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Saint Peter's University

Saint Peter's University is an academic community committed to high standards and the pursuit of excellence both in and out of the classroom. The community is built on a partnership between students, willing to accepting responsibility as fully engaged learners, and the University, dedicated to offering quality instruction and excellent student services to support student success. These Catalogs serve to communicate the expectations of all community members towards fostering a vibrant learning environment.

Please choose a Catalog (Undergraduate/Graduate) or Handbook on the left.

Graduate

This graduate catalog was prepared in August 2014. The information is subject to change. The material herein applies to the 2014-15 academic year. The University 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 University and its students or other parties.

Main Campus

2641 Kennedy Boulevard Jersey City, NJ 07306 (201) 761-6000

Englewood Cliffs Campus

Hudson Terrace Englewood Cliffs, NJ 07632 (201) 761-7898

www.saintpeters.edu

Admission Information

Saint Peter's University 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 University does not discriminate on any basis in the administration of its educational policies, scholarship and loan programs, and athletic and other University 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. International applicants are also required to submit a copy of a valid passport page and the Saint Peter's University International Statement of Financial Support form including proof of funding. 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 University and will not be returned to the applicant. Please retain copies before submission. Applications are retained by the Office of Graduate and Professional Studies Admission for one year.

How to Apply:

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

Office of Graduate and Professional Studies Admission

Saint Peter's University

2624 Kennedy Boulevard

Jersey City, NJ 07306-5997

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

International Students Admission Procedure

In addition to the application requirements based on program/degree, international students must provide the following for review:

- Academic credentials with English Translation (if necessary) may require an evaluation from a NACES approved agency such as WES, ECE or EP for students applying from countries other than the U.K., Australia or Canada. Evaluations must be sent directly from the evaluation agency.
- Proof of English proficiency (scores must be sent directly from testing agency)
- TOEFL 79 IBT, 550 PBT or IELTS 6.5 overall. Note: GRE or GMAT optional but test score results may TOEFL or IELTS requirements.
- Completion of ELS Language Center course with a score of 112 or higher, or completion of Kaplan Advanced Level.
- Saint Peter's University International Statement of Financial Support including proof of funding. This form may be scanned, faxed or mailed back to the Office of Graduate and Professional Studies Admission with proof of funding.
- Copy of valid passport page.

Graduate Programs

Business Programs

Master of Business Administration (MBA)

Finance
Health Care Administration
International Business
Management
Management Information Systems
Marketing
Risk Management

Master of Science in Accountancy Dual MBA/MS in Accountancy

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
Special Education
Teaching
Doctor of Education

Nursing Programs

Master of Science in Nursing
Case Management/Nursing Administration
Primary Care - Adult-Gerontology Nurse Practitioner
Post-Master's Certificate - Adult-Gerontology Nurse Practitioner
RN to MSN Bridge Program
Doctor of Nursing Practice

Communication Program

Master of Arts in Strategic Communication

Public Administration Program

Master of Public Administration

Data Science Program

Master of Science in Data Science

Mission Statements of the Graduate Programs

Master of Science in Accountancy (MSA)

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

Master of Business Administration (MBA)

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

Master of Education (M.Ed.)

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

Master of Science in Nursing (MSN)

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

Master of 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 multicultural, service-dominated governmental agency.

Master of Public Administration (MPA)

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

Master of Arts in Strategic Communication (MA)

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

Master of Science in Data Science (MSDS)

The mission of the Master of Science in Data Science with a concentration in Business Analytics program is to use real-world problems and situations to prepare graduates for roles as strategic thought leaders who leverage predictive analysis and predictive modeling to drive decision making. Students will develop in depth understanding of the key technologies in data science and business analytics: data mining, machine learning, visualization techniques, predictive modeling, and statistics. Students will practice problem analysis and decision-making. They will gain

practical, hands-on experience with statistics programming languages and big data tools through coursework and applied research experiences.

Mission Statements of the Doctoral Programs

Doctorate in Educational Leadership (Ed.D.) - K-12 Concentration

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 Educational Leadership (Ed.D.) - Higher Education Concentration

The mission of the Higher Education concentration in the Doctorate in Education program is to prepare college and university professionals to assume leadership positions in higher education settings. Specifically, the program is intended to provide graduates with a broad and systematic understanding of higher education theory, inquiry, administrative practice, and the ability to propose policy and apply research to educational problems. Consistent with the College's Jesuit, Catholic mission to deliver value-based education with academic rigor, the program will: produce ethical leaders who promote success in institutions of higher education, facilitate the success of diverse student learners, possess a dedication to serving their college community, and apply research to problems and issues in the field of higher education.

Doctorate in Nursing Practice (DNP)

The mission of the Doctorate in Nursing program is consistent with the mission of the University. The DNP program prepares advanced practitioners who are building upon a foundation of the liberal arts, the social, behavioral and physical sciences, as well as generalist and specialty nursing education, to become ethical and socially conscious leaders and expert nurses in the delivery of health care. Graduates will be advocates for those who cannot advocate for themselves while preparing for life-long learning by utilizing research and other evidence applicable to the diagnosis, treatment, and care for the betterment of their patients, their practice, and their profession.

Welcome

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

Graduate Programs

Saint Peter's offers the following graduate programs:

Master of Arts in 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 Nursing Primary Care (Adult-Gerontology Nurse Practitioner).

Master of Business Administration. A 48 credit-hour program with optional concentrations in finance, international business, management, management information systems, marketing, risk management, human resource management and health care administration.

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

Dual MBA/MS in Accountancy. A 63 credit-hour joint program offering two degrees and providing a strong accounting and professional services foundation along with the full breadth of an MBA degree.

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

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

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

Doctoral Programs

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

Doctor of Nursing Practice

Two Convenient Locations

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

Jersey City (Kennedy Boulevard)

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

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

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

Trimesters, Semesters, and Summer Sessions

Business, Accountancy, Criminal Justice, Public Administration and Strategic Communication courses are offered on a trimester basis. Education and Nursing courses are offered both in a trimester and semester format. Data Science courses are offered in a semester format. Check schedules at www.saintpeters.edu.

Admission Information

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

Credit for Undergraduate and Graduate Course Work

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

Academic Advisement

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

- Graduate Education (201 761-6473) or jdoria@saintpeters.edu.
- Graduate Criminal Justice (201 761-6167) or klarsen@saintpeters.edu.
- Graduate Business or MS in Accountancy (201 761-6472) or lruvolo@saintpeters.edu.
- Graduate Nursing (201 761-7490) or abtritak@saintpeters.edu.
- Graduate Communication (201 761-6330) or bdonovan@saintpeters.edu.
- Graduate Public Administration (201 761-6155) or pplotch@saintpeters.edu.
- Graduate Data Science (201 761-6470) or sjaume@saintpeters.edu

About the University

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

- Master of Arts in Education (1979)
- Master of Business Administration (1988)
- Master of Science in Accountancy (1996)
- Master of Science in Nursing (1997)
- Master of Arts in Criminal Justice Administration (2010)
- Doctor of Nursing Practice (2010)
- Doctor of Education (2010)
- Master of Arts in Strategic Communication (2013)
- Master of Public Administration (2013)
- Master Science in Data Science (2014)

Accreditations

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

The Saint Peter's Libraries

Built in 1967, the Edward and Theresa O'Toole Library contains over 50,000 sq. feet of space and houses over 260,000 volumes on its four floors. The library at our branch campus at Englewood Cliffs holds an additional 30,000 volumes. The libraries subscribe to 750 print periodicals and over 10,000 online. Both libraries are fully automated. Their combined catalog and links to many important resources are available on the Internet at: www.saintpeters.edu/library.

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

Day(s) of Week	Hours of Operation
Monday-Thursday	8:00 A.M. - 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, from 9:00 A.M. to 5:00 P.M. on Friday, 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 University has long been a landmark on Kennedy Boulevard in Jersey City. The New York City skyline, visible from Jersey City, is a constant reminder of the University's proximity to a major cultural center. In 1975, Saint Peter's University established a branch campus at Englewood Cliffs located on the Palisades one mile north of the George Washington Bridge. The University offers courses at other locations as well.

Graduate Education

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

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

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

Master of Arts in Education

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

- Educational Leadership
- Reading
- Teaching
- School Counseling
- Special Education

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

Certification Programs

Certification Programs are offered for the following areas:

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

Program Availability

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

Degree Requirements

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

Advisement

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

Transfer Credit

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

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

Time Limitation

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

Master of Arts in Education: Educational Leadership

Master of Arts in Education: Educational Leadership

This concentration provides the opportunity to prepare for positions as Supervisor, Vice Principal, 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.

Foundational Courses

GE-500	Historical & Phil Found of Ed	3
GE-502	Psych Foundations of Learning	3
GE-505	Research in Education	3

Required Courses

GE-510	Princ of Curr Development	3
GE-511	Princ&prob of School Admin	3
GE-512	Asmnt Stud Ability & Achievement	3
GE-513	Fund Supervision: Elem & Sec	3
GE-514	School Finance	3
GE-516	School Law	3
GE-528	Intern in Admin & Supervision I	3
GE-529	Intern in Admin & Suprvision II	3

Approved Electives		3
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Total Credits		36
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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

GE-500	Historical & Phil Found of Ed	3
GE-502	Psych Foundations of Learning	3
GE-505	Research in Education	3

Required Courses

GE-512	Asmnt Stud Ability & Achievement	3
GE-570	Foundations of Reading Curriculum	3
GE-571	Diagnos&treat-Child W Lrng Dis	3
GE-574	Diagnos Childrn W Rdng Problms	3
GE-576	Rem of Child With Reading Prob	3
GE-578	Supervision of Reading Progrms	3
GE-579	Suprvised Practicum in Reading	3

Approved Electives		6
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Total Credits		36
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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

GE-500	Historical & Phil Found of Ed	3
GE-502	Psych Foundations of Learning	3
GE-505	Research in Education	3

Required Courses

GE-510	Princ of Curr Development	3
GE-512	Asmnt Stud Ability & Achievement	3
GE-540	Fundamentals of Methodology	3
GE-555	Computers in the Curriculum	3
GE-570	Foundations of Reading Curriculum	3
GE-547	Student Teaching (or 9 credits of additional electives if not required) *	8

Approved Electives		3
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Total Credits		35
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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

GE-502	Psych Foundations of Learning	3
GE-505	Research in Education	3
GE-512	Asmnt Stud Ability & Achievement	3
GE-660	Introduction to Counseling	3
GE-661	Individual Counseling and Interviewing	3
GE-662	Group Counseling	3
GE-663	Career Counseling	3
GE-664	College Counseling	3
GE-665	Crisis Counseling	3
GE-667	Abnormal Psychology	3
GE-668	Psychology of Exceptional Children	3
GE-669	Community Agencies Organizations and R	3
GE-670	Multicultural Counseling	3
GE-671	Substance Abuse and Treatment	3
GE-672	Practicum in Counseling I	3
GE-673	Practicum in Counseling II	3

Total Credits		48
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Master of Arts in Education: Special Education, Applied Behavior Analysis

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

GE-614	Foundations for Specialize Instruction	3
GE-615	Instructional Strategies for Students	3
GE-616	Effective Classroom Mgmt & Behav Inter	3
GE-617	Assisting in the General Educ	3
GE-618	Assesment Techniques	3
GE-631	Behavioral Analysis I	3
GE-632	Applied Behavioral Analysis II	3
GE-633	Appied Behavioral Analysis III	3
GE-635	Research Sem: Applied Behavior Analysis	3

Approved Electives

Select two of the following:		6
GE-652	Curriculum Development for Stu W Disabil	
GE-653	Assistive Technology- Uses & Application	
GE-654	Stategies for School Home &	
GE-655	Special Education & School Law	

Total Credits		33
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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

GE-614	Foundations for Specialize Instruction	3
GE-616	Effective Classroom Mgmt & Behav Inter	3
GE-617	Assisting in the General Educ	3
GE-618	Assesment Techniques	3
GE-570	Foundations of Reading Curriculum	3
GE-571	Diagnos&treat-Child W Lrng Dis	3
GE-574	Diagnos Childrn W Rdng Problms	3
GE-577	Research Seminar in Literacy	3
GE-652	Curriculum Development for Stu W Disabil	3

Approved Electives

Select two of the following:		6
GE-615	Instructional Strategies for Students	
GE-653	Assistive Technology- Uses & Application	
GE-654	Stategies for School Home &	
GE-655	Special Education & School Law	

Total Credits		33
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Director of School Counseling Services Certification

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

Required Courses

GE-510	Princ of Curr Development	3
GE-511	Princ&prob of School Admin	3
GE-513	Fund Supervision: Elem & Sec	3
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

MA-502	Elem Math Functions & Models for Middle	3
MA-504	Statistics Probability & Discrete Math	3
MA-506	Geometry for Middle School	3
Total Credits		9

Professional/Associate Counselor Certification

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

Required Courses

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

School Business Administrator Certification

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

Required Courses

GE-511	Princ&prob of School Admin	3
GE-513	Fund Supervision: Elem & Sec	3
GE-514	School Finance	3
GE-516	School Law	3
AC-151	Principles of Accounting I	3
EC-101	Macroeconomic Principles	3
Total Credits		18

Supervisor of Instruction Certification

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

GE-510	Princ of Curr Development	3
GE-513	Fund Supervision: Elem & Sec	3
Select one of the following:		3
GE-555	Computers in the Curriculum	
GE-570	Foundations of Reading Curriculum	
Select one of the following:		3
GE-528	Intern in Admin & Supervision I	
GE-578	Supervision of Reading Progrms	
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.

GE-502	Psych Foundations of Learning	3
GE-510	Princ of Curr Development	3
GE-512	Asmnt Stud Ability & Achievement	3
GE-540	Fundamentals of Methodology	3
GE-555	Computers in the Curriculum	3
GE-570	Foundations of Reading Curriculum	3
GE-547	Student Teaching	8
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.

GE-614	Foundations for Specialize Instruction	3
GE-617	Assisting in the General Educ	3
GE-618	Assesment Techniques	3
GE-574	Diagnos Childrn W Rdng Problms	3
GE-652	Curriculum Development for Stu W Disabil	3
GE-653	Assistive Technology- Uses & Application	3
GE-654	Stategies for School Home &	3
Total Credits		21

Admission Requirements

For the Master of Arts in Education Programs

- Official application (Apply online at www.saintpeters.edu or request an application by phone or mail).
- Personal statement of educational and professional goals (250-500 words).
- Official undergraduate and graduate transcripts from all institutions attended.
- Two letters of recommendation from academic/professional references.
- Additional requirements for international students.*

For Director of School Counseling Certification Program

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

For Middle School Mathematics Certification Program

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

For Professional/Associate Counselor Certification Program

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

For the School Business Administrator Certification Program

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

For the Supervisor of Instruction Certification Program

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

For the Teacher Certification Program

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

- Additional requirements for international students.*

For the Teacher of Students with Disabilities Certification Program

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

***International Students**

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. An overall score of 6.5 on the IELTS is also acceptable. The university code for score reporting is 2806.
- Completion of ELS Language Center course with a score of 112 or higher, or completion of Kaplan Advanced Level.
- 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.)
- Saint Peter's University International Statement of Financial Support including proof of funding. This form may be scanned, faxed or mailed back to the Office of Admission with proof of funding.
- Copy of a valid passport page.

All application correspondence should be with:

**The Office of Graduate and Professional Studies Admission
Saint Peter's University
2624 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 leadership roles in K through 12th-grade settings. Specifically, this concentration promotes the development of leadership skills via systematized practice, examination, and research. The prime focus of the program is on real-world problem solving and practical application. With these facets in place, the educational leadership program will stand to produce empowered leaders who are inclined to promote the success of all students and possess a dedication to serving their entire school community.

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

Course List

Level One - (Required for Qualifying Exam - 15 Credits)

GE-801	Curriculum Development	3
GE-803	School Policy Analysis	3
GE-805	Org Behavior & Leadership	3
GE-807	Statistics I	3
GE-809	Research Design and Methods	3

Level Two - (Required Courses - 27 Credits)

GE-824	Innovative Strategies in Ed Leadership	3
GE-825	Ethical Foundation&social Responsibility	3
GE-826	Data Driven Analysis & Implementation	3
GE-839	Statistics II	3
GE-841	Selected Topics in Ed Administration	3
GE-831	Education Finance in Administration	3
GE-829	Advanced Technology for Administrators	3
GE-833	School Law & Legal Issues	3
GE-835	Personnel Admin&public Sector Bargaining	3

Elective Courses (6 Credits)

Select two (2) of the following:		6
GE-811	Qualitative Research Design and Analysis	
GE-821	Historical Foundations of Education	
GE-843	Administrative Internship I - K-12	
GE-845	Advanced Quantitative Methods	

Level Three (9 Credits)

GE-871	Dissertation Seminar I	9
GE-873	Dissertation Seminar II	
GE-875	Dissertation Advisement I ¹	

Total Credits		57
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¹ continues matriculation until successful oral defense of a doctoral level dissertation

Admissions Requirements

General Requirements

- Official application.
- Official transcripts evidencing conferral of a Master's Degree with minimum of 3.0 GPA.
- Official transcripts from all previously attended postsecondary institutions.
- Official GRE or MAT scores taken within the last five (5) years.
- Three (3) letters of recommendation attesting to the applicant's potential for success in doctoral studies.

- Essay discussing your professional goals in relation to achieving the Ed.D. at Saint Peter's University (500-1,000 words).
- Current resume.
- A personal interview may be requested.

All application correspondence should be with:

The Office of Graduate and Professional Studies Admission
Saint Peter's University
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 GE-801 Curriculum Development, GE-803 School Policy Analysis, and GE-805 Org Behavior & Leadership. The foundations course will GE-807 Statistics I and the research course will be GE-809 Research Design and Methods.

Advancement to Candidacy

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

Policy on Failure

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

Completion Requirements

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

1. Admission to the program.
2. Matriculation accomplishment.
3. Advancement to candidacy.
4. Successful completion of 57 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.

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 and approval by the program director. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The program director will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

Time Limitation

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

Doctor of Education: Educational Leadership (Higher Education)

The primary aim of the Doctor of Education (Ed.D.) concentration in Higher Education program is to prepare college and university professionals to assume leadership positions in higher education settings. Specifically, the program is intended to provide graduates with a broad and systematic understanding of higher education theory, inquiry, administrative practice, and the ability to propose policy and apply research to educational problems. Consistent with the College's Jesuit, Catholic mission to deliver value-based education with academic rigor, the program will: produce ethical leaders who promote success in institutions of higher education, facilitate the success of diverse student learners, possess a dedication to serving their college community, and apply research to problems and issues in the field of higher education.

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

Level One - (Required for Qualifying Exam - 18 Credits)

GE-822	Historical Trends in Higher Education	3
GE-805	Org Behavior & Leadership	3
GE-825	Ethical Foundation&social Responsibility	3
GE-807	Statistics I	3
GE-809	Research Design and Methods	3
GE-839	Statistics II	3

Level Two - (Required for Comprehensive Exam - 21 Credits)

GE-801	Curriculum Development	3
GE-864	Administration & Governance of Higher Ed	3
GE-866	Enrollment Management and Marketing	3
GE-868	Student Development and Programming	3
GE-872	Grants Philanthropy & Development	3
GE-874	Finance Budget & Resource Alloc in HE	3
GE-876	Assessment Accreditation & Institutnl Res	3

Electives (3 Credits)

Select one (1) of the following:

GE-829	Advanced Technology for Administrators	
GE-880	Practicum in Higher Education	
GE-881	Advanced Ind Study in Higher Ed	

Level Three (9 Credits) 9

GE-871	Dissertation Seminar I	
GE-873	Dissertation Seminar II	
GE-875	Dissertation Advisement I ¹	

Program Total 51

¹ continues matriculation until successful oral defense of a doctoral level dissertation

Admissions Requirements

General Requirements

- Official application.
- Official transcripts evidencing conferral of a Master's Degree with minimum of 3.0 GPA.
- Official transcripts from all previously attended post-secondary institutions.
- Official GRE or MAT scores taken within the last five (5) years.
- Three (3) letters of recommendation attesting to the applicant's potential for success in doctoral studies.

- Essay discussing your professional goals in relation to achieving the Ed.D. at Saint Peter's University (500-1,000 words).
- Current resume.
- A personal interview may be requested.

All application correspondence should be with:

The Office of Graduate and Professional Studies Admission
Saint Peter's University
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, 6 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 six questions in order to pass the qualifying exam. The professional concentration courses will consist of **GE-822 Historical Trends in Higher Education**, **GE-805 Organizational Behavior & Leadership**, and **GE-825 Ethical Foundations and Social Responsibility**. The research courses include **GE-807 Statistics I**, **GE-839 Statistics II**, and **GE-809 Research Design and Methods**.

Advancement to Candidacy

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

Policy on Failure

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

Completion Requirements

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

1. Admission to the program.
2. Matriculation accomplishment.
3. Advancement to candidacy.
4. Successful completion of 51 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 18 foundations credits (including 9 research credits) and 24 professional concentration credits.
7. Successful oral defense of a doctoral-level dissertation.

Transfer Credit

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

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 Business

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

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

Master of Business Administration (MBA)

Concentrations in:

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

Master of Science in Accountancy (MSA)

Combined Degrees MBA/MSA

The MBA curriculum reflects a total of 48 credits:

Level I Core Courses (24 credits)

Level II Concentration (9-12 credits) and Open Electives (12-15)

Level III Capstone (3 credits)

The MSA curriculum reflects a total of 30 credits:

Level I Core Courses (15 credits)

Level II Risk Management Courses (9 credits) and Open Electives (6 credits)

The Combine Degrees MBA/MSA curriculum reflects a total of 63 credits:

Level I MBA Core Courses (24 credits)

Level II MSA Core (15 credits), Concentration (9-12 credits) Open Electives (9-12 credits)

aLevel III Capstone (3 credits)

Program Availability

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

Degree Requirements

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

Advisement

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

Transfer Credit

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

Time Limitation

Students are expected to enroll continuously until their program is completed. Students are required to maintain satisfactory academic progress as outlined in the Graduate Programs Academic Policy. The latter includes maintaining a 3.0 cumulative grade point average and accumulating sufficient credits within the stipulated time frame of five years.

MS in Accountancy Degree

The MS in Accountancy is a 30 credit-hour program providing individuals with the skills and knowledge needed to keep pace with the changes in the practice of accounting. A unique feature of the program is its focus on risk management and compliance issues, preparing individuals for the growing complexities of the corporate world.

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

Value of the MS in Accountancy Degree

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

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

Curriculum

Candidates must complete 30 credits with a minimum GPA of 3.0. A maximum of six (6) credits of equivalent course work may be accepted for transfer from an accredited graduate business program providing that the candidate achieved a passing grade that is acceptable to Saint Peter's. Transfer credit is by permission only, and not an obligation of the University. There are no waivers granted for undergraduate courses.

MSA Degree: 30 Credits

Core Courses: 15 Credits

Risk Management: 9 Credits

Open Electives: 6 Credits

Core Courses (15 Credits)

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

AC-501	Managerial Accounting	3
AC-520	Financial Accounting & Reporting	3
AC-530	Intl Financial Reporting Standards <small>A Taxation course is substituted if the student did not take the course on an undergraduate or graduate level.</small>	3
AC-541	Internal Controls / Sarbox	3
AC-543	Forensic Accounting & Internal Auditing	3
Total Credits		15

Risk Management Business Electives (9 Credits)

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

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

GB-626	Business Systems Interruption
GB-629	Enterprise Risk Management
GB-630	Strategic Risk Management
GB-631	Risk Management and Insurance

Open Electives (6 Credits)

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

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

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

Dual MBA/MS in Accountancy Degrees

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

Dual MBA/MS in Accountancy Curriculum

Candidates must complete 63 credits with a minimum GPA of 3.0. Students elect a concentration upon entrance to facilitate courses in the program path. Saint Peter's may consider waiving up to twelve (12) credits for undergraduate courses in business, accounting, statistics, computer science, and economics where the candidate achieved a grade of B or higher in each course. A maximum of six (6) credits of equivalent course work may be accepted for transfer from an accredited graduate business program providing that the candidate achieved a passing grade that is acceptable to Saint Peter's. Transfer credit is by permission only, and not an obligation of the University.

MBA/MSA Degrees: 63 Credits

Core Courses: 39 Credits

Business Electives: 6 Credits

Concentration/Open Electives: 15 Credits

Capstone: 3 Credits

Level I: Core Courses (39 Credits)

These courses provide the foundation for many of the concepts introduced in later courses and should be taken early in the program. Waivers and/or transfer of credits may be considered for candidates as outlined in the Curriculum section above. New students admitted for Fall 2013 are to complete their core courses prior to beginning their concentration.

Core Courses

AC-501	Managerial Accounting (or appropriate substitution)	3
CS-510	Comp-Based Info Systems (or appropriate substitution)	3
EC-520	Macroeconomics (or appropriate substitution)	3
FN-530	Corporate Finance (or appropriate substitution)	3
GB-503	Statistics for Managers (or appropriate substitution)	3
GB-511	Management & Human Behavior (or appropriate substitution)	3
GB-513	Marketing Management (or appropriate substitution)	3
GB-517	Business Ethics	3
AC-553	Tax Problems	3
or AC-554	International Taxation	
or AC-555	U. S. Taxation	
AC-520	Financial Accounting & Reporting	3
AC-530	Intl Financial Reporting Standards	3
AC-541	Internal Controls / Sarbox	3
AC-543	Forensic Accounting & Internal Auditing	3
Total Credits		39

Level II: Business Electives (6 credits)

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

Choose two of the following courses

6

GB-626	Business Systems Interruption	
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GB-629	Enterprise Risk Management
GB-630	Strategic Risk Management
GB-631	Risk Management and Insurance

Level II: Concentration/Open Electives (15 Credits)

These courses provide program breadth to create an area of concentration. Candidates should choose these courses to gain knowledge in that area and those that will help achieve their career goals. Select courses in Finance, Human Resource Management, Health Care Administration, International Business, Management, Management Information Systems, Marketing, and/or Risk Management. A candidate may complete a second concentration by taking an additional 6 credits above the 63 required for a degree.

Level III: Capstone (3 Credits)

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

MBA Concentrations

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

MBA Concentrations (Level II)

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

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

Finance		9
FN-535	International Finance	
Choose two of the following:		
AC-570	Financial Statement Analysis	
FN-565	Derivative Markets	
FN-570	Investment Analysis	
Health Care Administration (all courses are required)		12
GB-671	Health Care Financing & Managed Care	
GB-672	Current Issues & Policies in Health Care	
GB-673	Health Care Administration I	
GB-674	Health Care Administration II	
Human Resources Management (all courses are required)		9
GB-619	Employment Law	
GB-621	Human Resources	
GB-620	Leadership	
International Business		9
GB-625	International Business	
Choose two of the following:		
FN-535	International Finance	
GB-627	Culture in International Business	
GB-643	International Marketing	
GB-647	Global Logistics	
Management		9
GB-620	Leadership	
Choose two of the following:		
GB-633	Executive Seminar - Business Strategy I	
or GB-634	Executive Seminar - Business Strategy II	
GB-692	Business in a Post American World	
Management Information Systems		9
CS-661	E-Commerce Technology	
Choose two of the following:		
CS-663	Database & Knowledge Management Systems	
CS-665	Analysis & Development of Inform Systems	
GB-626	Business Systems Interruption	
Marketing		9
GB-641	Marketing Strategy	
Choose two of the following:		
GB-643	International Marketing	

GB-644	Internet Marketing	
GB-645	Marketing Research	
Risk Management		9
GB-629	Enterprise Risk Management	
Choose two of the following:		
AC-541	Internal Controls / Sarbox	
GB-630	Strategic Risk Management	
GB-631	Risk Management and Insurance	
GB-635	Statistical Aspects Risk Management	

Capstone

GB-699 Corporate Strategy: Initiation to Implementation

MBA Electives - 9-12 credits

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

Choose 3 or 4 courses		9-12
AC-553	Tax Problems	
AC-555	U. S. Taxation	
GB-555	Personal Branding	
GB-623	Entrepreneurship & Innovation	
GB-624	Technology for Managers	
GB-648	Social Networking & New Media	
GB-649	Outlaw Regimes & Corruption	
GB-693	Research Project	
GB-697	Global Business Cultural Experience	

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 institution of higher education outside of the United States. Students in the process of completing a bachelor's degree may be awarded admission to a program, with their enrollment contingent upon the successful completion of their degree.

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

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

Recommendation letters should comment on the following areas:

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

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

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

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

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

Evaluation of Applications

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

Ways to Apply

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

Office of Graduate and Professional Studies Admission

Saint Peter's University

2624 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 with the Graduate Business Programs Office or access SPIRIT Online at www.saintpeters.edu.

Graduate Business Course Titles**Accounting Courses**

AC-501	Managerial Accounting	3
AC-520	Financial Accounting & Reporting	3
AC-530	Intl Financial Reporting Standards	3
AC-541	Internal Controls / Sarbox	3
AC-543	Forensic Accounting & Internal Auditing	3
AC-553	Tax Problems	3
AC-554	International Taxation	3
AC-555	U. S. Taxation	3

Economics/Finance Courses

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

Management Courses

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

Marketing Courses

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

Management Information Systems Courses

CS-510	Comp-Based Info Systems	3
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CS-661	E-Commerce Technology	3
CS-663	Database & Knowledge Management Systems	3
CS-665	Analysis & Development of Inform Systems	3
CS-667	Disaster Recovery	3
CS-669	Software Tools for Managers	3
GB-626	Business Systems Interruption	3
Risk Management Courses		
GB-626	Business Systems Interruption	3
GB-629	Enterprise Risk Management	3
GB-630	Strategic Risk Management	3
GB-631	Risk Management and Insurance	3
GB-635	Statistical Aspects Risk Management	3
Capstone Course		
GB-699	Corp Strategy: Initiation-Implementation	3

Master of Business Administration

The MBA prepares candidates to manage people, assets, ideas, and technology in a rapidly changing global environment. Courses develop critical-thinking and decision-making skills with a particular focus on operational, strategic, and financial risk.

Curriculum

Candidates must complete 48 credits with a minimum GPA of 3.0. Students elect a concentration upon entrance to facilitate courses in the program path. Saint Peter's may consider waiving up to twelve (12) credits for undergraduate courses in business, accounting, statistics, computer science, and economics where the candidate achieved a grade of B or higher in each course. A maximum of six credits (6) of equivalent course work may be accepted for transfer from an accredited graduate business program providing that the candidate achieved a passing grade that is acceptable to Saint Peter's. Transfer credit is by permission only, and not an obligation of the University.

MBA Degree: 48 Credits

Core Courses: 24 Credits

Concentration:* 9-12 Credits

Electives:* 12-21 Credits

Capstone: 3 Credits

*Note: Concentration and elective credits vary by program

Level I: Core Courses (24 credits)

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

AC-501	Managerial Accounting (or appropriate substitution)	3
CS-510	Comp-Based Info Systems (or appropriate substitution)	3
FN-530	Corporate Finance (or appropriate substitution)	3
GB-503	Statistics for Managers (or appropriate substitution)	3
GB-511	Management & Human Behavior (or appropriate substitution)	3
GB-513	Marketing Management (or appropriate substitution)	3
GB-517	Business Ethics	3
GB-622	Management Economics (or appropriate substitution)	3
Total Credits		24

Level II: Concentrations (9-12 credits)

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

*For the Health Care Administration concentration, a candidate must complete all four required courses listed (12 credits).

Level II: Electives (12-21 credits)

These courses provide program breadth outside the area of concentration. Candidates should choose these courses to gain knowledge in areas that will help achieve their career goals. A candidate may not choose an elective course in the same area as a concentration.

Level III: Capstone (3 credits)

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

Graduate 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-gerontology nurse practitioners, nurse case managers and administrators; to develop leaders in the profession who are able to advance standards and create change for quality health care; and to provide a foundation for doctoral study.

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

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

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

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

Program Availability

The nursing programs are offered at the Englewood Cliffs campus. Courses are offered as follows:

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

Degree Requirements

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

Advisement

Saint Peter's University assigns an academic advisor from within the School of Nursing for every candidate. Nursing students should call 201-761-6272 for assistance with academic advising.

Time Limitation

Students are expected to enroll continuously until their programs are completed. Full-time students should complete the MSN Program in 2 2/3 years. All are expected to complete the program in 5 1/2 years.

Graduate Nursing Curriculum RN to MSN Bridge 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 B or higher prior to enrolling in graduate master's course work.

- Undergraduate statistics course - 3 credits.
- Undergraduate nursing research course - 3 credits.
- Undergraduate physical assessment course or equivalent as determined by Dean of Nursing or Coordinator of the graduate master's program for which the candidate wishes to apply.

- NU-470 Dimensions of Professional Nursing-also referred to as the “Bridge course”- 4 credits.

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 practica in nursing administration and in case management where role synthesis and role enactment are achieved.

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

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

Level I (14 Credits)

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

Level II (12 Credits)

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

Level III (11 Credits)

NU-565	Practicum in Nursing Adm	2
NU-570	Case Management II	3
NU-580	Case Mgt Practicum & Seminar	3

Electives ¹

Select one of the following:		3
NU-536	Advanced Pathophysiology	
NU-537	Pharmacology: Prescriptive Pract	
NU-538	Family Systems and Dynamics ²	
NU-575	Perform Improv : Hlth Servic Org	
NU-599	Advanced Independent Study in Nursing ³	
GB-517	Business Ethics	
GB-621	Human Resources	
GB-629	Enterprise Risk Management	
GB-503	Statistics for Managers	
CS-510	Comp-Based Info Systems	

Total Credits

37

- 1 The elective may be taken in any trimester.
- 2 A student who elects to take this course must also take NU-599 for one credit.
- 3 NU-599 may be taken for 1-3 credits as needed.

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

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

The 39 credit curriculum consists of core, cognate and role courses divided into 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, health care financing and managed care, advanced pathophysiology, pharmacology for prescriptive practice, advanced health assessment with diagnostics, family systems and client education. In Level II the courses focus on advanced theory and clinical practice to prepare graduates for the role of adult-gerontology nurse practitioner. Courses include theory in advanced adult-gerontology nursing and culminate in practica in advanced adult-gerontology nursing where role synthesis and role enactment are accomplished.

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

Level I

Core Courses (13 Credits)

NU-510	Current Issues in Health Care	2
NU-512	Nursing Theory	3
NU-515	Health Care Fin & Managed Care	3
NU-520	Research: Design & Utilization	3
NU-535	Client Education: Strategies	2

Cognate Courses (11 Credits)

NU-536	Advanced Pathophysiology	3
NU-537	Pharmacology: Prescriptive Pract	3
NU-538	Family Systems and Dynamics	2
NU-542	Adv Health Assessmt & Diagnostic	3

Level II

Specialty Courses (15 Credits)

NU-558	Adv Practice Adult-Gero Nursing I	3
NU-568	Adv Practice Adult-Gero Nursing Prtum I (270 hrs)	4
NU-572	Adv Practice Adult-Gero Nursing II	3
NU-582	Adv Pract Adult-Gero Nrsing Practicum II (270 hrs)	4
NU-586	Adv Pract Nursing Project	1

Total Credits		39
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Note: The curriculum consists of two levels. Students may begin the program with any core or cognate course, provided the prerequisite is met. All core courses must be completed prior to taking Level II courses.

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

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

Required Courses

NU-536	Advanced Pathophysiology	3
NU-537	Pharmacology: Prescriptive Pract	3
NU-538	Family Systems and Dynamics	2
NU-542	Adv Health Assessmt & Diagnostic	3
NU-558	Adv Practice Adult-Gero Nursing I	3
NU-568	Adv Practice Adult-Gero Nursing Prtum I (270 hrs)	4
NU-572	Adv Practice Adult-Gero Nursing II	3
NU-582	Adv Pract Adult-Gero Nrsing Practicum II (270 hrs)	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 **below a B** will result in the student's progress to be evaluated by the Graduate/DNP Program Committee. Students with this pattern of grades will be considered for dismissal from the DNP program and School of Nursing. A failing grade in two nursing courses will result in dismissal from the DNP program.

Advisement

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

Time Limitation

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

Doctor of Nursing Practice (DNP) Curriculum

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

Therefore upon completion of the DNP program, the graduate will be able to: Utilize advanced theories from nursing, medical, physical, behavioral, information systems and technology sciences as the foundation for advanced practice; Demonstrate safe, efficient, and evidenced-based practice within the advanced nursing practice specialty; Provide increased accessibility to quality health care for identified populations; Relate knowledge of organizations and financing of health care systems to improve care outcomes while remaining cost-efficient; Collaborate as associates for interdisciplinary approaches for health care policy development and implementation to enhance patient outcomes or create change in health care systems; Critically appraise research literature using analytic methods to establish best practices; Make choices for patient care technology based upon ethical, legal, and regulatory concerns; Assume a leadership role to advocate for social justice, equity, and ethical 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, nurse anesthetist) or nurse executive/administrator. The credits

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

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

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

Foundation Courses

NU-700	Scientific Underpinning for APN	3
NU-720	Analyt Meth: Transitioning to EBI (50 Practice Hours)	3
NU-755	Ethical & Legal Parameters for APN	3

Core Courses

NU-710	HC Economics Financing & Managed Care	3
NU-715	Hlth Service Org:performance Improvement	3
NU-722	Epid & Pop Genetic Risk Factors Interpre	3
NU-750	HC Policy: Legislation & Strategies	3
NU-760	Hlth Prom Hlth Disp Within Urbn Env't	3
NU-785	Leadership & Communications for APN	3

Cognate and Role Specialization Courses

NU-801 & NU-802	Residency 1 - Direct Track and Residency II - Direct Track (or NU-803 and NU-804) ¹	8
NU-846	DNP Capstone Project Seminar I	2
NU-848	DNP Capstone Project Seminar II	2
Total Credits		39

¹ NU-801 and NU-802 are both for those prepared in an Advance Practice Role with a Select Population. 3 hours didactic weekly with 225 mentored practica hours.
NU-803 and NU-804 are both for those in the Administrator/Executive Role. 3 hours didactic weekly with 225 mentored practica hours.

Admission Requirements

For the Master of Science in Nursing

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

- Official application (Apply online at www.saintpeters.edu or request an application by phone or mail).
- Personal Statement: A personal statement of educational and professional goals.
- Transcripts: Official transcripts from **all undergraduate and graduate institutions attended** must be sent directly to the Office of Graduate Admission by the issuing institution. Applicants with bachelor's degrees from colleges outside the United States must submit official Course-by-Course Degree Evaluations (with an English Translation) from World Education Services, Inc. (WES). The School of Nursing will **only accept** evaluations from World Education Services, Inc.
- Recommendations: Three letters of recommendation from professional nurses in supervisory positions or academic nurse educators.
- Malpractice Coverage: Applicants must show current malpractice insurance coverage with minimums of \$1,000,000 per claim and \$6,000,000 aggregate.
- Satisfactory completion of undergraduate statistics and nursing research courses.
- Physical assessment skills. From a transcript showing evidence of physical assessment skills, from validation by course description(s) showing hours of theory and laboratory, or by completing a challenge exam.

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

For the RN to MSN Bridge 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.

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

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

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

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

International Applicants

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, a minimum of 79 on the Internet-based exam or an IELTS score of 6.5 overall will be accepted. The University 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).
- Saint Peter's International Statement of Financial Support including proof of funding.
- Copy of valid passport page.

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 University (500-1,000 words).
- Current resume.
- A personal interview may be requested.
- Hold a national certification.

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

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

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

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

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

All application correspondence should be with:

The Office of Graduate and Professional Studies Admission
Saint Peter's University
2624 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-20s 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 **University Health Office in Jersey City**.

Jesuit Network

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

Honor Society

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

Professional Memberships

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

Transfer Credit

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

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

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

Graduate Criminal Justice Administration

Kari Larsen, J.D., LI.M., Director of Graduate Criminal Justice Program

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 multicultural service-oriented government agency.

Master of Arts in Criminal Justice Administration

Saint Peter's University 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 and during the summer at the Jersey City Campus.

Degree Requirements

The degree requires 36 semester hour credits. A capstone course is required and will be taken the final semester of coursework. The major component of the capstone is the completion of a research paper suitable for publication in a professional journal. A candidate may complete a second concentration by taking an additional 6 credits.

Advisement

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

Time Limitation

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

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)

CJA-516	U.S. Constitution&Criminal Justice Adm	3
CJA-520	Ethical Issues in Criminal Justice Admin	3
CJA-610	Criminal Justice Policy Formation&Analy	3
CJA-650	Research Methods in Criminal Justice	3
AC-501	Managerial Accounting	3
GB-511	Management & Human Behavior	3
GB-621	Human Resources	3

Specializations (12 Credits)

Select four courses from one of the following specializations: 12

Federal Law Enforcement Agency Administration

CJA-560	Theory&Practice of Police Administratn	
CJA-570	The Judicial System	
CJA-620	Public Bureaucracy	
CJA-652	Multicultural Law Enforcement	
CJA-670	Crisis Emergency & Disaster Management	
CJA-672	Terrorism	
CJA-673	Federal Search & Seizure	
CJA-680	Advanced Criminological Theory	
Police Administration		
CJA-560	Theory&Practice of Police Administratn	
CJA-570	The Judicial System	
CJA-652	Multicultural Law Enforcement	
CJA-660	Prevention & Control of Crime	
CJA-663	Community Policing and Problem Solving	
CJA-670	Crisis Emergency & Disaster Management	
CJA-680	Advanced Criminological Theory	
Capstone Requirements (3 Credits)		
CJA-700	Applied Research: The Capstone	3
Total Credits		36

Admission Requirements

- Official Application (Apply online at www.saintpeters.edu, download printable version, request application by phone or mail).
- Personal statement of educational/professional goals (250-500 words).
- Official undergraduate and graduate transcripts from all institutions attended (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 University
2624 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 colleges and universities. An official transcript showing a minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the program director. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The program director will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

Master of Arts in Strategic Communication

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

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

Program Availability

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

Degree Requirements

The degree requires 36 semester hour credits. A capstone course is required and will be taken the final semester of coursework. The major component of the capstone is the completion of a research paper suitable for publication in a professional journal.

Advisement

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

Time Limitation

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

Curriculum - Masters in Strategic Communication

The Masters in Strategic Communication program is divided into two levels, as detailed below. The 36 credit program focuses on the skills and knowledge needed for professionals in the field of Strategic Communication. Included in the curriculum is an internship or capstone experience. The program will be offered on a trimester schedule and is currently designed for part time study.

Level I

CU-500	Introduction to the New Media Society	3
CU-501	Strategic Communication Research	3
CU-502	Strategic Planning and Writing	3
CU-506	Marketing Communication/Branding	3
CU-504	Public Relations	3
CU-508	Management and Organizational Behavior	3

Level II

CU-510	Communication Law Ethics and Policy	3
CU-512	Social Networking & New Media	3
CU-520	Global Corporate Communication	3
CU-495	Media Internship I	3
CU-496	Media Internship II (Or elective)	3
CU-526	Capstone Project/Seminar	3

Total Credits		36
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Admission Requirements

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

- A minimum undergraduate cumulative 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 or an IELTS score of 6.5 overall 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).
- Saint Peter's University International Statement of Financial Support form including proof of funding.
- Copy of valid passport page.

All application correspondence should be with:

The Office of Graduate Professional Studies Admission
Saint Peter's University
2624 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 colleges and universities. An official transcript showing a minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the program director. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The program director will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

Graduate Data Science

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

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

The Master of Science in Data Science with a concentration in Business Analytics, a 36 credit degree program, is intended for students who have completed and undergraduate degrees in science, mathematics, computer science or engineering and are interested in pursuing careers in industry-specific analytical fields (e.g. financial, business, information technology, etc.).

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

Program Availability

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

Degree Requirements

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

Advisement

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

Time Limitation

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

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

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

Level I

DS-510	Introduction to Data Science	3
DS-520	Statistics for Data Analysis	3
DS-530	Database & Data Warehousing	3
DS-540	Statistical Programming	3
DS-600	Data Mining	3
DS-610	Big Data Analytics	3

Level II

DS-620	Predictive Analytics & Experimentl Design	3
DS-630	Machine Learning	3
DS-640	Data Visualization	3
DS-650	Business Intelligence & Business Ethics	3
DS-660	Business Analytics	3
DS-670	Capstone: Business Analytics	3

Total Credits

36

Admission Requirements

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

International Students

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 or an IELTS score of 6.5 overall will be accepted. The university code for score reporting is 2806.
- Course-by-course evaluation reporting a four year bachelor's degree (evaluations are accepted from World Education Services, Globe Languages Services, Credentials Evaluation Service, Inc., International Consultants Inc., Educational Credentials Evaluators, Inc., and Foundation for International Services, Inc.).
- Saint Peter's University International Statement of Financial Support form including proof of funding.
- Copy of valid passport page.

All application correspondence should be with:

The Office of Graduate Professional Studies Admission

Saint Peter's University

2624 Kennedy Boulevard

Jersey City, NJ 07306

(201) 761-6470

International applicants must submit their application 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 University.

Master of Public Administration

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

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

Program Availability

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

Degree Requirements

The degree requires 36 semester hour credits. A capstone course is required and will be taken the final semester of coursework. The major component of the capstone is the completion of a research paper suitable for publication in a professional journal.

Advisement

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

Time Limitation

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

Curriculum - Master of Public Administration

The Masters in Public Administration program is divided into two levels, as detailed below. The 36 credit program focuses on the skills and knowledge needed for professionals in the field of Public Administration.

Level I

PA-501	Intro Public Administration & Service	3
PA-510	Ethics and Society	3
PA-520	Analytical Methods for Public Admin	3
PA-530	Public Sector Finance and Budget	3
PA-540	Leadership in Org Conflict Res & Pub Ser	3

Level II

PA-550	Quantitative Methods for Public Admin	3
PA-555	Public Policy: Processes Eval & Funding	3
PA-560	Inclusive Leadership for Social Change	3
PA-565	Seminar in Social Justice	3
PA-570	Information Technology & Public Admin	3
PA-580	Capstone Project	3

Electives (Select One Course)		3
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PA-511	Internship (Domestic or International)	
PA-512	Sustainability in Public Administration	
PA-513	Advanced Independent Study in Public Adm	

Total Credits		36
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Admission Requirements

- Official Application (Apply online at www.saintpeters.edu, download printable version, request application by phone or mail).
- Personal statement of educational/professional goals (250-500 words).

- Official undergraduate and graduate transcripts from all institutions attended
- A minimum undergraduate cumulative 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 or an IELTS score of 6.5 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).
- Saint Peter's University International State of Financial Support form including proof of funding.
- Copy of valid passport page.

All application correspondence should be with:

The Office of Graduate Professional Studies Admission
Saint Peter's University
2624 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 colleges and universities. An official transcript showing a minimum grade of 3.0 (B) is required in such courses. Transfer credit is granted by petition to and approval by the program director. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The program director will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

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

Holds on Student Processing

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

Course Schedules

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

Admission Categories

Full Admission: An applicant who meets all admission requirements.

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

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

Grading System

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

Grade	Description
A	4.0 Outstanding
A-	3.7 Excellent
B+	3.3 Very Good
B	3.0 Good
B-	2.7 Above Average
C+	2.3 Average
C	2.0 Satisfactory
F	0.0 Failure
FA	0.0 Student stopped attending course without formal withdrawal, neglected to complete course work and arrange with the instructor for a designation of IC, or exceeded the number of permitted absences. Assignment of the grade of FA is at the discretion of the instructor and is calculated into the GPA.

Other Grades are:

Symbol	Subject
IC	(Incomplete) given when an instructor allows a student to have additional time to complete the coursework. During the academic year, the maximum time to complete the course is six weeks after the start of the next term. If the grade is not submitted by the end of the next term, the IC will automatically convert to an F.
IP	(In Progress) given when course extends beyond the term.

IT	(Incomplete Teacher) given when the instructor did not submit the grade in time for grade processing.
TR	Credits Transferred
WD	(Withdraw) when a student withdraws not later than the date published in the term calendar.
WV	Course Requirement Waived

A change of grade can be initiated only by the instructor of a course. Such changes are made in unusual circumstances only, require a written request from the instructor, and must be approved by the Dean or Director of the program.

Resolution of Grade Disputes

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

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

Repeating a Course for a Higher Grade

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

Course Changes or Cancellation

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

Adding or Dropping Courses

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

Change of Address or Name

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

School Closing Announcements

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

Transcripts

Official transcripts require signed authorization and can be requested from the Enrollment Services Center. The fee for an official transcript is \$5.00 and normally takes 2-3 days to process. If you require your academic transcript to be processed the same day, the fee is \$10.00 each. Unofficial transcripts can be viewed on the web at www.saintpeters.edu. Transcripts will not be available for students who have outstanding obligations, financial or otherwise, to the University. All official/unofficial transcripts are mailed via U.S. Postal Service standard mail.

Satisfactory Academic Progress and Continuing Enrollment

Students must maintain Satisfactory Academic Progress (SAP) to remain in good standing for financial aid and academic purposes. In order to maintain SAP, a student must maintain a grade point average of at least 3.0, and must successfully complete 66% of all coursework attempted. The University will evaluate SAP annually at the

conclusion of each spring term for all students who have attempted more than 12 credits. Students who do not maintain SAP will be unable to receive financial aid and are subject to probation or dismissal. Failing a course or a GPA below 3.0 may lead to an academic probation, suspension, or dismissal from a program. If a student does not improve his or her academic performance, the University may suspend the student from classes for a period of time. If a student comes off suspension and still does not improve performance, the University may dismiss the student. Dismissal is final and precludes any possibility of readmission.

Enrollment Status

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

Filing for Graduation

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

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

Students with Special Needs

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

Notification of Rights under FERPA for All Students

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

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. A student should submit the University Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, she shall advise the student of the correct official to whom the request should be addressed.
- (2) The right to request the amendment of the student's education records that the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part

of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202#5901

FERPA Waiver Request

FERPA Waiver

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

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

Financial Aid

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

Release of Information Via Telephone

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

Statement Regarding Dependent Students

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

School Officials

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

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

Statement Regarding Transfer of Education Records

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

Campus Security/Police Records and Disciplinary Records

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

Retention of Academic Documents

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

Release of Information Under Special Circumstances

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

Student's Right to Non-Disclosure of Directory Information

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

Information Which May be Designated as Directory Information

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

- Student Name(s) and Spirit Number
- Address Information (local, permanent, and email)*
- Telephone number (local and permanent)
- Date and place of birth
- Program major(s)/concentration(s), and minor(s)
- Student activities including athletics

- Dates of attendance
- Date of graduation, degrees sought/conferred, and other academic awards
- Most recent previous school attended and/or High School
- Academic awards and scholarships, including Dean's List
- Full or Part#time status

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

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

Procedure to Withhold Directory Information

Saint Peter's University will not partially withhold Directory Information, so students are advised to think carefully before withholding disclosure as this may prevent third#parties from obtaining critical information in a timely manner, including degree conferral and enrollment verification. To withhold disclosure of Directory Information, written notification must be provided. Saint Peter's University assumes that failure on the part of any student to specifically request the withholding of Directory Information indicates individual approval for disclosures. If you wish to restrict the release of Directory Information, please contact Deborah Ebbert, University Registrar, who will explain the ramifications and provide a statement for you to sign as indication you do not want Directory Information released.

Policy Notification

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

SAINT PETER'S UNIVERSITY

Enrollment Services Center

Deborah Ebbert, University Registrar

2641 John F. Kennedy Boulevard

Jersey City, NJ 07306

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

registrar@saintpeters.edu

The Student-University Contract: Principles of Student Conduct

A. Statement of Purpose

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

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

B. Respect for Oneself

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

C. Respect for Others

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

D. Respect for Property

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

E. Respect for Authority

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

provide structure to preserve the well-being and freedom of community members and an orderly environment in which all can develop. The successful exercise of authority depends in part on the respect it enjoys from the community it serves.

F. Honesty

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

G. Standards of Classroom Behavior

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

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

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

The NET Student Handbook

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

University Code of Conduct

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

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

Mandatory Immunization

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

Grievance Procedure

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

Disclosure of Information

In accordance with various federal laws and regulations, Saint Peter's University makes available to prospective students, current students, and employees the following information: the Annual Campus Security Report; drug and alcohol prevention information; athletic program participation rates and financial support; information regarding

all federal, state, local, private, and institutional financial assistance available to students; institutional information regarding costs, refunds, withdrawal requirements, and requirements for return of Title IV funds; information regarding accreditations held, disability services, employees available for assistance, study abroad program information; graduation and transfer rates; and student rights under the Family Education Rights and Privacy Act. This information can be located at www.saintpeters.edu/disclosure.

Tuition and Fees

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

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

Saint Peter's University Administration

General Administration

Eugene J. Cornacchia¹, Ph.D., President

Michael Steinman, Ph.D., Interim Provost/Vice President for Academic Affairs

Virginia Bender¹ '78, Ph.D., Special Assistant to the President for Planning

Eileen L. Poiani¹, Ph.D., Special Assistant to the President

Denton L. Stargel, M.P.A., 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

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

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

Carla Tharp, M.A., Associate Vice President for Student Life & Development

Administrative Staff

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

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

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

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

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

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

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

Sylvain Jaume, Director of Data Science Program

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

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

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

TBA, Dean, School of Nursing

Deborah Ebbert, M.A., M.S., Registrar

¹ Bene Merenti

Saint Peter's University Board of Trustees

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

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

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Samana Bhatta '13

Gloria Bonilla-Santiago, Ph.D., Faculty, Rutgers University, Camden, NJ

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

Bernard W. Ciciirelli, 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 University

Robert A. Cutro '75, Retired Managing Director, Barclays Capital

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

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

Joseph Gromek '68

Mark G. Kahrer '83

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

Richard P. Libretti '65, Principal, Sandler O'Neill and Partners, LLC

Kathleen M. McKenna, Esq. '75

Pamela T. Miller '77, President and Chief Executive Officer, Summit Global Strategies, Ltd.

Susan P. Mitchell-Abbate '72, HR Consultant, Susan Mitchell Consulting

Fred W. Nitting, CPA '83

Joseph A. Panepinto, Esq. '66

Sharon A Pastore '73

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

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

Fausto Rotundo CPA '91, Partner, CFO, Compliance Officer Edgewood Management LLC

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

Vincent J. Sullivan, S.J., Rector, Saint Peter's University

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

Elnardo J. Webster, Ed.D. '69, Consultant, former Superintendent 21st Century Learning Center

Graduate Education Faculty

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

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

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

Jessica Anderson (2013) Adjunct Lecturer, Psy.D., Philadelphia College

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

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

Brenda Barlow (2013) Adjunct Lecturer, M.A., New York University

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

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

Ronald Castaldo (2012) Adjunct Lecturer, M.A., Duke University

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

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

Francis Cherichello (2010) Adjunct Lecturer, Ed.D., Teachers College Columbia University

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

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

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

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

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

Barbara DeLoretto (2011) Adjunct Lecturer, Ed.D., Seton Hall University

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

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

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

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

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

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

Henry F. Harty¹ (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
- James P. Jacobson**¹ (1967) Associate Professor, B.A., M.A., New Jersey City University; M.A., Saint Peter's College
- Tiffany Jacobson** (2007) Adjunct Lecturer, M.A., New Jersey City University
- Ross Kasun** (2011) Adjunct Lecturer, Ed.D., Seton Hall University
- Melvin L. Klein** (2009) Adjunct Lecturer, B.S. Ed., Slippery Rock State College; M.S. Ed., University of Pittsburgh
- Patricia Kowalski** (2001) Adjunct Lecturer, B.A., M.A., Saint Peter's College
- Robert Kravitz** (2003) Adjunct Lecturer, M.A., Saint Peter's College
- Maria Del Carmen Lella** (2013) Adjunct Lecturer, M.A., Saint Peter's University
- Steven Locascio** (2013) Adjunct Lecturer, Ed.D., Indiana University of Pennsylvania
- Nicole Luongo** (2007) Assistant Professor, B.S. Bucknell University, M.A. Seton Hall, Ed.D., Nova Southeastern
- Thomas MacNamara** (2014) Adjunct Professor, M.A., New Jersey City University
- Elizabeth Marino** (2008) Adjunct Professor, M.S., New Jersey City University
- Thomas Matarazzo** (2005) Adjunct Lecturer, B.A., St. Francis University; M.A., New Jersey City University; Ed.D., California Coast University; Ed.D., Seton Hall University
- Dennis McCafferty** (2012) Adjunct Lecturer, M.A., Saint Peter's College
- James McLaughlin** (2007) Adjunct Lecturer, Ed.D. Seton Hall University
- Ernest Mignoli** (2002) Adjunct Lecturer, B.A., Rutgers University; M.A., Saint Peter's College
- Joseph T. Pace** (1992) Adjunct Lecturer, B.A., Saint Peter's College; M.A., Fordham University
- Joseph Papaj, S.J.** (2013) Adjunct Lecturer, M. Divinity, Woodstock College
- Michael Pierson** (2013) Adjunct Lecturer, Ph.D., Capella University
- John Powers** (1997) Adjunct Lecturer, B.A., Saint Peter's College; M.A., New York University; M.A. New School University; M.A. New Jersey City University
- Johanna Roberto** (2013) Adjunct Lecturer, Ed.D., Seton Hall University
- James M. Scanlon**¹ (1981) Adjunct Lecturer, B.A., Iona College; M.A., Montclair State University; M.Ed., William Paterson University; Ph.D., Fordham University
- James Schmitt** (2012) Adjunct Lecturer, M.A., Saint Peter's College
- Dennis Sevano** (1993) Adjunct Lecturer, M.A. Montclair State University
- Mark Silk** (2013) Adjunct Lecturer, Ed.D., State University of New York of Albany
- Mark Somerville** (2013) Adjunct Lecturer, M.S.W., Columbia University
- Albert Spiegel** (2011) Adjunct Lecturer, M.A., Saint Peter's College
- David Turi** (2013) Adjunct Lecturer, Ph.D., Seton Hall University
- Steve Wizniewski** (2013) Adjunct Lecturer, Ed.D., Seton Hall University
- Robert Zywicki** (2014) Adjunct Lecturer, M.A., Saint Peter's College

Footnotes

¹ Bene Merenti

Graduate Business Faculty

Faculty is listed alphabetically

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

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

Eugene R. Boffa, Jr. (2012) Adjunct Lecturer, B.S., Saint Peter's College; J.D., New York Law

George P. Brown (2008) Adjunct Lecturer, B.S., M.B.A., Fordham University

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

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

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

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

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

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

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

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

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

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

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

Kevin A. Leeds¹ (1981) Chairman of Accountancy Department, Professor, B.B.A., Saint Bonaventure University; M.B.A., Fairleigh Dickinson University; C.P.A.

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

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

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

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

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

Michael C. Nicolai (2006) Adjunct Lecturer, B.S., Saint John's University; J.D., New York Law School

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

David Plotzker (2014) Adjunct Lecturer, B.S., University of Maryland; M.B.A., New York University

Andrew D. Pogogeff¹ (1978) Professor, B.S., M.B.A., Fairleigh Dickinson; C.P.A.

Eurice Rojas (2010) Adjunct Lecturer, B.S., DePaul University; M.H.A., Seton Hall University

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

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

Linda J. Sylvestri (2009) Adjunct Lecturer, B.S. Ramapo College; M.B.A. Saint Peter's University

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

Allen Zagier¹ (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.

¹ Bene Merenti

Graduate Communication Faculty

Faculty if listed alphabetically

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

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

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

Graduate Public Administration Faculty

Faculty is listed alphabetically

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

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

Nicholas Chiaravalloti (2011) Executive Director of the Guarini Institute, B.A., The Catholic University; J.D., Rutgers University

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

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

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

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

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

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

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

Graduate Nursing Faculty

Patricia Ahearn (2011) Lecturer, B.S.N., M.S.N., Saint Peter's University

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) Adjunct 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 University

Corinne Ellis (2012) Assistant Professor, Director RN-BSN Program, B.S.N, Duke University; M.S.N., University of Massachusetts (Lowell) D.N.P., Fairleigh Dickinson University

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

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

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

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

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

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

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

Sharyn Tondel (2011) Director, DNP Program, M.S.N, William Paterson University; D.N.P., Fairleigh Dickinson University

Ann Tritak (2006) Professor, B.S.N., William Paterson College; M.A., New York University; Ed.D., Rutgers University the State University of New Jersey, AACN-Wharton Executive Fellow

Graduate Criminal Justice Faculty

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

Nicholas Kormash (2011) Lecturer, B.S., Saint Peter's College; M.A., Seton Hall University

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

Michael Meawad (2012) Lecturer, B.S., St. John's University; M.P.S., St. John's University

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

Michael Reimer (2012) Lecturer, B.A., The American University; J.D., Seton Hall University School of Law

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

Robert E. Tarwacki (2009) Lecturer, B.S., John Jay College of Criminal Justice; M.C.J., Boston University; Ph.D., John Jay College of Criminal Justice

Saint Peter's University Libraries

Jersey City Campus

David Hardgrove, Director of Libraries, 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. Kenny¹, 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

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

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

Englewood Cliffs Campus

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

Communication with the University

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

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

Graduate Offices:

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

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

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

MA Criminal Justice Administration (JC) Hilsdorf Hall Room 405 (201) 761-6167; gradcj@saintpeters.edu

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

MPA Program (JC) Dinneen Hall 1st Floor (201) 761-6470; gradadmit@saintpeters.edu

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

MS Data Science (JC) Dinneen Hall 1st Floor (201) 761-6470; gradadmit@saintpeters.edu

Student Services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 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.

Course Descriptions

AC Courses

AC-501. Managerial Accounting. 3 Credits.

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

AC-510. Managerial Control Systems. 3 Credits.

Review of managerial accounting systems covering the monitoring of accumulation, summarization and reporting of accounting information to the ultimate user within the organization. The evaluation and control of input data, processing systems, and output results are emphasized.

AC-520. Financial Accounting & Reporting. 3 Credits.

Review of accounting issues and concepts by focusing on issues affecting financial reporting, and by blending accounting theory with practical applications through extensive use of cases.

AC-530. Intl Financial Reporting Standards. 3 Credits.

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

AC-541. Internal Controls / Sarbox. 3 Credits.

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

AC-543. Forensic Accounting & Internal Auditing. 3 Credits.

This course examines how accountants use business information and financial reporting systems to estimate economic damages or identify errors or fraud in accounts or inventories. It incorporates the internal audit process of verifying the accuracy of internal records, searching for mismanagement and waste, reviewing the efficiency and effectiveness of operations, and advising on compliance with corporate policies and procedures and government laws, and regulations.

AC-553. Tax Problems. 3 Credits.

Application of advanced tax principles to the solutions of complex tax problems. The problems cover in-depth analysis of factors affecting tax planning and compliance of individuals, corporations partnerships, estates and trusts.

AC-554. International Taxation. 3 Credits.

U.S. Tax Law as it relates to international transactions of individuals and business entities: planning and compliance.

AC-555. U. S. Taxation. 3 Credits.

This course covers U.S. income tax for both individuals and business entities. Emphasis on tax regulations, and current practice.

AC-557. Int'l Acctg Related Business Policy. 3 Credits.

A deeper study of decision-making and planning techniques involving vigorous application of these considerations to auditing and taxation practice. Includes the effects of cost-benefit relationships and business ethics. Long-range planning, including intensive writing of business plans, is stressed. Emphasis is on international applications.

AC-570. Financial Statement Analysis. 3 Credits.

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

AC-572. Government and Fund Accounting. 3 Credits.

A comprehensive study of principles of government and fund accounting and their practical application.

AC-574. Taxation of Business Entities. 3 Credits.

A rigorous study of accounting for intercorporate investment, including an in-depth study of parent-subsidiary relationships, purchase vs. pooling of interests, and indirect and reciprocal holdings.

AC-580. Accountancy Research. 3 Credits.

An in-depth study of the current techniques of research and preparation of research findings set forth in a report. Students will engage in an in-depth study of a selected topic and will be expected to submit their research findings through oral presentation and written report. Students interested in research must follow the Guidelines for Research. A copy of the Guidelines may be obtained in the M.B.A./ M.S. Accountancy office or from the M.S. Accountancy section of the Graduate Program's web page.

BC Courses**BC-690. Curric Dvlpmnt in Science Ed. 3 Credits.**

Teachers will explore ways to incorporate scientific research into curriculum design for science education.

BC-692. Implemntn Resrch in Science Ed. 3 Credits.

Teachers will develop and implement lesson and unit plans based on their research into the science curriculum.

BC-695. Research in Science Ed. 3 Credits.

Teachers will explore practical research in the laboratory develop their research skills and discover methods for applying these learning techniques in the classroom.

BL Courses**BL-510. Government Regulation of Business. 3 Credits.**

An advanced study of the laws and regulations of the various departments of the federal government, their impact on business, the reporting and record keeping requirements, and investigative procedures.

CJA Courses**CJA-516. U.S. Constitution&Criminal Justice Adm. 3 Credits.**

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 to 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.

CJA-520. Ethical Issues in Criminal Justice Admin. 3 Credits.

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.

CJA-560. Theory&Practice of Police Administratn. 3 Credits.

The course traces the development of the police from the 1800s 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.

CJA-570. The Judicial System. 3 Credits.

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.

CJA-590. Grant Proposal Writing. 3 Credits.

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 on line.

CJA-599. Independent Study in Criminal Law. 3 Credits.

Students will engage in an intensive research project, covering a topic in much greater detail than would be possible in a regular course. A student's research will culminate in a 30-35 page paper about a specific topic in criminal law that will be suitable for publication in a professional journal. Prereq: CJA-650.

CJA-600. Leadership in Criminal Justice Agencies. 3 Credits.

This course explores the leadership principles that are essential to the efficient, effective, and ethical management of a service-oriented government department.

CJA-610. Criminal Justice Policy Formation&Analy. 3 Credits.

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.

CJA-620. Public Bureaucracy. 3 Credits.

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.

CJA-650. Research Methods in Criminal Justice. 3 Credits.

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.

CJA-652. Multicultural Law Enforcement. 3 Credits.

Examination of roles of race and ethnicity in crime and justice. Focus 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 race/ethnicity 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.

CJA-660. Prevention & Control of Crime. 3 Credits.

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. Pre-requisite: CJA560.

CJA-663. Community Policing and Problem Solving. 3 Credits.

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. Pre-requisite: CJA560. Prereq: CJA-560.

CJA-670. Crisis Emergency & Disaster Management. 3 Credits.

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.

CJA-672. Terrorism. 3 Credits.

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.

CJA-673. Federal Search & Seizure. 3 Credits.

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.

CJA-680. Advanced Criminological Theory. 3 Credits.

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.

CJA-700. Applied Research: The Capstone. 3 Credits.

Typically taken as the last course in the program, the capstone is an independent research project, where students write a 50 page paper on a topic of their choosing within the field. The capstone research project will demonstrate the students' ability to critique and formulate policies related to the administration of criminal justice. Upon completion of their research, students will present their projects to a panel of faculty members. Prereq: CJA-520 CJA-560 CJA-610 CJA-650 CJA-652.

CS Courses**CS-510. Comp-Based Info Systems. 3 Credits.**

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

CS-520. Concepts of Database & Database Mgt Sys. 3 Credits.

Database design: database vs. the traditional approach design of a system data models. Hierarchical model, network model, relational model data independence. Database administration: information management data dictionary DBMS selection DBMS control.

CS-530. Computer Networks. 3 Credits.

Fundamental network concepts emphasizing LANs, transmission media, network topologies, network performance, and network design. LAN administration: design, implementation, control.

CS-540. Managerial Decision Support Sys. 3 Credits.

Concepts of DSS: DSS technologies, operations research, systems analysis, decision analysis, DBMS, artificial intelligence. DSS tools: dialog, model, and data management. Extensive use of DSS software packages.

CS-550. Concepts of Expert Systems. 3 Credits.

Concepts of expert systems and historical overview expert problem-solving reasoning methods for expert systems designing an ES building a practical system testing and evaluation future systems.

CS-560. PC Tools for Managers. 3 Credits.

A hands-on survey of various software packages to aid a manager in the decision making process. Packages include project management, project scheduling, graphics, desktop publishing, and multimedia.

CS-570. Business Uses of Internet Tech. 3 Credits.

Thorough discussion of internet/intranet/ extranet technology. Business use of the internet and maintenance of websites. Designing Web pages using HTML. A hands-on approach will be used.

CS-661. E-Commerce Technology. 3 Credits.

This course provides an understanding of e-Commerce as a modern business methodology that addresses the needs of organizations, merchants, and consumers for the delivery of goods and services using information technology. The course will provide an introduction to the network and system architectures that support high volume business to consumer web sites and portals, and will provide insight into the structure of the modern web enabled storefront and its integration with back-office" business applications."

CS-663. Database & Knowledge Management Systems. 3 Credits.

This course covers database and database system design and data and network models. It examines relational models and data independence. Topics include database administration and data base management systems.

CS-665. Analysis & Development of Inform Systems. 3 Credits.

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

CS-667. Disaster Recovery. 3 Credits.

This course covers the identification of vulnerabilities and the steps necessary to mitigate risks. It examines creating a continuity plan and building an infrastructure that supports its effective implementation. Practical skills will be acquired through interactive workshops and case study. Topics include performing a threat and impact analysis, developing strategies for systems and communications recovery, organizing an emergency team, and creating a disaster recovery plan.

CS-669. Software Tools for Managers. 3 Credits.

A hands-on survey of various software packages to aid a manager in his/her decision making functions. Packages include enterprise resource planning, financial, administrative, report-writers, project management and scheduling, graphics, publishing and multimedia. Students will conduct an evaluation on top software products in the marketplace.

CU Courses**CU-500. Introduction to the New Media Society. 3 Credits.**

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

CU-501. Strategic Communication Research. 3 Credits.

Strategic communication is the study of how organizations and individuals use communication to convey and influence their opinions in society. Public relations plays a major role. This course teaches the concepts of market research, and exposes students to the process of finding, analyzing and using information to make strategic marketing and communication decisions. The course will teach two distinct strategic communication research methods: a) Quantitative (polling, online research, surveys), and b) Qualitative (focus groups, in-depth interviewing, ethnography, observational). Students will give presentations of their research findings and marketing recommendation in class reports.

CU-502. Strategic Planning and Writing. 3 Credits.

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

CU-504. Public Relations. 3 Credits.

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

CU-506. Marketing Communication/Branding. 3 Credits.

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

CU-508. Management and Organizational Behavior. 3 Credits.

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

CU-510. Communication Law Ethics and Policy. 3 Credits.

This course examines how courts, legislatures, and regulatory agencies react to constant change in communication technologies - ranging from television and to telecommunications to the Internet. We will focus on specific technological advances to explore the way legal, economic, social, and technological forces shape and are harnessed by legal system. The course will draw on leading communications law cases and FCC and FTC actions. Prereq: CU-500 CU-501 CU-502 CU-504 CU-506 CU-508.

CU-512. Social Networking & New Media. 3 Credits.

This course is part class and part workshop, covering social networking and other trends that are producing complex and subtle changes in business communications. Topics include blogging, YouTube, Second Life and various social networking sites and their emerging role for private businesses, their products, and markets. Attention is paid to current trends in convergence, creativity, collaboration and community as modern media replaces earlier forms of communication and attracts more active --- and interactive ---audiences. The goal of the course is for students to familiarize themselves with various social networking theories, perspectives, sites, tools, and strategies, and to critique, consult on and create social networking plans. Prereq: CU-500 CU-501 CU-502 CU-504 CU-506 CU-508.

CU-520. Global Corporate Communication. 3 Credits.

This course examines the field of global marketing communications, including cultural factors that enable global marketing. Students will learn how to identify global target audiences, the kinds of products and services that lend themselves to global communications, and leadership characteristics that are preeminent in global communications today. Students consider how levels of development and cultural values affect communications programs and how local differences can be reflected in global programs. Students learn how to approach strategy as well as the development and management of an integrated global communications program. Prereq: CU-500 CU-501 CU-502 CU-504 CU-506 CU-508 CU-510 CU-512.

CU-526. Capstone Project/Seminar. 3 Credits.

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

CU-590. Internship I. 3 Credits.

In-class readings and discussions are integrated with an internship experience in a specialized field of strategic communication.

CU-591. Internship 2. 3 Credits.

This internship experience integrates advanced level course work in strategic communication with a job experience in the field.

DS Courses**DS-500. Introduction to R Programming. 0 Credits.**

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

DS-510. Introduction to Data Science. 3 Credits.

Data Science is a set of fundamental principles that guide the extraction of valuable information and knowledge from data. This course develops student's understanding of data science by discussing the fundamental principles of data science in the context of business examples. It also shows how those principles provide understanding of many of the most common methods and techniques used in data science. Topics covered include data science solutions for business problems, introduction to predictive modeling, fitting model to data, machine learning, similarity and clustering, decision analytic thinking, visualizing model performance, data science and business strategy. Students will learn to use public cloud as a resource for big data storage and analytics.

DS-520. Statistics for Data Analysis. 3 Credits.

This course will provide students with an understanding of common statistical data analysis techniques and methods used to analyze data in business. Topics covered include probability, sampling, estimation, hypothesis testing, linear regression, analysis of variance, categorical data analysis, and descriptive statistics. Students will learn to apply statistical techniques to the processing and interpretation of data from various industries and disciplines.

DS-530. Database & Data Warehousing. 3 Credits.

This course discusses foundational concepts of database systems, explores the role of databases in data warehousing, teaches the fundamental principles guiding data warehousing and Cloud-based online analytical processing (OLAP). Various database models are discussed with emphasis on the relational model and relational database design. Students will become proficient in SQL. Topics also include requirement gathering for data warehousing, data warehouse architecture, data warehouse development methodology/issues surrounding the planning of the data warehouse, physical database design for data warehousing, and extracting, transforming, and loading strategies.

DS-540. Statistical Programming. 3 Credits.

The course gives an introduction to R, basic programming techniques using R to accomplish typical data processing tasks and managing, plotting, and analyzing data in R(SAS). Topics include creating matrices, lists, data frames, libraries, functions, programming syntax and formats, loops, R Macros. Emphasis is placed on using these tools for statistical analyses. Special focus is given to simulation and optimization using R.

DS-600. Data Mining. 3 Credits.

Data mining refers to a set of techniques that have been designed to efficiently find important information or knowledge in large amounts of data. This course will provide students with understanding of the industry standard data mining methodologies, and with the ability of extracting information from a data set and transforming it into an understandable structure for further use. Topics covered include decision trees, classification, predictive modeling, association analysis, statistical modeling, Bayesian classification, anomaly detection, visualization. The course will be complemented with hands-on experience of using advanced data mining software to solve realistic problems based on real-world data.

DS-610. Big Data Analytics. 3 Credits.

Big Data (Structured, semi-structured, & unstructured) refers to large datasets that are challenging to store, search, share, visualize, and analyze. Gathering and analyzing these large data sets are quickly becoming a key basis of competition. This course explores several key technologies used in acquiring, organizing, storing, and analyzing big data. Topics covered include Hadoop, unstructured data concepts (key-value), Map Reduce technology, related tools that provide SQL-like access to unstructured data: Pig and Hive, NoSQL storage solutions like HBase, Cassandra, and Oracle NoSQL and analytics for big data. A part of the course is devoted to public Cloud as a resource for big data analytics. The objective of the course is for students to gain the ability to employ the latest tools, technologies and techniques required to analyze, debug, iterate and optimize the analysis to infer actionable insights from Big Data.

DS-620. Predictive Analytics & Experimental Design. 3 Credits.

Predictive analytics is an area of data mining that deals with extracting information from data and using it to predict trends and behavior patterns. This course will provide predictive analytics foundational theory and methodologies as well as teach students how to build predictive models for practical business applications and verify the models effectiveness. Topics covered are linear modeling and regression, nonlinear modeling, time series analysis, segmentation and tree models, support vector machine, clustering, neural networks and association rules.

DS-630. Machine Learning. 3 Credits.

Machine learning is the field of study that gives computers the ability to learn from experience without being explicitly programmed. This course covers the theory and practical algorithms for machine learning from a variety of perspectives. Topics include decision tree learning, parametric and non-parametric learning, Support Vector Machines, statistical learning methods, unsupervised learning, reinforcement learning and adaptive control. Students will have an opportunity to experiment with machine learning techniques and apply them to solve a selected problem in the context of a term project. The course will also draw from numerous case studies and applications, so that students learn how to apply learning algorithms to build machine intelligence.

DS-640. Data Visualization. 3 Credits.

Visualization concerns the graphical depiction of data and information in order to communicate its contents and reveal patterns. It is sometimes referred to as visual data mining, or visual analytics. This course explores the underlying theory and practical concepts in creating visual representations of large amounts of data. Topics covered include data representation, information visualization, flow visualization, volume rendering techniques and visualization toolkits. At the end of the course, the student will be able to identify which visualization technique will drive the most impact under a variety of scenarios. The student will also learn how to present meaningful information in the most compelling and consumable fashion.

DS-650. Business Intelligence & Business Ethics. 3 Credits.

Business intelligence (BI) is the process of collecting and transforming raw data into meaningful and useful information for business purposes. This course will provide an understanding of the important capabilities of BI, the technologies that enable them and the management of BI. The course will also examine the BI processes and techniques used in transforming data to knowledge and value. Topics covered include data management systems, decision support systems, group support systems, knowledge engineering, expert systems and their applications to diverse management contexts. Students will also develop skills to analyze data using generally available tools. The course also addresses and analyzes ethical and intellectual property issues related to data analytics and use of business intelligence.

DS-660. Business Analytics. 3 Credits.

Business analytics is the process of generating and delivering the information acquired that enables and supports an improved and timely decision process. The aim of this course is to provide the student with an understanding of a broad range of decision analysis techniques and tools and facilitate the application of these methodologies to analyze real-world business problems and arrive at a rational solution. Topics covered include foundations of business analytics, descriptive analytics, predictive analytics, prescriptive analytics, and the use of computer software for statistical applications. The course work will provide case studies in Business Analytics and present real applications of business analytics. Students will work in groups to develop analytic solutions to these problems.

DS-670. Capstone: Business Analytics. 3 Credits.

This course is structured as a capstone practicum where students get an opportunity to apply the acquired theoretical knowledge in data science to solve real-world business problems. Students work in teams to define and carry out an analytics project from data collection, processing and modeling to designing the best method to solve the problem. The problems and datasets used in this practicum will be selected from real-life industry or government settings. At the end of the class students will write a report that presents their project, the approach and techniques used to design a solution, followed by results and conclusion.

EC Courses

EC-510. Microeconomics. 3 Credits.

Basic concepts of marginal analysis are developed through a rigorous study of the economic behavior of households and firms analysis of different market structures. The impact of uncertainty and imperfect information in the organization of economic activity is discussed and implemented by case studies.

EC-520. Macroeconomics. 3 Credits.

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

EC-555. Industrial Organization. 3 Credits.

An examination of the structure of industries and markets, with special attention paid to the factors affecting the probability of firms. Topics covered include industrial concentration and competition, the economics of mergers and acquisitions, and the government regulation of business. Antitrust laws and practices are evaluated, and select cases examined.

EC-560. Applied Econometrics. 3 Credits.

Computer-based applications of econometric analysis to financial and economic issues. Topics include linear simple regression analysis, multiple regression analysis, analysis of variance, non-parametric tests.

EC-595. Sem: Macro Policy & International Fin. 3 Credits.

An examination of recent macro-economic problems and policies of the United States and its major trading partners. The seminar focuses on the interplay of political institutions and market forces in the shaping of fiscal, monetary, international trade and exchange-rate policies and the domestic and international effects of those policies.

FN Courses**FN-525. The Financial Environment. 3 Credits.**

A survey of money and credit, commercial banking, thrift institutions, central banking and monetary policy. Topics to be studied include the structure of the financial system, interest rate theory, current monetary problems, and the impact of monetary policy on macroeconomic performance.

FN-530. Corporate Finance. 3 Credits.

A study of the problems associated with the financial management of business organizations. Topics include the analysis of types of firms and markets, review of accounting, time value of money, valuation, and short-term financing.

FN-535. International Finance. 3 Credits.

Analysis of the international financial decisions of multinational corporations. Topics to be covered include foreign exchange rates and the structure of foreign capital markets. Particular emphasis is placed on management decisions in an international environment including cash flows, capital budgeting, valuation, and the optimal capital structure for international operations.

FN-550. Corporate Finance II. 3 Credits.

Advanced topics in corporate finance with an emphasis on long-term financial decisions. Selected topics include capital budgeting, risk and return analysis, asset valuation, dividend policy, capital structure decisions, and mergers and acquisitions.

FN-565. Derivative Markets. 3 Credits.

An examination of derivative securities, market structures, and various valuation models. The course includes discussion of spot and future markets, the valuation of futures and options, investment strategies, portfolio insurance, and recent developments in futures and options markets.

FN-570. Investment Analysis. 3 Credits.

An investigation of various financial instruments - including treasury securities, corporate bonds, stocks, options, and futures - as vehicles for effective investment decisions. Selected topics include: portfolio analysis, efficient markets, and analytical techniques for determining the value of specific financial instruments.

FN-590. Seminar in Financial Markets. 3 Credits.

Exploration and analysis of recent events in the financial markets. Students will examine the current literature on major financial issues and controversies of the day.

GB Courses**GB-503. Statistics for Managers. 3 Credits.**

This course covers concepts of probability and statistics needed by managers to analyze and interpret numerical data in uncertain environments. It includes hypothesis testing, regression and correlation analysis and analysis of variance. Concepts are discussed in a framework of real world applications.

GB-511. Management & Human Behavior. 3 Credits.

This course covers planning, organizing, staffing, directing, and the management of change in a modern organization. It examines decision making and problem solving in pursuit of organizational goals. It addresses human behavior in the areas of motivation, communication, and interpersonal relations.

GB-513. Marketing Management. 3 Credits.

This course examines the field of marketing and the dynamics of matching goods and services with customer and consumer needs. Topics include strategic planning, marketing research, and buyer behavior of businesses and consumers. The course covers the marketing functions of product mix and branding, price determination, channels of distribution and promotion and advertising.

GB-517. Business Ethics. 3 Credits.

This course provides a framework for students to recognize ethical dilemmas and analyze the business implications in terms of consequences, autonomy, rights, virtues and equality. Extensive use is made case studies and current events using presentation, discussion and debate delivery methods.

GB-555. Personal Branding. 3 Credits.

This course is designed to help graduate students evaluate and improve their skill sets to establish themselves as a brand. Learn the personal branding process to create a portfolio that exploits social media, blog/websites, video resumes, networking, etc.

GB-619. Employment Law. 3 Credits.

Students will review key legislation and legal cases that form the framework within the human resources management discipline. Areas covered include rights and duties of both employer and employee in the employment relationship, legislation pertaining to employment standards, employment equity, workers' compensation, health and safety acts and other related topics.

GB-620. Leadership. 3 Credits.

Business today requires leaders who enable organizations to respond quickly and efficiently to new market opportunities, new competitors, acquisitions, shifting market demographics, new technology and changes in government regulations. Topics explored include: the basic fundamentals of leadership various aspects of the relationship between leaders and teams, and their impact on organizations.

GB-621. Human Resources. 3 Credits.

This course provides an overview of the principles and philosophy of human resource management. Topics include recruiting, hiring, training, and compensating employees, creating policies and procedures to improve employee productivity, developing effective and efficient systems for management, and methods to assure legal compliance.

GB-622. Management Economics. 3 Credits.

This course examines the foundation concepts for how organizations allocate resources for the production, distribution, and consumption of goods and services. Economic decisions are linked to the organization, management, and strategy involved with the conduct of operations. This course focuses on how managers can improve their understanding of the economic environment and its impact on the business firm.

GB-623. Entrepreneurship & Innovation. 3 Credits.

Covers skills and talents essential for a successful entrepreneur and explores the role of innovation in business ventures and strategy.

GB-624. Technology for Managers. 3 Credits.

This course examines the emerging role of technology and applications to support organizational business models and computer systems. It integrates data base management and planning and controlling new systems, it discusses security and other issues related to systems support for marketing, management, and financial reporting.

GB-625. International Business. 3 Credits.

This course provides an understanding of best practices managing business operations that cross national boundaries. It covers strategies, planning, and operations. A particular focus is the current opportunities and risks in global operations and markets. It uses projects to challenge attendees to incorporate new thought processes in decision making and problem solving in developed countries.

GB-626. Business Systems Interruption. 3 Credits.

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

GB-627. Culture in International Business. 3 Credits.

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

GB-628. Organizational Theory. 3 Credits.

Organizational theory (OT) is the study of how and why organizations function and create value. The evolution of technology has increased in frequency and complexity to challenge the traditional organization by greatly changing the way employees work and the work they do. This course will examine the historical origins of OT and will explore current approaches to managing organizational processes through designed structure and culture.

GB-629. Enterprise Risk Management. 3 Credits.

This course covers the emerging discipline of enterprise risk management (ERM) . It starts with ERM essentials covering key components needed to manage enterprise risk and the role of a central risk function. It discusses risk identification and sharing using a high-tech electronic platform. It considers unexpected and unforeseen major crises or disaster that are virtually unpredictable. It exams new technology to visualize risk relationships and back up the view with factors that affect them and the status of activities to mitigate them.

GB-630. Strategic Risk Management. 3 Credits.

This course covers risks without owners in the emerging discipline of enterprise risk management (ERM) . It exams risks and opportunities that depend upon collaboration because they cross the silos of the modern bureaucracy. Discussions cover sub-culture risk, leadership risk, and life-cycle risk. In addition, the course contains risk management stories ranging from avoiding business disruptions to the future of ERM.

GB-631. Risk Management and Insurance. 3 Credits.

This course covers risk management from the perspective of insurable exposures that confront modern organizations. It examines decisions to retain, mitigate, or transfer exposures. Topics include property, general liability, and employer liability exposures, protecting directors and officers, and managing potential disruptions to operations. Special attention is given to the role of and expectations from brokers, broker performance, and the compensation of brokers.

GB-633. Executive Seminar - Business Strategy I. 3 Credits.

This course brings senior executives to the classroom to exchange ideas on the goals and strategies of companies and industries. The course will identify issues related to current trends in business strategy. Candidates will work in teams to develop an understanding of critical success factors in global business strategies and create presentations. Guest executives will respond to the presentations with their own views on goals, strategies, and current business trends.

GB-634. Executive Seminar - Business Strategy II. 3 Credits.

This course brings senior executives to the classroom to exchange ideas on the goals and strategies of companies and industries. Candidates participate in the seminar and then create a presentation on the ideas and lessons learned in the interaction with executives.

GB-635. Statistical Aspects Risk Management. 3 Credits.

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

GB-636. Financial Aspects of Risk Management. 3 Credits.

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

GB-641. Marketing Strategy. 3 Credits.

This course equips the student with advanced marketing concepts and methods to provide and sustain customer value. Emphasis is placed on the tools managers use to analyze marketing problems and make effective decisions. Discussions include case studies, analysis of marketing models, group presentations, and computer-based models to reinforce the marketing strategies.

GB-643. International Marketing. 3 Credits.

This course covers the process of international marketing including techniques of exporting and importing, creating foreign direct investments, licensing, franchising, partnering, and other structures. Discussions focus on cultural and economic factors that shape strategies in developed and developing consumer and business markets and strategies for successful branding, pricing, and promotion.

GB-644. Internet Marketing. 3 Credits.

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

GB-645. Marketing Research. 3 Credits.

This course covers the tools and techniques used to gather information in order to identify market opportunities, monitor marketing performance and evaluate market change. Special attention is given to matching the characteristics of products and services with the needs of businesses and individual buyers.

GB-647. Global Logistics. 3 Credits.

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

GB-648. Social Networking & New Media. 3 Credits.

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

GB-649. Outlaw Regimes & Corruption. 3 Credits.

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

GB-671. Health Care Financing & Managed Care. 3 Credits.

An examination of concepts related to health care financing. Emphasis will be placed on budget preparation, cost benefit analysis, managed care and on developing an understanding of reimbursement systems.

GB-672. Current Issues & Policies in Health Care. 3 Credits.

This course covers political, social, and economic issues affecting health care organizations. Topics include the role of government in determining health care policy, the U.S. health care delivery system, costs and financing of health care, and social welfare gains and losses. Candidates will engage in interactive discussions of current trends and economic and social issues related to efforts to reform or revise the health care system.

GB-673. Health Care Administration I. 3 Credits.

Management, marketing, and financing of the delivery of health care will be explored. Healthcare economics is emphasized from an administrative perspective. The examination of quality versus quantity, the allocation of resources as well as relationships and conflicts among consumers and providers of health care services. Concepts related to technology, including the Electronic Medical Record (EMR) affecting health care organizations is discussed.

GB-674. Health Care Administration II. 3 Credits.

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

GB-692. Business in a Post American World. 3 Credits.

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

GB-693. Research Project. 3 Credits.

Subject to the approval of the Business Graduate Program Director, candidates create and complete an original research project under the guidance of a member of the faculty.

GB-695. Global Business Policy. 3 Credits.

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

GB-697. Global Business Cultural Experience. 3 Credits.

This course seeks to foster a global mind set among participants by exposing them to the business cultures and ethics of different countries. The course involves overseas travel to selected countries for students to experience at first hand the milieu of cultures that underpin global business in the 21st century.

GB-699. Corp Strategy: Initiation-Implementation. 3 Credits.

This course covers the integration of management, marketing, and finance in modern organizations. It incorporates the best practices in strategic planning and decision-making in complex and changing environments. Current trends and strategies are examined in a variety of areas including ethics, social responsibility, and risk management.

GE Courses**GE-500. Historical & Phil Found of Ed. 3 Credits.**

Basic ideas about the nature of the human person and of human society consequent educational programs which developed in Western civilization from Graeco-Roman to modern times.

GE-502. Psych Foundations of Learning. 3 Credits.

Processes, conditions, and techniques associated with learning in human beings learning theories and their applications, heredity, the learning environment, motivational patterns, concentration, memory, effective study, reaction, intelligence, personality, mental health, and moral integrity.

GE-505. Research in Education. 3 Credits.

Survey of the basic concepts, procedures, and language of social science research: problem formulation, research design, data collection, data analysis and interpretation. Development of the student's ability to appraise published research.

GE-510. Princ of Curr Development. 3 Credits.

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.

GE-511. Princ&prob of School Admin. 3 Credits.

Theories of leadership behavior: the changing role of the administrator, the roles of school personnel in administration, school and community relationships, budget-planning responsibilities, master schedule construction, relationships with staff and pupil personnel, problem-solving techniques.

GE-512. Asmnt Stud Ability & Achievement. 3 Credits.

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.

GE-513. Fund Supervision: Elem & Sec. 3 Credits.

The supervisor's role as an educational leader/ consultant objectives and techniques of instructional supervision state mandated rules for evaluation of teachers and administrators an analysis of evaluative instruments the supervisor as curriculum manager.

GE-514. School Finance. 3 Credits.

A study of the role of the local, state, and federal government in the financing of public education.

GE-516. School Law. 3 Credits.

A study of the legal framework in which public education operates federal and state laws affecting education and schools school laws relating to the state department of education, school district and local board of education NJ 18A.

GE-528. Intern in Admin & Supervision I. 3 Credits.

Internship arranged to give students on-the-job training. Supervision provided by college staff in conjunction with the superintendent of the school district and building principal.

GE-529. Intern in Admin & Suprvision II. 3 Credits.

Internship arranged to give students on the-job training. Supervision provided by college staff in conjunction with the superintendent of the school district and building principal.

GE-533. Humanities Across Curriculum. 3 Credits.

This seminar focuses on incorporating the Humanities into existing courses. A major component of this course is curriculum design at the elementary and high school level. Educators are provided with fresh techniques for adaptation of traditional courses using film jazz folk music dance historical musicals literature story telling art and architecture. Distance learning course.

GE-534. Cur Enr: Sci Math Multicult & Whl Lg. 3 Credits.

This seminar, while highlighting the general topics in its title, provides information which is useful to anyone involved in teaching or administration. Each presentation emphasizes three components: analysis of pedagogical methods integrating subject matter across the curriculum, and successful motivational strategies for the classroom and future careers. Distance learning course.

GE-537. Integ Geog Across the Curr. 3 Credits.

This seminar centers on incorporating geography into existing courses. Educators are no longer trained to teach this topic which is very ironic in an ever shrinking global society. The sessions provide teachers with strategies for implementation through the use of immigration and migration cultural artifacts Native Americans astronomy the spread of diseases literature, songs and customs animal migration and art around the globe. Distance learning course.

GE-538. Curr Top Mathematics & Science. 3 Credits.

This seminar focuses on recent changes in the curriculum. Beyond the content areas, reasons why math and science create anxiety are explored. Career preparation and possibilities are also explored. Topics include NCTM standards manipulatives mathematics across the curriculum scientific facts and urban solutions math and science anxiety and career, and assessment. Distance learning course.

GE-540. Fundamentals of Methodology. 3 Credits.

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

GE-541. Meth & Curr for Urb Classroom I. 3 Credits.

Specialized methods and curriculum designed for the urban classroom teaching techniques and materials.

GE-543. Meth & Curr for Urb ClassroomII. 3 Credits.

This course focuses on I.A.U.E. projects within the classroom, development by teams of college, high school and elementary students, who, with outside consultants, cultivated new ways to teach traditional subject matter to rapidly changing school populations. Topics include critical thinking, computer assisted instruction, mathematics, written and oral communications, history, multiculturalism, social science, and natural science. Distance learning course.

GE-544. Impl & Supr Prog Solutions in Ed. 3 Credits.

This seminar focuses on issues relevant to the contemporary school districts. Experts and practitioners discuss key issues facing urban schools. Solutions that are being used currently in various districts are the main focus for the course. Topics include at risk students, child abuse, substance abuse, parental involvement testing, security, teen suicide teen pregnancy partnerships AIDS education site-based management. Distance learning course.

GE-545. Curr Pract & Pol Urban Education. 3 Credits.

This seminar focuses on various practices, policies and possibilities in education. Participants include administrations, teachers and students, explore in depth critical issues. Topics incorporate: the new students and their needs school violence and discipline vouchers and urban schools humanistic education and the city as a classroom. Distance learning course.

GE-547. Student Teaching. 8 Credits.

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

GE-548. Teaching Internship I. 4 Credits.

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

GE-549. Teaching Internship II. 4 Credits.

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

GE-555. Computers in the Curriculum. 3 Credits.

Hardware configuration software use and evaluation purchasing, maintaining, and using micro computers across all areas of the curriculum.

GE-570. Foundations of Reading Curriculum. 3 Credits.

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 into 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 curriculum will be addressed.

GE-571. Diagnos&treat-Child W Lrng Dis. 3 Credits.

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 and the development of an IEP, introduction to legislation supporting students with disabilities summary of research on the human brain related to learning disabilities, formal and informal stages of referring students for learning evaluation.

GE-574. Diagnos Childrn W Rdnng Problms. 3 Credits.

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.

GE-576. Rem of Child With Reading Prob. 3 Credits.

Remediation of elementary and high school students with reading difficulties, including the physically challenged.

GE-577. Research Seminar in Literacy. 3 Credits.

This course presents the basic concepts, procedures, and language of social science research: problem formulation, research design, data collection, data analysis and interpretation. The ethical and legal aspects of conducting educational research and sampling techniques in schools are explored. Students will learn to analyze and develop a related research project with the guidance of the professor. The course is specifically designed to provide students with the necessary knowledge to interpret, evaluate and apply research as it relates to special education and language literacy.

GE-578. Supervision of Reading Progrms. 3 Credits.

Administering and supervising reading programs initiating programs conducting in service training developing a budget and conducting an evaluation of programs and personnel.

GE-579. Suprvised Practicum in Reading. 3 Credits.

Field experience: the opportunity for students to gain practical knowledge and experience in the fields of developmental and remedial reading instruction.

GE-580. Skills : Non-Viol for Educators. 3 Credits.

This new course centers on Conflict Resolution and Classroom Strategies for K-12 Educators. Our primary purpose is to provide techniques for teachers, and students, to achieve a greater understanding of attitudes towards others and themselves. Particular importance will be placed on classroom activities for contemporary students. Only by working towards this goal can we begin to take full advantage of our educational settings. Included will be an emphasis on Cooperation Skills Communication Skills, and Conflict Resolution Skills. It is our hope that these classroom efforts will go beyond schools to influence all aspects of community life.

GE-596. Curr Enrich Res of Metropolis. 3 Credits.

Art, architecture, music, drama, museums, consulates, and the churches of the metropolis. (Field work includes weekends and class days.).

GE-598. Graduate Education Tutorial. 1 Credit.**GE-599. Graduate Education Independent Study. 3 Credits.**

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

GE-609. Integ: Math & Sci in Environ Curr. 3 Credits.

An emphasis is placed on knowledge of a broad array of key environmental issues. This knowledge is coupled with methods through Math and Science to introduce those issues into the classroom. Topics range from toxic dumping to the legal issues surrounding. Central to the course is an ongoing consideration of what is an environmental habitant.

GE-614. Foundations for Specialize Instruction. 3 Credits.

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.

GE-615. Instructional Strategies for Students. 3 Credits.

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 to assist their students in the development of their own strategies and skills with the ultimate goal of independent living.

GE-616. Effective Classroom Mgmt & Behav Inter. 3 Credits.

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 whole class and individual students will be provided.

GE-617. Assisting in the General Educ. 3 Credits.

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

GE-618. Assesment Techniques. 3 Credits.

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.

GE-631. Behavioral Analysis I. 3 Credits.

Focus on behavioral principles and procedures associated with the acquisition of new behavior and modification of existing behavior. To include topics such as reinforcement, punishment, extinction, discrimination, drawing generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement application of these principles for developmental disabilities, academic skills and optimal behaviors.

GE-632. Applied Behavioral Analysis II. 3 Credits.

Focus on complex behavioral principles and issues surrounding the application of behavioral principles in the analysis and modification of behavior. Student will learn to identify behavior and environment relations that constitute behavioral deficits or excesses.

GE-633. Appied Behavioral Analysis III. 3 Credits.

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.

GE-635. Research Sem: Applied Behavior Analysis. 3 Credits.

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.

GE-645. Teaching Language Arts Thru Technology. 3 Credits.

This course focuses on employing technology to develop materials and techniques for teaching listening, speaking, writing, spelling and reading to students at the elementary grade levels.

GE-647. Technology in the Curriculum II. 3 Credits.

Application of Technology in the Classroom". Including relevant use of the internet, computer applications and web design."

GE-648. Tech Applications: Elementary School. 3 Credits.

Development and application of technology in elementary school curriculum especially in meeting NJCCCS.

GE-649. Technology App : Community College. 3 Credits.

Course familiarizes Community College faculty with unique and compelling applications of the internet in science, math, educational technology and language arts. Outcome is creation of a real world learning object as well as a strategy for implementing it into a course.

GE-650. Topics in Teaching Life Scienc. 3 Credits.

Materials and techniques of teaching life science in the k-12 classroom, with emphasis on the discovery approach.

GE-651. Topics in Teaching the Physical Sciences. 3 Credits.

Materials and techniques of teaching physical sciences in the K-12 classroom, with emphasis on the dicovery approach.

GE-652. Curriculum Development for Stu W Disabil. 3 Credits.

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 student 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 national and state associations specializing in special education instruction.

GE-653. Assistive Technology- Uses & Application. 3 Credits.

Assistive Technology - Uses and Applications tt Students will be introduced to the wide variety of assistive technology and will examine its usefulness and utility for students with disabilities. Consideration of assistive technology applications toward content instruction, student response, enhancement of classroom management, provision of social intervention and transition services will occur.

GE-654. Stategies for School Home &. 3 Credits.

Strategies for School, Home and Community Relationships This course is designed for heighten sensitivity to the needs of families of children with disabilities and develop techniques educators can utilize to assist families. Emphasis will be devoted to effective home-school team building and the identification and utilization of community resources that assist in meeting family based needs.

GE-655. Special Education & School Law. 3 Credits.

This class will examine legislation and case law concerned with the education of students with disabilities. Consideration will be given to the Individuals with Disabilities Education Improvement Act, Section 504 of the 1973 Civil Rights Act, Americans with Disabilities Act and relevant State legislation. Students will be provided with mandated requirements in the identification, evaluation, placement, and instruction of students with disabilities.

GE-660. Introduction to Counseling. 3 Credits.

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.

GE-661. Individual Counseling and Interviewing. 3 Credits.

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 which inform the choices that are made as a counselor. The skills learned in this course will create greater communication skills which is a major component in counseling.

GE-662. Group Counseling. 3 Credits.

This program prepares students to counsel others in a group forum. These groups typically consist of 5 to 8 members. This is a program devoted to helping one to learn about themselves and others. This group process will assist students wanting to become more involved with the community. Students can use this group counseling program to talk about their concerns with others that share the same concerns. Together, with other students, one will learn new ways of viewing problems objectively.

GE-663. Career Counseling. 3 Credits.

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.

GE-664. College Counseling. 3 Credits.

Examination of college guidance and admissions process in its entirety will be investigated. Topics include early college awareness, parental involvement, exploring colleges using the internet, college fairs, campus visits and interviews, preparing your list of colleges. All aspects of completing individual college applications and the common application, SAT and/or ACT or not early decision, early acceptance, and early action and financial aid issues such as the FASA, grants, scholarships, loans, EOF, and work study will also be explored.

GE-665. Crisis Counseling. 3 Credits.

Introduction of concepts and procedures utilized in crisis counseling for students, faculty/staff, parents, and the helpers/counselors themselves. Topics include district and school crisis committees 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.

GE-667. Abnormal Psychology. 3 Credits.

Child, adolescent, and young adult psychopathology will be explored. Topics include the nature, diagnosis, and treatment of mental illness psychopharmacology, mentally ill chemical abusers the types, roles, limitations, certification and/or licensure of different practitioners mental health evaluation and mental status exams, and the use of the Diagnostic and Statistical Manual, Fourth Edition (DSM - IV) of the American Psychiatric Association with an emphasis on understanding and using the multi-axis diagnostic scheme.

GE-668. Psychology of Exceptional Children. 3 Credits.

This course introduces concepts, procedures, diagnosis, treatment, and related issues pertaining to the psychology of children with special needs in school settings. Topics include the nature, basis, and types of disabilities with emphasis on but not limited to mental disabilities, ADHD, learning disabilities, Autism Spectrum Disorders, and medical/physical handicaps identification, referral, evaluation, classification, program, and placement processes IDEA, Section 504, NJAC 6A-14, PRISE, and NCLB considerations student, parent, school, and district rights and responsibilities transitional issues, and gifted and/or talented students.

GE-669. Community Agencies Organizations and R. 3 Credits.

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.

GE-670. Multicultural Counseling. 3 Credits.

To help a client, sometimes counselors must understand and respect their cultural values. A counselor should have the ability to deal with biases, stereotypes and racism. Because there is an abundant amount of methods that borrow from other cultures, it gives counselors in the western hemisphere a chance to improve their therapy techniques. The counselor should be able to adapt and adjust to the patients? cultural experiences, and understand the world views of their clients. Multicultural Counseling is a very difficult and trying task and counselors should have the knowledge.

GE-671. Substance Abuse and Treatment. 3 Credits.

A comprehensive overview of psychoactive substance abuse, treatment, and related issues with special emphasis on problems with alcohol will be explored. Topics include the nature of abuse and dependence involving single and multiple substances commonly abused substances, identification and referral of abusers for treatment treatment options to include evaluation, early intervention, detoxification, rehabilitation, outpatient, self-help groups, and various combinations of the aforementioned the impact of substance abuse on the individual, family, school, and community co-dependency, school based testing, and educational/preventative measures.

GE-672. Practicum in Counseling I. 3 Credits.

This course is designed to train counselors. 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.

GE-673. Practicum in Counseling II. 3 Credits.

This course furthers the educational development from Practicum in Counseling I. This course teaches students to understand the responsibilities they will gain in this career. They will also learn essential team work skills that will help in working with a consulting team. They develop these skills through observation. Through this course students acquire, integrate and apply knowledge of the field.

GE-674. Family Therapy. 3 Credits.

Introduction to the history, concepts, and procedures of Family Therapy will be examined. Topics include theories and practice 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 non-traditional families and the dynamics of the family/school partnership.

GE-675. Ethics Law and Professional. 3 Credits.

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.

GE-676. Case Studies in Counseling. 3 Credits.

This course focuses exclusively on case studies in counseling. It is an advanced post-masters pre-licensing seminar. Complex situations from school, private practice, hospital, and agency counseling situations will be introduced, examined, and resolved. Following initial presentations by the instructor, participants will take part in multiple individual and group presentations. Some role playing will be required.

GE-677. Community Mental Health and Wellness. 3 Credits.

Extensive investigations into preventing common problems 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.

GE-695. Research in Science Education. 3 Credits.

Science teachers at the secondary level will explore practical research in the field or laboratory, examine current best practices in science education and write lessons and unit plans based on the experience.

GE-801. Curriculum Development. 3 Credits.

The course will provide an overview of the issues, principles and practices associated with effective teaching. Topics will include design of the curriculum based on current curriculum standards, learning outcomes, curriculum evaluation, instructional improvement techniques, and the principles of curriculum planning.

GE-803. School Policy Analysis. 3 Credits.

This course focuses on current educational and societal policy issues. Students will investigate historical and legal aspects of educational issues as well as the political principles of contemporary education. In order to gain a comprehensive understanding of educational policy, students will analyze the consequences and challenges in collecting policy information, incorporating various research methods, and implementing technology. Students will employ various resources to develop an extensive appreciation of the role of the educational leader in the American political and policy arena.

GE-805. Org Behavior & Leadership. 3 Credits.

This course focuses on the theoretical and practical implications of organizational behavior from a sociological perspective. Students will study organizational concepts such as diversity in the educational workplace, motivation and individual differences in organizations, group dynamics and decision-making, cooperation, teamwork, management, professional development and quality improvement programs.

GE-807. Statistics I. 3 Credits.

Students will learn to utilize 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.

GE-809. Research Design and Methods. 3 Credits.

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

GE-811. Qualitative Research Design and Analysis. 3 Credits.

This course is designed to develop proficiency in collecting, analyzing, and reporting qualitative data, using a variety of qualitative tools including ethnography, research interviews, content analysis, case studies, phenomenological studies, and participant observation. Prereq: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-821. Historical Foundations of Education. 3 Credits.

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

GE-822. Historical Trends in Higher Education. 3 Credits.

The history and development of higher education in the United States will be reviewed. Political and economical factors will be integrated. Current issues in diversity, globalization, international partnership, and online learning will also be explored.

GE-824. Innovative Strategies in Ed Leadership. 3 Credits.

This course focuses on innovative strategies in educational leadership in modern society and its impact on organizational efficacy and institutional change. Students will research and analyze the historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. Prereq: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-825. Ethical Foundation&social Responsibility. 3 Credits.

This course concentrates on the responsibilities of the educational leader as an ethical exemplar, leader, and educator. Students will examine a variety of current ethical educational issues and develop effective moral decision-making skills.

GE-826. Data Driven Analysis & Implementation. 3 Credits.

This course will prepare teacher leaders and administrators to analyze, manage, interpret and make decisions based on the data that is commonplace in America's schools.

GE-829. Advanced Technology for Administrators. 3 Credits.

This course focuses on the role of the educational leader in utilizing emerging technologies to achieve and enhance school reform. This course will enable students to plan for the integration of emerging technologies into the design of the curriculum, instruction, research, and assessment. Students will study contemporary technology issues and implications in the use of information and multimedia technologies in teaching and learning, communications, and management. Students will research legal and ethical considerations in the planning, funding, professional development needs, and evaluation related to the use of educational technology. Prereq: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-831. Education Finance in Administration. 3 Credits.

This course provides students with federal and state directives on school finance and educational equity. Economic principles and national income measures related to public education will be discussed. Students will investigate sources of revenue, expenditures, and fiscal problems, including federal, state, and local aid, taxation, planning, debt management, income, investments, and cost forecasting. Students will examine the budget process and comprehensive annual reports used by school districts in New Jersey. The role of the New Jersey Core Curriculum Content Standards in school finance will be explored.

GE-833. School Law & Legal Issues. 3 Credits.

This course covers school laws, legal principles, and critical issues pertaining to education in the United States and New Jersey. Students will explore constitutional and statutory laws, regulations, and landmark court decisions affecting policy and practice. Special topics such as search and seizure, disabilities, religion, speech, due process, and equal protection under the law will be discussed. Students will research and analyze actual case studies to ensure a problem-based approach experience.

GE-835. Personnel Admin&public Sector Bargaining. 3 Credits.

This course provides students the opportunity to assess and evaluate their organization's personnel evaluation system, analyze developmental needs, develop an improvement plan, and incorporate a model to enhanced professional growth. Students will analyze, synthesize and evaluate critical factors affecting human relations, effective grouping of employees, and power sources and politics in an organization. Personnel administrative functions discussed include human resource needs, personnel security matters, collective bargaining negotiations, affirmative action, recruitment, selection, tenure, termination, and legal parameters. Collective bargaining shapes the way public schools are organized, financed, staffed, and operated. It has an impact on the day-to-day life of schools critical to designing and implementing reforms that will successfully raise student achievement. Case study, lecture, and group interaction will be employed to promote and improve management's awareness of personnel issues. Prereq: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-839. Statistics II. 3 Credits.

The application of both quantitative and qualitative methods and analysis implemented in this course as 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 Prereq: GE-807.

GE-841. Selected Topics in Ed Administration. 3 Credits.

This course provides students with the opportunity to reflect upon their role as an educational leader and expand upon their Professional Growth Plan (PGP). Through the use of cutting edge research, various case studies, debate panel discussions, group interaction, and role-playing, students will acquire the skills and apply effective methods to solve contemporary problems encountered by educational leaders. Students will analyze and assess the results of specific research projects covering critical areas of leadership and management. Prereq: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-843. Administrative Internship I - K-12. 3 Credits.

The course is aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards for School Leaders, and is supervised and taught by a former superintendent of schools/faculty member. The administrative internship consists of a daily log of completed administrative activities promoting the success of all students, advocating, nurturing and sustaining a school culture conducive to learning, implementing a vision for learning, data driven decision making, and centered on the ISLLC standards. Prereq: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-845. Advanced Quantitative Methods. 3 Credits.

Quantitative research methods, including theory, research design, role of educational measurement in quantitative data-based inference, evaluation and statistical analysis.

GE-864. Administration & Governance of Higher Ed. 3 Credits.

Overview of the organization, administrative roles and positions, administrative process, personnel management, and administrator relationships within various institutions of higher learning.

GE-866. Enrollment Management and Marketing. 3 Credits.

This course addresses fundamental principles of marketing and enrollment management in a higher education including branding, differentiation, forecasting, and public and alumni relations. Discussion of strategic enrollment management processes includes legal and regulatory considerations related to student recruitment, financial aid, and diversity issues, as well as aligning marketing and recruitment efforts with institutional mission and goals. This course will also explore applications of online social networking systems, digital media, and other communications tools, in addition to traditional media and public relations strategies.

GE-868. Student Development and Programming. 3 Credits.

This course examines fundamental principles of student learning and development and the implications for student programming and explore strategies for effectively planning, organizing, and managing student services and programs, and for ensuring that these programs meet legal and regulatory requirements. A major focus is on the design and deployment of programs and services that can enable students from diverse backgrounds to achieve their educational goals.

GE-871. Dissertation Seminar I. 4.5 Credits.

The course will guide and assist in the development of the dissertation proposal, writing dissertation chapters, design, data analysis, preparing articles for publication, developing research proposals for professional conferences and other professional arenas. Emphasis will be placed on individual student work with their mentor and dissertation committee members.

GE-872. Grants Philanthropy & Development. 3 Credits.

This course will focus on the importance of fundraising in Higher Education. Emphasis will be given to alumni relations, prospect development, foundation research, and proposal writing. Also included will be a primer on the legal principles of contracts and grants including how to identify sources, make the proposal, and manage the project.

GE-873. Dissertation Seminar II. 4.5 Credits.

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.

GE-874. Finance Budget & Resource Alloc in HE. 3 Credits.

An overview of the budgeting process, sources of revenue, types of expenditures, and issues and innovations in financing various types of contemporary institutions of higher education. The course will also include a survey of the various business and planning operations vital to the operation of colleges and universities.

GE-875. Dissertation Advisement I. 0 Credits.

In this course, doctoral students have advanced to candidacy and completed Dissertation Seminar I and Dissertation Seminar II. Students must register continuously for advancement until the dissertation is completed.

GE-876. Assessment Accreditation & Institutional Res. 3 Credits.

This course explores the role of assessment in higher education, with an emphasis on designing effective student learning outcomes and departmental goals as well as institutional effectiveness strategies and review. Students will also be introduced to accreditation processes and how to use national institutional survey data to inform assessment.

GE-880. Practicum in Higher Education. 3 Credits.

The practicum is a supervised, professional experience in an approved college or university setting or public agency involved with higher education designed to develop skills applicable to college-based teaching, higher education administrative or policy.

GE-881. Advanced Ind Study in Higher Ed. 3 Credits.

For doctoral students wishing to work with their mentor to study topics related to their dissertation.

GE-899. Doctorate Independent Study. 3 Credits.**MA Courses****MA-502. Elem Math Functions & Models for Middle. 3 Credits.**

Functions and equations, arithmetic and geometric sequences, mathematical methods, linear functions, difference equations, quadratic and cubic functions, exponential and logarithmic functions, domain and range, fitting a line to data and modeling, and associated mathematical processes. Methods for learning and teaching the topics are addressed concurrently with the content.

MA-504. Statistics Probability & Discrete Math. 3 Credits.

Topics include collecting, summarizing, and interpreting data, sampling techniques, fundamental concepts of probability, counting techniques, Euler and Hamiltonian circuits, shortest distance algorithms, and associated mathematical processes. Methods for learning and teaching the topics are addressed concurrently with the content.

MA-506. Geometry for Middle School. 3 Credits.

Metric and US standard measurement, inductive and deductive reasoning, Euclidean geometry of two and three-dimensional figures including, but not limited to: area, perimeter, volume, surface area, congruency, similarity, rotation and transformation. Coordinate geometry, iteration and fractals, geometry in the world around us, and associated mathematical processes. Methods for learning and teaching the topics are addressed concurrently with the content.

MA-510. Operations Research I. 3 Credits.

Overview of OR linear programming, including sensitivity analysis transportation and assignments algorithms PERT-CPM. Extensive use of software packages.

MA-520. Operations Research II. 3 Credits.

Review of probability (assumes students meet admissions requirements regarding probability and statistics) queuing theory inventory theory forecasting decision analysis. Extensive use of software packages.

MA-530. Modeling and Simulation. 3 Credits.

Overview of computer simulation building computer simulation models Markov chains simulation of queuing and inventory problems Monte Carlo Techniques.

MA-691. Implementation of Research in Math Ed. 3 Credits.

Teachers will develop and implement lesson and unit plans based on their research into the mathematics curriculum.

NU Courses**NU-510. Current Issues in Health Care. 2 Credits.**

An in-depth analysis of current issues related to health care and health care delivery systems. The impact of managed care on nursing practice. (Level 1, no prerequisites).

NU-512. Nursing Theory. 3 Credits.

Critical analysis of nursing theories and their application to practice, research, administration and education. The history and process of theory development in the discipline of nursing are explored. (Level 1, no prerequisites).

NU-515. Health Care Fin & Managed Care. 3 Credits.

An examination of concepts related to health care financing. Emphasis will be placed on budget preparation, cost benefit analysis, managed care and on developing an understanding of reimbursement systems. (Level 1, no prerequisites).

NU-520. Research: Design & Utilization. 3 Credits.

Critique and design of nursing studies. Exploration of scientific modes of inquiry for theory development and nursing practice. Emphasis is placed on the utilization of research findings for client outcome evaluation. (Level 1, Pre or co-requisite: Nursing Theory).

NU-530. Concepts in Clinical Nursing. 2 Credits.

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

NU-535. Client Education: Strategies. 2 Credits.

Theory-based analysis of the pluralistic determinants of health related behaviors. Exploration of the use of current theoretical frameworks for the design, implementation and evaluation of intervention strategies in education of clients. Use of community resources for client education are stressed. (Level 1 or 2, no prerequisites).

NU-536. Advanced Pathophysiology. 3 Credits.

This course presents a systems approach to the physiological processes and pathological changes that impact human health and illness. (Level 1, no prerequisites).

NU-537. Pharmacology: Prescriptive Pract. 3 Credits.

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 1, no prerequisites).

NU-538. Family Systems and Dynamics. 2 Credits.

The course incorporates concepts from family systems theory, role theory and life span development. The family and community are analyzed using a pluralistic perspective. Family functioning and change in times of crisis are explored (Level 1, no prerequisites).

NU-540. Practicum in Clinical Nursing. 2 Credits.

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

NU-542. Adv Health Assessmt & Diagnostic. 3 Credits.

A holistic and pluralistic approach to the comprehensive health/physical assessment of the adult-geriatric client. Principles of risk assessment are integrated. The student's ability to evaluate assessment data and select diagnostic tests is developed. Includes theory and laboratory (5 hours/week) component. (Level 1).

NU-550. Administration : Health Care Org. 3 Credits.

Examination of the administrative process in a variety of health care organizations. Incorporates analysis of leadership skills, understanding of health care economics, role and function of the administrator and consideration of the ethical issues inherent in the current managed care environment. (Level 2, Prerequisites: Financial Concepts, Human Behavior in Organizations).

NU-555. Case Management I. 3 Credits.

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

NU-558. Adv Practice Adult-Gero Nursing I. 3 Credits.

An intensive study of common acute and stable chronic problems of adult-geriatric clients seen in primary health settings. Health promotion and disease prevention are stressed. Students develop the knowledge and skills to assess, diagnose and evaluate these common conditions. Pathophysiology, risk factors, diagnostic tests and therapeutic management are discussed. Pluralistic as well as lifestyle factors, including nutrition and pharmacotherapy are explored in relation to the specific conditions. (Level 2).

NU-565. Practicum in Nursing Adm. 2 Credits.

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

NU-568. Adv Practice Adult-Gero Nursing Prtum I. 4 Credits.

This practicum course affords the student the opportunity to apply advanced knowledge and skills of health promotion, maintenance and disease management to plan therapeutic regimens for adult-geriatric clients in primary care settings. Advanced practice role socialization is developed. Legal, ethical and financial issues related to advanced practice are integrated (270 clinical hours are required for this course). (Level 2).

NU-570. Case Management II. 3 Credits.

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 3).

NU-572. Adv Practice Adult-Gero Nursing II. 3 Credits.

Continuation of theory presented in NU-558. An intensive study of common acute and stable chronic problems of adult-geriatric clients seen in primary 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 2) Coreq: NU-582.

NU-575. Perform Improv : Hlth Servc Org. 3 Credits.

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

NU-580. Case Mgt Practicum & Seminar. 3 Credits.

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

NU-582. Adv Pract Adult-Gero Nrsing Practicum II. 4 Credits.

A continuation of clinical experience in NU-568. This practicum course affords the student the opportunity to apply advanced knowledge and skills of health promotion, maintenance and disease management to plan therapeutic regimens for adult-geriatric clients in primary care settings. Advanced practice role socialization is developed. Legal, ethical and financial issues related to advanced practice are integrated (270 clinical hours are required for this course). (Level 2) Prereq: NU-572 Coreq: NU-572.

NU-586. Adv Pract Nursing Project. 1 Credit.

Opportunity to develop and present a scholarly project related to a topic in advanced nursing practice. (Level 2) Coreq: NU-582.

NU-598. Graduate Nursing Tutorial. 1 Credit.**NU-599. Advanced Independent Study in Nursing. 1 Credit.**

The opportunity to create an assignment. Students investigate a topic of interest or design and execute a project or participate in an internship experience. Consent of instructor is needed prior to registering.

NU-601. Curr Dev & Theory in Nrsng Ed. 3 Credits.

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

NU-603. Eval Crit Role Nrs. Ed Safe Pt. 3 Credits.

This course provides the learner the opportunity to explore the role of evaluator in multiple learning environments: the classroom, learning skills laboratory, simulation laboratory, and patient care facilities. Emphasis will be on the process as well as the need for a systematic approach for assessment. Prereq: NU-601.

NU-700. Scientific Underpinning for APN. 3 Credits.

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

NU-710. HC Economics Financing & Managed Care. 3 Credits.

This course will provide the advance practice nurse with an understanding of budget planning, cost benefit analysis, managed care, and the reimbursement system as it involves both the direct and indirect advanced practice nurse.

NU-715. Hlth Service Org:performance Improvement. 3 Credits.

Health Service Organizations: Performance Improvement: Emphasis is on health care improvement strategies and has been successful in the health care organizations to improve quality of care, patient outcomes, patient satisfaction, and cost reduction strategies.

NU-720. Analyt Meth: Transitioning to EBI. 3 Credits.

In this course students will, via systematic reviews of research studies, bring research-based and other evidence to practice settings clinical guidelines or policies that have been substantiated to result in quality health care outcomes. 50 hrs are earned towards required 500.

NU-722. Epid & Pop Genetic Risk Factors Interpre. 3 Credits.

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

NU-750. HC Policy: Legislation & Strategies. 3 Credits.

Advanced practice nurses cannot afford to be apolitical and this course will discuss health care policy and it processes at the local, state, national, and global events.

NU-755. Ethical & Legal Parameters for APN. 3 Credits.

This course will examine the relationship between the legal directives and ethical principles as they influence advance practice nursing for both direct and indirect roles. Prereq: NU-700.

NU-760. Hlth Prom Hlth Disp Within Urbn Env't. 3 Credits.

While health promotion is the goal, health disparities is the reality especially among the adult urban population where most of our students find themselves practicing. This course will address the reality of this aggregate patient population and their needs.

NU-785. Leadership & Communications for APN. 3 Credits.

Whether students are in the direct or indirect roles, they need to become accomplished leaders and communicators. This course will address these essential skills in order to advocate for their practice, patients, health care facility, or profession.

NU-801. Residency 1 - Direct Track. 4 Credits.

Residency I - Designed for Advanced Practice Candidates - clinical focus - 225 hrs.

NU-802. Residency II - Direct Track. 4 Credits.

Residency II - Designed for Advanced Practice Candidates - clinical focus - 225 hrs.

NU-803. Residency 1 - Indirect Track. 4 Credits.

Residency I - Administrator/Executive Role within Health Systems - 225 hrs.

NU-804. Residency II - Indirect Track. 4 Credits.

Residency II - Administrator/Executive Role within Health Systems - 225 hrs.

NU-846. DNP Capstone Project Seminar I. 2 Credits.

Working on capstone with advisors.

NU-848. DNP Capstone Project Seminar II. 2 Credits.

Completion of capstone and scholarly presentation. Prereq: NU-846.

NU-849. Continuous Capstone Matriculation. 0 Credits.

If students have not completed the Capstone Scholarly Project by the completion of Seminar II (NU-848), they will be expected to register for this course, Continuous Capstone Matriculation, EACH semester until the project is completed, presented, and signed by committee.

PA Courses**PA-501. Intro Public Administration & Service. 3 Credits.**

Introduce students to the practice and study of public administration through the examination of historical decision-making, public policy and management of public agencies and non-profits as they operate within their environments. Provide students an opportunity to develop core competencies, such as self-awareness and relationship to other fields, vital to becoming a public or non-profit administrator.

PA-510. Ethics and Society. 3 Credits.

Students survey ancient, modern, and contemporary normative frameworks and methods of ethical inquiry. These normative frameworks, derived from moral philosophy, moral theology, and political philosophy, will be engaged to critically question urgent and contemporary social matters and policies. Case studies of ethical leadership and professional ethics will provide models of right thinking and conduct within the professions. Finally, inquiry will be made into how we might understand the common good as well as how to work to achieve it.

PA-511. Internship (Domestic or International). 3 Credits.

Designed to provide students the opportunity to utilize their academic study with exposure to public sector and/or non-profit environment(s). This experience provides students greater understanding of the practical challenges faced by public sector and non-profit entities. Prereq: PA-501 PA-510 PA-520 PA-540.

PA-512. Sustainability in Public Administration. 3 Credits.

What have we done to our environment and what are our obligations to change this? These questions are very consistent with the Jesuit Mission of the College. The class will look at the roots of past environmental disasters, as all was alternative responses to avoid future crisis. Much of the work in this class will be with community advocacy organizations. Prereq: PA-501.

PA-513. Advanced Independent Study in Public Adm. 3 Credits.**PA-514. Health Care Issues. 3 Credits.**

Health care is unbalanced in this country. This course will explore the causes for this, ranging from a lack of medical care in low-income neighborhoods. Community groups will play an important partnership role for this course. Content in this course will link the healthcare to planning techniques, data collection and analysis, in the context of community needs.

PA-520. Analytical Methods for Public Admin. 3 Credits.

An examination of statistical techniques, analytical methods, data analysis and research strategies appropriate for decision making in the public sector. Case studies of these methods will explore concrete issues. Students will learn how data is used in Public Administration to measure current statuses as well as to infer future trends. Students will leave the course with the ability to incorporate Data Based Decisions.

PA-530. Public Sector Finance and Budget. 3 Credits.

Budget concepts and processes used by public sector entities and nonprofits. Provides essential skills necessary to analyze budgetary process and understand management of nonprofit as well as public sector agencies. There will be specific emphasis on New Jersey legislative and regulatory guidelines.

PA-540. Leadership in Org Conflict Res & Pub Ser. 3 Credits.

This course focuses on models, qualities and characteristics of leadership within the public and non-profit sectors. Emphasis on the distinction between leadership and management is crucial cornerstone for this class. Students will be introduced to various leadership frames and skills, such as strategic management, team building, shared vision, pluralism, empowerment, agenda setting, and human resource management. Central to this class is the examination of how disputes are resolved from the perspectives of management, law, government, media, labor and the public will be central to this course.

PA-550. Quantitative Methods for Public Admin. 3 Credits.

Students will learn how data is used in Public Administration to measure current statuses as well as to infer future trends. Students will leave the course with the ability to incorporate Data Based Decisions. Includes computer simulation of public policy and management issues. Students will use computer-based programs such as SPSS, Deep Democracy, Appreciative Inquiry, Open Space Technology and Scenario Planning. Prereq: PA-501 PA-510 PA-520 PA-530 PA-540.

PA-555. Public Policy: Processes Eval & Funding. 3 Credits.

This course will investigate how allocated money is used, with special emphasis on how grants (government and private) can provide much more room for innovation. Policy development, implementation, and evaluation is explored. Methods to assess policies are discussed. Public agencies are often defined and redefined by the funding sources. American intergovernmental relations and assistance structures techniques for researching, planning, writing, packaging and lobbying grant and contracts are discussed. Prereq: PA-501 PA-510 PA-520 PA-530 PA-540.

PA-560. Inclusive Leadership for Social Change. 3 Credits.

This course explores how goals are defined, including identifying purpose, generating broad-based support and engaging communities to affect change. An appreciation of collaborative leadership within and external to groups will be the primary outcome of this class. This course will also explore leadership and advocacy in global as well as domestic settings. Prereq: PA-501 PA-510 PA-520 PA-530 PA-540.

PA-565. Seminar in Social Justice. 3 Credits.

This seminar in social justice introduces the student to principles and public practices of social justice on local, national and global levels. It will think through the social construction of injustice and oppression as well offering frameworks for empowerment and social justice. Once the foundational work is completed in the seminar, students will engage in intensive and specialized readings in areas such as inequality, impoverishment, climate change, racism, sexism, heterosexism, ableism, etc. as well as in social movements, nonviolent social change, etc. Both the conceptual and case study work of the class will, in the words of Pedro Arrupe, S.J. (Men and Women for Others") allow us to evaluate whether or not our social policies are just and how are to "resist and reform unjust social structures." Prereq: PA-501 PA-510 PA-520 PA-530 PA-540".

PA-570. Information Technology & Public Admin. 3 Credits.

This class will explore information systems and applications for the role of the manager with project management, performance criteria and support. Covered is information technology support (human resources) and staff demands the role of vendors/contractors the digital divide developing information technology goals and performance criteria. Prereq: PA-501 PA-520.

PA-580. Capstone Project. 3 Credits.

Seminar in which students produce a final team project. The project may involve public policy research, intensive study of a public or non-profit organization, development of a theory for new or amended policy, or other pre-approved topic. Project may be an outcome of an internship or work with other public agencies. Prereq: # PA-501 PA-510 PA-520 PA-530 PA-540 # PA-550 PA-555 PA-560 PA-565 PA-570.

TU Courses

TU-590. Study Abroad. 6 Credits.

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