practicum I**

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 clients in primary care settings. Advanced practice role socialization is developed. Legal, ethical and financial issues related to advanced practice are integrated (270 clinical hours are required for this course) (Level II, Co-requisite: **NU558** Advanced Practice Adult Nursing I).

#### **NU570. Case Management II**

The role of the master's prepared case manager with individual clients and disease specific populations are explored in depth. Emphasis is placed on measuring and evaluating the outcomes of case management as they relate to access, quality, cost, and client satisfaction (Level III, Prerequisite: **NU555** Case Management I).

#### **NU572. Advanced Practice Adult Nursing II**

A continuation of theory presented in **NU558**. An intensive study of common acute and stable chronic problems of adults 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 pharmacotherapy are explored in relation to the specific conditions (Level II, Prerequisites: **NU558** Advanced Practice Adult Nursing I and **NU568** Practicum I).

#### **NU575. Performance Improvement in Health Service Organizations**

This course is designed for students interested in gaining an understanding of health care quality improvement strategies and techniques. Students 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 are utilized as frameworks for assessment and improvement.

#### **NU580. Case Management Practicum and Seminar**

In this course, 2 credits are earned for clinical experience and 1 credit 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 III, Pre or co-requisites: **NU555** Case Management I, **NU565**

Practicum in Nursing Administration).

**NU582. Advanced Practice Adult Nursing Practicum II**

A continuation of clinical experience in **NU568**. 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 clients in primary care settings. Advanced practice role socialization is developed. Legal, ethical and financial issues related to advanced practice are integrated (270 clinical hours are required for this course) (Level II, Pre or co-requisite: **NU572** Advanced Practice Adult Nursing II).

**NU586. Advanced Practice Nursing Master's Project**

Opportunity to develop and present a scholarly project related to a topic in advanced nursing practice. Weekly seminar meetings facilitate role socialization (Level II, Pre or co-requisite: **NU582** Advanced Practice Adult Nursing Practicum II).

**NU599. Advanced Independent Study in Nursing**

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.

**Doctor of Nursing Course Descriptions****NU700. Scientific Underpinning for Advanced Practice Nursing**

In this course students will examine the scientific evidence that serves as the foundation for advanced practice nursing. It serves as an introduction for the student to begin to explore an area for his or her Capstone Project.

**NU710. Health Care Economics, Financing, and Managed Care**

This course will provide the advanced 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.

**NU715. Health Service Organizations: Performance Improvement**

Emphasis is on health care improvement strategies that have been successful in the health care organizations to improve quality of care, patient outcomes, patient satisfaction, and cost reduction strategies.

**NU720. Analytical Methodology: Transitioning to Evidence-Based Practice**

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.

**NU722. Epidemiology and Population Genetic Risk Factors Interpretation**

An investigation of potential health problems using epidemiology as the "tool" to identify risk factors in select populations that may have inherited genetic risk factors.

**NU750. Health Care Policy: Legislation and Strategies**

Advanced practice nurses cannot afford to be apolitical and this course will

discuss health care policy and its processes at the local, state, national, and global levels.

**NU755. Ethical and Legal Parameters for Advanced Practice Nursing**

This course will examine the relationship between the legal directives and ethical principles as they influence advanced practice nursing for both direct and indirect roles.

**NU760. Health Promotion, Health Disparities Within the Urban Environment**

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.

**NU785. Leadership and Communications for Advanced Practice Nursing**

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.

**NU801. Residency I**

Nurse Practitioner Primary Care: Adult and Aged Population (3 hrs didactic weekly and 250 hrs mentored practica).

**NU802. Residency II**

Nurse Practitioner Primary Care: Adult and Aged Population (3 hrs didactic weekly and 250 hrs mentored practica).

**NU803. Residency I**

Administrator/Executive Role within Health Systems (3 hrs didactic weekly and 250 hrs mentored practica).

**NU804. Residency II**

Administrator/Executive Role within Health Systems (3 hrs didactic weekly and 250 hrs mentored practica).

**NU846. DNP Capstone Project Seminar I**

Working on capstone with advisors.

**NU848. DNP Capstone Project Seminar II**

Completion of capstone and scholarly presentation.

## **Graduate Criminal Justice Administration**

### **Kari Larsen, J.D., LL.M., Director of Graduate Criminal Justice Programs**

The goal of the Graduate Program in Criminal Justice Administration is to develop professionals with specialty knowledge as well as contemporary management skills who are able to lead organizations ethically and manage

a diverse workforce in a multi-cultural service-dominated governmental agency.

### **Master of Arts in Criminal Justice Administration**

Saint Peter's College offers two different specializations at the graduate level:

- Federal Law Enforcement Agency Administration
- Police Administration

The master's program provides an education at the graduate level that assists students in acquiring an understanding of theoretical and practical concepts, attainment of expert knowledge of the field as well as superior management skills necessary for strategic decision-making and leadership. Key competencies include management, leadership, ethics, communication, data analysis, and information literacy.

### **Program Availability**

The courses are offered on a trimester calendar at the Jersey City Campus. Selected courses are given at other sites.

### **Degree Requirements**

The degree requires 36 semester hour credits. A capstone course is required and will be taken the last semester of coursework. After completion of the capstone, students will be required to take the Educational Testing Service (ETS) Major Field Test for Master of Criminal Justice Administration (MFT/MCJ). Results will be used for the program rather than student assessment. A candidate may complete a second concentration by taking an additional 6 credits.

### **Advisement**

Saint Peter's College 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.

### **Graduate Criminal Justice Administration Curriculum**

Candidates must complete 36 credits with a minimum cumulative GPA of 3.0. All specializations include the core requirements (21 credits), specialization credits (12 credits) and capstone course (3 credits).

A candidate may complete a second specialization with the approval of the MA coordinator. A minimum of an additional 6 credits above the 36 required for a degree must be successfully completed for an additional specialization.

**Core Requirements (21 credits)**

- CJA516** U.S. Constitution and Criminal Justice Administration  
**CJA520** Ethical Issues in Criminal Justice Administration  
**CJA610** Criminal Justice Policy Formation and Analysis  
**CJA650** Research Methods in Criminal Justice  
**AC501** Managerial Accounting or **EC530** Managerial Economics  
**GB511** Management and Human Behavior  
**GB621** Human Resource Management

**Federal Law Enforcement Agency****Administration Specialization (12 credits)**

- CJA560** Theory and Practice of Police Administration  
**CJA620** Public Bureaucracy  
**CJA652** Multicultural Law Enforcement  
**CJA670** Crisis, Emergency, and Disaster Management  
**CJA672** Terrorism  
**CJA673** Federal Search and Seizure  
**CJA680** Advanced Criminological Theory

**Police Administration Specialization (12 credits)**

- CJA560** Theory and Practice of Police Administration  
**CJA570** The Judicial System  
**CJA652** Multicultural Law Enforcement  
**CJA660** Prevention and Control of Crime  
**CJA663** Community Policing and Problem Solving  
**CJA670** Crisis, Emergency, and Disaster Management  
**CJA680** Advanced Criminological Theory

**Capstone Requirements (3 credits)**

- CJA700** Applied Research Project: The Capstone

**General Elective (Optional)**

- CJA590** Grant Proposal Writing

**Admission Requirements**

- Official Application (Apply online at [www.spc.edu](http://www.spc.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 (Candidates from disciplines other than criminal justice will need to speak to the MA coordinator regarding necessary course work for admittance into the program).
- A minimum undergraduate cumulative 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**

In addition to the above requirements, international students must also submit:

- Official TOEFL scores showing a minimum of 550 on the written exam, a minimum of 213 on the computer-based exam and a minimum of 79 on the internet-based exam will be accepted. The college code for score reporting is 2806.
- Course-by-course evaluation reporting a 4 year bachelor's degree (evaluations are accepted from World Education Services, Globe Language Services, Credentials Evaluation Service, Inc, International Consultants Inc, Educational Credentials Evaluators, Inc, and Foundation for International Services, Inc).

All application correspondence should be with:

**The Office of Graduate Professional Studies Admission  
Saint Peter's College  
2641 Kennedy Boulevard  
Jersey City, NJ 07306  
(201) 761-6470**

International applicants must submit their applications and materials at least three months prior to the term in which they intend to start graduate study. I-20's will only be issued to individuals who have been accepted as fully admitted students.

## **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 coordinator of the MA program. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The MA program coordinator will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the college.

## **Graduate Criminal Justice Administration Course Descriptions**

### **AC501. Managerial Accounting**

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.

### **CJA516. U.S. Constitution and Criminal Justice Administration**

This course will be a comprehensive analysis of the United States Constitution with an exploration into the historical foundation and overall

context of the constitution. In addition, students will also examine the U.S. Constitution and the relation of its impact at the local, state and federal levels. This will require an in-depth review of the key United States Supreme Court decisions and their effect on American law enforcement agencies' policy making.

**CJA520. Ethical Issues in Criminal Justice Administration**

Exploration of ethical dilemmas faced by professionals in law enforcement, courts, and corrections. Examination of discretionary power in criminal justice agencies and different stages of the criminal justice process. Seminar discussion of/reflection on decision making and ethical scenarios in criminal justice contexts.

**CJA560. Theory and Practice of Police Administration**

The course traces the development of the police from the 1800's up to the present. Emphasis is placed on the conceptual foundations of law enforcement theory and practice. The theoretical perspectives, events, leaders, court decisions, and organizations that have shaped police administration are examined.

**CJA570. The Judicial System**

This course examines the structure and operation of the criminal court systems of the United States at the local, state, and federal levels. The students will be introduced to the pretrial and adjudication processes and the organizational roles and behaviors within the court system. This course is designed to provide experience in critical analysis of current and emerging justice policies and practices within this same judicial system. Students will be required to analyze the relationship of court operations and constitutional mandates related to issues of judicial independence, interdependence, and their overall accountability.

**CJA590. Grant Proposal Writing**

This elective graduate course prepares students to: 1) identify governmental agencies and private organizations funding research, technical assistance, training, and other programs or projects; 2) write grant proposals; 3) properly manage the grant after it is awarded; 4) write interim and final reports to the funding agency; and 5) use the success of the completed grant to obtain additional grants. This course is taught online.

**CJA610. Criminal Justice Policy Formation and Analysis**

This course will serve to bring the goals of fairness, justice and equality in a criminal justice system with regard to its effect on the organizational policy decision making process. The focus on the utilization of discretionary decision making by administrators throughout the entire criminal justice system will be critically analyzed. Students will be required to assess this discretionary decision making process and its impact on the daily functioning of the criminal justice system. Students will also examine how to identify and define discretionary decisions in the justice system, and how to establish methods for checking discretion.



**CJA620. Public Bureaucracy**

The course is intended to provide knowledge and skills for understanding the political environment of public bureaucracies, assessing bureaucratic performance and constraints, and understanding bureaucratic reform strategies. The student will be introduced to the historical development, philosophies, organization, function and impact of public bureaucracies on political systems. The relationship between public bureaucracies and public agencies will also be extensively explored. This course also examines the role of public bureaucracy in the overall policymaking process. The course embraces decision making processes by which organizational problems are addressed, solved, and implemented as an essential tool.

**CJA650. Research Methods in Criminal Justice**

This course will focus on the basic techniques and designs used in criminal justice research. An emphasis is placed on problem statement writing, research design, data gathering, data analysis, and evaluation. Topics of sampling theory, surveys, observations, experiments, and the Institution Review Board will be discussed. The course will prepare the student to gather decision-relevant information and how to influence policy decisions.

**CJA652. Multicultural Law Enforcement**

The examination of roles of race and ethnicity in crime and justice. Focus is on the differing experiences of racial/ethnic groups as they come into contact with the various agencies of the criminal justice system, racial disparity and discrimination in the criminal justice system and the impact of criminal justice policy and practice on racial/ethnic minorities. Discussion of contemporary issues in race, ethnicity, and justice such as racial profiling, the impact of felony voting laws on racial minorities, and the ways in which cultural stereotypes about racial/ethnic groups shape policies and practices at the different stages of the criminal justice process (police, courts, corrections). Students will critically evaluate crime policy to identify meaningful solutions to increase social justice.

**CJA660. Prevention and Control of Crime**

This course examines how the law functions as a powerful tool of social control in our society. There is a particular focus on the development of policy and the effectiveness of current established policies aimed at reducing crime. Students will be introduced to the use of technological advancements and their implementation in problem-oriented policing strategies seeking to both prevent and control crime. Prerequisite: **CJA560**.

**CJA663. Community Policing and Problem Solving**

The philosophy of community policing will be discussed and practical community examples provided for the student to use the SARA method for a thorough problem-solving analysis. A historical review of community policing is provided. Significant attention is given to the rationale and implications of various methods of social control. Prerequisite: **CJA560**.

**CJA670. Crisis, Emergency, and Disaster Management**

Crisis, emergency and disaster management are fundamental processes found in all levels of government. This course will avail students the opportunity to take an introspective look into the role of public and private organizations in crisis, emergency and disaster management. All current requirements for disaster planning in the United States will be studied.

**CJA672. Terrorism**

The pragmatic approach to the analysis of terrorism must be founded in the fundamental understanding of both the theories of terrorism and the practical aspects of implementing a coordinated response. The effect of globalization plays an important role today in the ability of any agency to prevent, protect, respond and mitigate a specific terror event. Through a comprehensive review of major theories, definitions, focused readings, and practical applications this course will provide the student with a thorough understanding of the nature and extent of terrorism today. The course will identify the major law enforcement, intelligence, and military agencies, and discuss their importance in providing global, national, and regional terror assessments.

**CJA673. Federal Search and Seizure**

This course is designed to teach the law of search and seizure as it is defined and applied in federal court. Instruction will focus on the requirements of the Fourth Amendment and the proper means by which a federal agent may obtain evidence through searches and seizures. This course will address legal and evidentiary issues associated with search warrants, exceptions to the warrant requirement, warrantless searches, frequent problems that confront federal agents, as well as emerging trends in the law of search and seizure.

**CJA680. Advanced Criminological Theory**

The examination of classic and contemporary theoretical explanations of crime from multiple criminological perspectives including classical, biological, psychological, and sociological theories. Analysis of crime patterns and crime correlates and substantive focus on the application of such theories to criminal justice agencies, communities, and society.

**CJA700. Applied Research Project: The Capstone**

Seminar discussion of program course content areas including major research findings and classic readings in criminal justice. Opportunity for discussion, analysis and reflection, and synthesis of program content areas and key readings in criminal justice required for the comprehensive examination. This course will cumulate with the opportunity to complete a master's thesis or research project. Prerequisites: **CJA520, CJA560, CJA610, CJA620, CJA650, CJA652, CJA660, CJA680.**

**EC530. Managerial Economics**

Application of economic theory and methodology to business decision making. The course focuses on how managers can improve their understanding of the economic environment and its impact on the business firm. Tools will be discussed which improve the economic efficiency of

managerial decisions.

**GB511. Management and Human Behavior**

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.

**GB621. Human Resource Management**

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.

## Academic Policies

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

### Instructions for Registering for Courses

Students can register in person at the Enrollment Services Center or via the web using Spirit Online at [www.spc.edu](http://www.spc.edu). Registration may be prevented if the student has outstanding obligations, financial or otherwise, to the College. Students are not permitted to attend a course without being officially registered. Students may be administratively deregistered 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 College, if they lack appropriate course prerequisites, or if they fail to attend class.

### Holds on Student Processing

For financial or other reasons, the College 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 College website. As courses frequently change, students should check with the website as they plan courses. Visit [www.spc.edu](http://www.spc.edu), quick link "Class Search".

### 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 Value Explanation

- 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**

#### Other grades are:

- 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.
- FA** (Fail Absences) Failure as a result of excessive absences.
- IT** (Incomplete Teacher) given when the instructor did not submit the grade in time for grade processing.
- WD** (Withdraw) when a student withdraws not later than the date published in the term calendar.

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. Graduate Nursing students should appeal to the Dean of Nursing. If the dispute is not resolved, the student may appeal to the Provost/Vice President for Academic Affairs, whose decision will be final.

## Repetition of a Course

A graduate student may repeat any course and receive a second grade.

Both grades will appear on the transcript. Only the second grade will be included in the cumulative grade point average that applies to degree completion. This option only applies before degree completion has occurred.

### **Course Changes or Cancellation**

The College 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 College permits adding or dropping courses within specific time periods. The College 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 College.

### **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.spc.edu](http://www.spc.edu) and provided to area radio stations.

### **Transcripts**

Official transcripts require signed authorization and can be requested from the Enrollment Services Center. The fee for an official transcript is \$5 and normally takes 10 working days to process. Unofficial transcripts can be viewed on the web at [www.spc.edu](http://www.spc.edu). Transcripts will not be available for students who have outstanding obligations, financial or otherwise, to the College.

### **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 College 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 College may suspend the student from classes for a period of time. If a student comes off suspension and still does not improve performance, the College may dismiss the student. Dismissal is final and precludes any possibility of readmission.

## 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.

## Students with Special Needs

Students with learning disabilities may be admitted to Saint Peter's College provided they meet the College's standard requirements for admission.

**Saint Peter's College 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 College 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 College 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 College community, students with learning disabilities have access to the College's academic support services, including the Center for Personal Development and the Center for Advancement in Language and Learning (CALL). The College 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.

## The Student-College Contract: Principles of Student Conduct

### A. Statement of Purpose

As a Catholic and Jesuit College, 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 College'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 College 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 College has established rules of conduct consistent with this goal and with the College's philosophy as a Catholic institution. By accepting admission to the College, 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 College. Students are expected to enhance the College 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 College values all of its students and is deeply concerned with their total development. Therefore, it is appropriate for the College 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 College 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 College 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 College 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 College 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 College, its faculty, administrators and staff, each of whom has been charged with responsibilities essential to the orderly operation of the College. These individuals serve as leaders and models by example, demonstrating the College'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 College 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 [www.spc.edu](http://www.spc.edu) in the "Quick Links" drop-down menu.

### **College Code of Conduct**

The College 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 College 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 College will investigate with due process incidents involving students who allegedly misbehave. The College 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.spc.edu/TheNET](http://www.spc.edu/TheNET).

### **Mandatory Immunization and Medical Insurance**

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. Full-time students must also provide proof of medical insurance.

### **Grievance Procedure**

The College 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 College 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.spc.edu/disclosure](http://www.spc.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.spc.edu/tuition](http://www.spc.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.

## **Saint Peter's College Administration**

### **GENERAL ADMINISTRATION**

Eugene J. Cornacchia\*, Ph.D., President

Marylou Yam\*, Ph.D., Provost/Vice President for Academic Affairs

Virginia Bender\* '78, Ph.D., Special Assistant to the President for Planning

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

Denton L. Stargel, Interim Vice President of Finance and Business

Michael Fazio, M.B.A., Vice President for Advancement

Michael L. Braden, S.J., Vice President for Mission and Ministry

Terence Peavy, MS Ed., Vice President for Enrollment Management and Marketing

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

Stephen Hess, S.J., Associate Vice President for Student Life & Development

### **ADMINISTRATIVE STAFF**

Stephanie Autenrieth, M.Ed., Director of Graduate and Professional Studies Admission

Carmela Beutel, B.A., Associate Director of Graduate Business Programs

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

Kari Larsen, J.D., LL.M., Director of Graduate Criminal Justice Programs

Kevin A. Leeds\*, M.B.A., C.P.A., Interim Director of Graduate Business Programs

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

\*Bene Merenti

Anthony Sciarrillo, Ed.D., Director, School of Education

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

Joan Shields, M.A., Administrative Coordinator of Graduate Education Program

Ann Tritak, Ed.D., R.N., Dean, School of Nursing

Irma Williams, M. Ed., Registrar/Director of Student Accounts

## **Saint Peter's College Board of Trustees**

Kathleen M. McKenna '75, Chair of the Board, Partner, Proskauer, Rose LLP

Joseph P. Parkes, S.J., Vice Chair, President, Cristo Rey New York High School

Susan U. Bredehoft '74

Thomas D. Carver, Esq. '58, Vice President Governmental Affairs, Hi-Tec Systems

Bernard W. Cicirelli, Jr. '80, President, Peacock Communications, Inc.

Annette D. Corbin '84, Partner, Madison Consulting Group

Eugene J. Cornacchia, Ph.D. (ex officio), President, Saint Peter's College

William J. Cozine '60, Partner, KPMG (retired)

James J. Daly '59, McKean Fund

Alfa Demmellash '10 Hon., CEO, Rising Tide Capital

Robert J. Goldstein '60, President, R.J. Goldstein & Associates

Gary Michael Gurtler, S.J., Associate Professor, Boston College

James F. Keenan, S.J. '06 Hon., Director of Development, New York Province

Robert G. Lahita, M.D., Ph.D. '67, Chairman of Medicine, Newark Beth Israel Medical Center

Thomas P. MacMahon '68, President, Deer Ridge Consulting, LLC

Raymond C. Maguire, M.D. '58, Director, Healthingalong, Inc.

M. Brian Maher, Essex Equity Management, LLC

Michael C. Massey '10

Francis A. McGrail '79, Regional Executive-Managing Director, Deutsche Bank Alex. Brown

Pamela T. Miller '77, Medco Health

J. Donald Monan, S.J., Chancellor, Boston College

Fred W. Nitting, Jr. CPA '83, CEO, Accume Partners

Joseph A. Panepinto, Esq. '66, Panepinto Properties

Sharon A. Pastore '73, Executive Director, AT&T

Anthony O. Pergola, Esq. '92, Lowenstein, Sandler PC

Robert E. Reiser, S.J., President, Saint Peter's Prep

Madeline Romeu, O.D. '74, Optometric Physician

Ralph R. Russo '70, President & CEO, Strategic Polymer, Inc.

Peter G. Stewart, Esq. '63, Carella, Byrne, Bain, Gilfillan

John T. Sullivan, Rector, Saint Peter's College

Toni Ann Turco '86, Director, Global Compliance, Barclays Capital, Inc.

Kathleen A. Tyrrell, Esq. '73, Coach, Gannon Debate Team

Elnardo J. Webster, Ed.D. '69

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Jorge B. Gomez '85, President, Gomez Enterprises LLC

George P. Gurdak, C.P.A., CIA '74, Financial Management and Operational  
Risk Professional

Thomas J. Jordan '63, President & CEO, Jordan & Jordan

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Health Care Schering Plough Corp

Jeff L'Hote '86, Owner/Consultant, LFC International, LLC

Carlos Lejnieks, President & CEO, Big Brothers Big Sisters of Essex,  
Hudson and Union Counties

John Licata '95, Chief Investment Strategist, Blue Phoenix, Inc.

Aldo J. Martinez, Esq. '77, Vice President, Market Surveillance (Retired),  
New York Stock Exchange, Adjunct Professor, Saint Peter's College

Kenneth J. Mathews '60, Managing Director, Cambridge Capital Corporation

Michael P. McGrath '90, Global Head of Alternative Investments,  
Morgan Stanley Private Wealth Management

Ray Menendez, C.P.A. '80, Managing Partner, Raymond Michael Associates

Billy Joe L. Mercado '07, Analyst, Goldman, Sachs and Company

Michael R. Milano '74, Vice President & CAO – Enterprise Architecture and  
Web Services Bank of New York Mellon

Richard J. O'Brien '60, Managing Director, Human Resources (Retired)

Depository Trust and Clearing Corporation

David O'Dowd, Managing Director, DeWitt Stern Imperatore, Ltd.

William T. Price III '91, Director of Corporate Communication, Johnson & Johnson

Anne M. Ronan, Esq. '83, President, Polka Dot Press

Fausto Rotundo, C.P.A. '91, Partner, Chief Financial Officer & Chief Compliance Officer Edgewood Management Company

Louis R. Ruvolo '80, '08, Adjunct Lecturer, Business Administration Department, Saint Peter's College

Rabia Sattaur '06, Margin Service Associate, Fidelity Investments

J. Paul Schaetzle '75, Executive General Adjuster, York Claims Services

Joan K. Schultz, CPA '71, Consultant, Centre Solutions, Adjunct Lecturer, Baruch College

Vincent C. Tizzio, Division President, Zurich Insurance Services, Inc.

Ronald W. Tobin, Ph.D. '57, Associate Vice Chancellor, University of California

Angelo A. Vigna '63, Managing Director (Retired), Sandler O'Neill & Partners

Gary Vitale '74, President, American Wholesale Lumber Association

Thomas L. Wickiewicz, M.D. '72, Orthopedic Surgeon, Hospital for Special Surgery

## **Graduate Education Faculty**

**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

**Eric Alter** (2005) Adjunct Lecturer, B.A., Ohio State University; M.S.W., Fordham University; M.A., Saint Peter's College

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

**Maureen Blue** (2011) Director of Doctorate in Education Program, B.A. New Jersey University; M.A., Kean College; Ed.D., Seton Hall University

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

**Dana Callan-Farley** (2006) Adjunct Lecturer, B.A., M.S., Ed.D., Hunter College

**Margaret Contaldi** (2007) Adjunct Lecturer, B.A., Fordham University; M.A., Saint Peter's College

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

**Jacqueline L. Cusack** (2008) Lecturer, B.A., Elmira College; M.A. Teachers College Columbia University; Ed.M. Teachers College Columbia University; Ed.D., Virginia Polytechnic Institute & State University

**J. Steven DiGeronimo** (2007) Adjunct Lecturer, M.S., University of Rhode Island

**Clifford G. Doll\*** (1980) Adjunct Lecturer, B.S., Saint Peter's College; M.A., Montclair State University

**Michael Doody** (2000) Adjunct Lecturer, B.S., M.B.A., Saint Peter's College

**Mary Erath** (2000) Adjunct Lecturer, B.A., Trenton State College; M.A. Saint Peter's College

**Robert Fazio** (2004) Adjunct Lecturer, B.A., M.A., Saint Peter's College

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

**Thomas Gentile** (1992) Adjunct Lecturer, B.A., M.A., Saint Peter's College

**William Gutsch 67'** (2009) Distinguished Professor, B.A., Saint Peter's College; M.S., Ph.D., University of Virginia

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

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

**John P. Higgins** (2009) Adjunct Lecturer, B.A., Rutgers University, M.A., Montclair State University

**Monica Ivankovic** (2006) Adjunct Lecturer, B.A., Alverno College, M.A., Saint Peter's College

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

**Mary Kennedy** (2007) Adjunct Lecturer, B.A., New Jersey City University; M.A., New Jersey City University

**Melvin L. Klein** (2008) Adjunct Lecturer, B.S. Ed., Slippery Rock State College; M.S. Ed., University of Pittsburgh

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

**Donna Marciano** (2001) Adjunct Lecturer, B.A., New Jersey City University; M.A., Saint Peter's College

**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

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

**Sara O'Brien** (1999) Associate Professor, B.A., M.A., College of William and Mary; Ed.D., Rutgers University

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

**Lauren Reisenauer** (2006) Adjunct Lecturer, B.S., University of West Florida; M.S., Texas A&M Corpus Christi; M.A., Montclair State University

**Anthony Sciarrillo** (2006) Director, School of Education, B.A., Rutgers University; M.A., Montclair State, M.S., Rutgers, J.D., Ed.D., Ed.S., Seton Hall University

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

**Lori Schmidt** (2006) Adjunct Lecturer, M.Ed., Rutgers University

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

**Joan Shields\*** (2005) Adjunct Lecturer, B.A., M.A., Saint Peter's College

**Charles Smith** (2006) Assistant Professor, Ed.D., Fordham University

**Kathleen Treacy** (2006) Adjunct Lecturer, Ph.D., Fordham University

**Carol Ann Wilson\*** (1979) Adjunct Lecturer, M.S., Fordham University

## **Graduate Business Faculty**

### **ACCOUNTANCY**

**Robert F. Koch\*** (1971) Associate Professor, B.S., Rider College; M.B.A., Fairleigh Dickinson University; C.P.A.

**Kevin A. Leeds\*** (1981) Professor, B.B.A., Saint Bonaventure University; M.B.A., Fairleigh Dickinson University; C.P.A.

**Andrew D. Pogogeff\*** (1978) Professor, B.S., M.B.A., Fairleigh Dickinson; C.P.A. School of Law, 1970

**Allen Zagier\*** (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.

### **BUSINESS ADMINISTRATION**

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

**Shnewer Awad** (2008) Adjunct Lecturer, B.A., Rutgers University; M.B.A., Saint Peter's College

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

**James M. Campora** (2008) Adjunct Lecturer, B.S., M.B.A., M.S.A., Saint Peter's College

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

**Robert M. Carney, Sr.** (2009) Adjunct Lecturer, B.S., M.B.A., Saint Peter's College

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

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

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

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

**Christina Hunt** (2008) Adjunct Lecturer, M.S.A., Saint Peter's College

**Marc L. Librizzi** (2009) Adjunct Lecturer, M.B.A., Rutgers University

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

**Aldo J. Martinez** (2008) Adjunct Lecturer, J.D., Seton Hall School of Law

**William J. Myer** (2009) Adjunct Lecturer, B.A., Holy Cross College; M.B.A., Fairleigh Dickinson University

**Michael C. Nicolai** (2006) Adjunct Lecturer, J.D., New York Law School

**Gina Papale** (2007) Adjunct Lecturer, B.S., M.B.A., Saint Peter's College

**Gina M. Reo** (2009) Adjunct Lecturer, B.S., M.B.A., Saint Peter's College

**Eurice Rojas** (2010) Adjunct Lecturer, M.H.A., Seton Hall University

**Louis R. Ruvalo** (2007) Adjunct Lecturer, B.S., M.B.A., Saint Peter's College

**Miguel A. Saez** (2007) Adjunct Lecturer, M.B.A., M.S.A., Saint Peter's College

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

**Richard Sgrignoli** (2005) Lecturer, B.S. Rutgers; M.B.A., Dowling College

**Linda J. Sylvestri** (2009) B.S. Ramapo College; M.B.A. Saint Peter's College

**Valery N. Vyatkin** (2007) Adjunct Lecturer, Ph.D., Moscow State University

**Cynthia Walker** (2005) Assistant Professor, Ph. D., Rutgers University

## COMPUTER SCIENCE

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

**Donal T. MacVeigh, S.J.\*** (1987) Chairman of the Department, Professor, B.A., M.S., Fordham University; M.Div., Woodstock College; M.S., University of North Carolina; Syracuse University

**Marvette M. Moon** (2002) Adjunct Lecturer, B.S., Saint Peter's College; M.B.A., Stevens Institute of Technology

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

**Stephen Struk** (1978) Adjunct Lecturer, B.E., Stevens Institute of Technology, M.M.S., Stevens Institute of Technology

## ECONOMICS AND FINANCE

**John Bruggeman** (2004) B.S. Manhattan College; M.B.A., Fordham

**Alky A. Danikas** (1999) Lecturer, B.S., M.B.A., University of Hartford

**Edwin T. Dickens** (2003) Assistant Professor, B.A., University of California at Berkeley; Ph.D., New School for Social Research

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

**Brian P. O'Connor** (1999) Associate Professor, B.S., Saint Peter's College; M.A., Ph.D., University of Maryland

**Taghi Ramin** (1997) Adjunct Lecturer, Ph.D., New York University

**Nina J. Shapiro** (1998) Professor, M.A., Ph.D., New School for Social Research

\*Bene Merenti



## Graduate Nursing Faculty

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

**Andrea Centrella-Nigro** (2008) Assistant Professor, B.S.N. William Paterson University; M.S.N. Rutgers, The State University of New Jersey; D.N.P. University of Medicine and Dentistry of New Jersey

**Barbara Crowley** (2005) Clinical Assistant Professor, Coordinator A.N.P. Program, B.S.N., M.S.N., A.P.N., Saint Peter's College

**James Haley** (2004) Adjunct Lecturer B.S., Wagner College; M.A., C.W. Post College; Ph.D., Saint John's University

**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

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

**Janice O'Brien** (2005) Assistant Professor, Director R.N.-B.S.N. Program B.S.N., M.S.N., Saint Peter's College; Ph.D., Rutgers, The State University of New Jersey

**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

**Ann Tritak** (2006) Dean of Nursing, Professor, B.S.N., William Paterson College; M.A., New York University; Ed.D., Rutgers University the State University of New Jersey

**Marylou Yam\*** (1989) Provost/Vice President of Academic Affairs, Professor B.S.N., Mercy College; M.A., M.Ed., Columbia University; Ph.D., Adelphi University

## Saint Peter's College Libraries MAIN CAMPUS

**David Orenstein**, Director of Libraries, B.A. City College of New York; M.L.S., City College of New York-Queens College; M.S., New York University

**David Hardgrove**, Associate Librarian, B.A., Montclair State College; M.L.S., Rutgers University

**Hao Zeng**, Systems Electronic Resource Librarian, B.S., Beijing Normaz University; M.L.I.S., Long Island University

**Daisey De Coster**, Assistant Librarian and Reference-Instructional Services Specialist, B.A., University of Richmond; M.L.S., University of Arizona

**Thomas J. Kenny\***, Associate Librarian and Head of Public Services, 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

**Kerry Falloon**, Assistant Librarian for Reference, B.A. Wagner; M.A., Ed.S., Seton Hall University; M.L.S., Rutgers University

### Criminal Justice Administration Faculty

**Heath J. Brightman** (2000) Adjunct Lecturer, B.S., University of Massachusetts at Amherst; M.C.J., Boston University; Ed.D., Seton Hall University

**Kevin G. Callahan** (2010) Lecturer, B.A., Saint Peter's College; J.D., Seton Hall University School of Law

**Kari Larsen** (2004) Director of Graduate Criminal Justice Programs, Associate Professor, B.A., Saint Peter's College; J.D., Fordham Law School; LL.M. Seton Hall University School of Law

**Raymond R. Rainville** (2002) Chairperson, Associate Professor, B.S., Monmouth University; M.A., Rider University; Ph.D., Fordham University

**Brian L. Royster** (2001) Assistant Professor, B.A., Montclair State University; M.S., New Jersey State University; M.A., Ed.D., Seton Hall University

### ENGLEWOOD CLIFFS CAMPUS

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

### COMMUNICATION WITH THE COLLEGE

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

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

**South Amboy Site:** Cardinal McCarrick High School  
310 Augusta Street  
South Amboy, New Jersey 08879  
Phone: 732-727-0748

### GRADUATE PROGRAM OFFICES\*

MA Education, Certification Programs & Ed.D. (JC)	2624 Kennedy Blvd	1st floor	(201)761-6473 graded@spc.edu
MBA Program (JC)	2624 Kennedy Blvd	2nd floor	(201) 761-6472 mba@spc.edu

MS Accountancy (JC)	2624 Kennedy Blvd	2nd floor	(201) 761-6472 msacct@spc.edu
MA Criminal Justice (JC)	Hilsdorf Hall	Room 405	(201) 761-6167 gradcj@spc.edu
MSN, Certificate Programs & DNP (EC)	Allison House	2nd floor	(201) 761-7490 msn@spc.edu

### OTHER STUDENT SERVICES\*

Graduate and Professional Studies Admission (JC)	2624 Kennedy Blvd	1st floor	(201) 761-6470 gradadmit@spc.edu
Campus Ministry (JC)	Dinneen Hall	Rm 134	(201) 761-7390
Career Services (JC)	Henneberry Hall	Rm 31	(201) 761-6400
College Store (JC)	McDermott Hall	Lower level	(201) 761-6490
College Store (EC)	Main Building	1st floor	(201) 761-7486
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
Security 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

## DIRECTIONS TO THE JERSEY CITY CAMPUS

### From the New Jersey Turnpike:

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

### From Kennedy Boulevard southbound:

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

### From the West:

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

### From the East:

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

**From the PATH:**

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

**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.

**DIRECTIONS TO CARDINAL MCCARRICK HIGH SCHOOL, SOUTH AMBOY****From the North:**

Take NJ Turnpike to Exit 11. Follow signs for the Garden State Parkway. Do NOT take the road marked "The Amboys" as you approach the Garden State Parkway. Cross the Raritan River (Driscoll Bridge). Immediately after the bridge, stay to the right, pay the toll, and take Exit 124 (marked South Amboy). At the end of the ramp, make a left. Proceed through the traffic light and follow the road to the STOP sign. Make a left onto Main Street. Continue to next traffic light. Make a right at the light, onto North Stevens Avenue. Make a right after the Deli. Proceed beyond the elementary school to the parking lot. Park at the front of the lot. Go up the stairs, turn left and go to the main entrance.

**From the South:**

Take the Garden State Parkway to Exit 117. Take the right ramp onto Route 35/36 in the direction of Hazlet/Keyport/Aberdeen. Take the right ramp onto Route 35 in the direction of Matawan/Hazlet/Middletown. Continue on Route 35 approximately 6 miles. Road name changes to Route 9. Keep right onto

ramp. Turn right onto Route 670 (Washington Avenue). Bear left onto Main Street. Turn right onto North Stevens Avenue. Make a right after the Deli. Proceed beyond the elementary school to the parking lot. Park at the front of the lot. Go up the stairs, turn left and go to the main entrance of the school.

**From the West:**

Take Interstate 287 to the Garden State Parkway. Follow the first set of directions above.

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# SAINT PETER'S COLLEGE



## MAIN CAMPUS

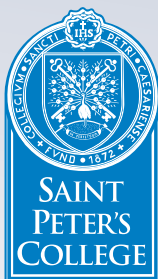
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