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About the University

Graduate

This graduate catalog was prepared in August 2015. The information is subject to change. The material herein applies to the 2015-16 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

Welcome

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

Graduate Programs

Saint Peter's offers the following graduate programs:

Master of Arts in Education. With concentrations in Educational Leadership, 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 Data519996645Wic

Admission Information

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

Credit for Undergraduate and Graduate Course Work

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

Academic Advisement

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

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

About the University

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

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

Accreditations

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

The Saint Peter's Libraries

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

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

Day(s) of Week	Hours of Operation
Monday-Thursday	8:00 A.M. - 11 P.M.
Friday	8:00 A.M. - 5:00 P.M.
Saturday	9:00 A.M. - 5:00 P.M.
Sunday	Noon - 11:00 P.M.

The Englewood Cliffs Library is normally open from 9:00 A.M. to 8:00 P.M., Monday through Thursday, from 9:00 A.M. to 4:30 P.M. on Friday, and from 9:00 A.M. to 4:00 P.M. on Saturday. If you need access to books or articles that are not in our collection, we can usually obtain them on interlibrary loan within 2 to 3 weeks. We can also provide you with a referral card to other metropolitan area libraries. We are only minutes from the Research Libraries of the New York Public Library on 42nd Street in Manhattan and its new building, the Science, Industry and Business Library (SIBL) on 34th Street. Students and faculty also have free access to other state-supported university libraries in New Jersey.

Campuses

The main campus of Saint Peter's University has long been a landmark on Kennedy Boulevard in Jersey City. The New York City skyline, visible from Jersey City, is a constant reminder of the University's proximity to a major cultural center. In 1975, Saint Peter's University established a branch campus at Englewood Cliffs located on the Palisades one mile north of the George Washington Bridge. The University offers courses at other locations as well.

Graduate Programs

Business Programs

Master of Business Administration (MBA)

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

Master of Science in Accountancy

Dual MBA/MS in Accountancy

Communication Program

Master of Arts in Strategic Communication (p. 31)

Data Science Program

Master of Science in Data Science

Education Programs

Master of Arts in Education

Educational Leadership
Reading

School Counseling
Special Education
Teaching

Doctor of Education: Educational Leadership (Higher Education)

Doctor of Education: Educational Leadership (K-12)

Nursing Programs

Master of Science in Nursing (MSN)

Case Management/Nursing Administration
Primary Care - Adult-Gerontology Nurse Practitioner

Post-Master's Certificate - Adult-Gerontology Nurse Practitioner (p. 67)

RN to MSN Bridge Option (p. 57)

Doctor of Nursing Practice (DNP)

Public Administration Program

Master of Public Administration (MPA)

Mission Statements of the Graduate Programs

Master of Science in Accountancy (MSA)

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

Master of Business Administration (MBA)

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

Master of Education (M.Ed.)

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

Master of Science in Nursing (MSN)

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

Master of Public Administration (MPA)

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

Master of Arts in Strategic Communication (MA)

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

Master of Science in 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.)

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

Doctorate in Nursing Practice (DNP)

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

Symbol	Subject
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the ordering site. On-line orders for same-day service must be received by 4:00 pm Monday through Friday to be processed the same day. No service is available on weekends or official University holidays as indicated on the Academic Calendar. Unofficial transcripts are no longer provided by the Enrollment Services Center. Students with SPIRIT online access may view their unofficial transcripts online; students who do not have access to SPIRIT online must request an official transcript. No transcripts or certifications will be released to students who have unpaid financial obligations to the University.

Satisfactory Academic Progress and Continuing Enrollment

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

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 re#release official copies of documents submitted for admission, scholarship application, or any other academic reason. This includes, but is not limited to, High School and non# Saint Peter's University transcripts. A student may request copies of materials in the academic file; the copies provided will bear a "FILE COPY" watermark. The student's signature is required to release copies of any documents from the academic file. Saint Peter's University follows the *American 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 the University Registrar, who will explain the ramifications and provide a statement for you to sign as indication you do not want Directory Information released.

Policy Notification

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

Enrollment Services Center

University Registrar

2641 John F. Kennedy Boulevard

Jersey City, NJ 07306

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

registrar@saintpeters.edu

General Application Requirements

All applicants to graduate study must submit application forms and official transcripts from all previously attended institutions of higher education. In addition, each program has additional application requirements which can be found in the specific graduate program's application requirement section. These requirements may include letters of recommendation, personal statements, standardized test scores, for example. It is the applicant's responsibility to submit all application requirements in a timely manner and ensure that all materials are received by the Admission Office. All documents provided are the property of Saint Peter's University and will not be returned to the applicant. Please retain copies before submission. Applications are retained by the Office of Graduate and Professional Studies Admission for one year.

How to Apply:

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

Office of Graduate and Professional Studies Admission

Saint Peter's University

2641 Kennedy Boulevard

Jersey City, NJ 07306-5997

All questions can be directed to **GPSA**

Graduate Business

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

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

Master of Business Administration (MBA)

The MBA curriculum reflects a total of 48 credits:

Level I Core Courses (24 credits)

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

Level III Capstone (3 credits)

Concentrations in:

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

Master of Science in Accountancy (MSA)

The MSA curriculum reflects a total of 30 credits:

Level I Core Courses (15 credits)

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

Combined Degrees MBA/MSA

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

Level I MBA Core Courses (24 credits)

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

Level III Capstone (3 credits)

Program Availability

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

Degree Requirements

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

Advisement

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

Transfer Credit

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

Time Limitation

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

Admission Requirements

Graduate Business

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

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

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

Recommendation letters should comment on the following areas:

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

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

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

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

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

Evaluation of Applications

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

Ways to Apply

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

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

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

MBA Concentrations

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

MBA Concentrations (Level II)

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

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

Finance		9
FN-535	International Finance (required)	
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 and Risk Management	
GB-672	Current Issues and Policies in Health Care	
GB-673	Health Care Administration I	
GB-674	Health Care Administration II	
Human Resources Management (all courses are required)		9
GB-619	Employment Law	
GB-620	Leadership	
GB-621	Human Resources	
International Business		9
GB-625	International Business (required)	
Choose two of the following:		
FN-535	International Finance	
GB-627	Culture in International Business	
GB-643	International Marketing	
Management		9
GB-620	Leadership	
Choose two of the following:		
GB-628	Organizational Theory	
GB-633	Executive in Residence Seminar	
or GB-634	Executive Seminar: Business Strategy II	
Management Information Systems		9
GB-632	Negotiations and Conflict Resolution	
CS-661	E-Commerce Technology (required)	
Choose two of the following:		
CS-663	Database and Knowledge Management Systems	
CS-665	Analysis and Development of Information Systems	
GB-626	Business Systems Interruption	
Marketing		9
GB-641	Marketing Strategy (required)	
Choose two of the following:		
GB-643	International Marketing	

GB-644	Internet Marketing	
GB-645	Marketing Research	
Risk Management		9
GB-629	Enterprise Risk Management (required)	
Choose two of the following:		
AC-541	Internal Controls and Sarbanes Oxley Compliance	
GB-630	Strategic Risk Management	
GB-631	Risk Management and Insurance	

Capstone

GB-699 Corporate Strategy: Initiation to Implementation

Electives - 9-12 credits

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

Choose 3 or 4 courses

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

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

Graduate Communication

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

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

Program Availability

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

Degree Requirements

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

Advisement

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

Time Limitation

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

Curriculum - Masters in Strategic Communication

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

Level I

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

Level II

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

Total Credits

36

Admission Requirements

Graduate Communication

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

International Students

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.

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.

All Documents Should be Sent to:

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

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

Transfer Credit

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

Graduate 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 undergraduate degrees in science, mathematics, computer science or engineering and are interested in pursuing careers in industry-specific analytical fields (e.g. technology, pharmaceutical, research, government, public health, entrepreneurship financial, business, etc.).

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

Program Availability

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

Degree Requirements

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

Advisement

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

Time Limitation

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

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

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

Level I

DS-510	Introduction to Data Science	3
DS-520	Data Analysis and Decision Modeling	3
DS-530	Database and Data Warehousing	3
DS-540	Statistical Programming	3

Level II

DS-600		
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DS-670	Capstone: Business Analytics	3
Total Credits		36

Admission Requirements

Graduate Data Science

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

International Students

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.

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.

All Documents Should be Sent to:

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

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

Transfer Credit

A maximum of six (6) graduate credits of equivalent course work may be transferred from other accredited PQ112 CilJohn tvidua7.3990ansmuers. Trhersiw4;shmwo7gTing.

- 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 Documents Should be Sent to:

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

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

Director of School Counseling Services Certification

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

Required Courses

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

Doctor of Education: Educational Leadership

assessing the candidates' academic and scholarly ability by having them select possible solutions to practical problems and situations. Students will receive a grade of either Pass or Fail.

Policy on Failure

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

Completion Requirements

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

1. Admission to the program.
2. Matriculation accomplishment.
3. Advancement to candidacy.
4. Successful completion of 48 graduate credits at the doctorate level.
5. Nine graduate credits related to educational leadership could be transferred into the program in consultation with the Dean.
6. Completion of 15 foundations credits (including 3 research credits) and 27 professional concentration credits.
7. Successful oral defense of a doctoral-level dissertation.

Transfer Credit

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

Time Limitation

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

Master of Arts in Education: Educational Leadership

Master of Arts in Education: Educational Leadership

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

Foundational Courses

GE-500	Historical and Philosophical Foundations of Education	3
GE-502	Psychological Foundations of Learning	3
GE-505	Directed Research in Education	3

Required Courses

GE-510	Principles of Curriculum Development	3
GE-511	Principles and Problems of School Administration	3
GE-512	Assessment of Student Ability and Achievement	3
GE-513	Fundamentals of Elementary and Secondary Supervision	3
GE-514	School Finance	3
GE-516	School Law	3
GE-528	Internship in Administration and Supervision I ¹	3
GE-529	Internship in Administration and Supervision II ¹	3

Approved Electives		3
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Total Credits		36
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¹ An internship of 150 hours is required for Administrator Certification, 300 hours for Principal, and 450 hours for Chief School Administrator.

Master of Arts in Education: Reading

The concentration in reading, designed for qualified teachers who desire in-depth training as specialists in the

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

Foundation Courses

GE-500	Historical and Philosophical Foundations of Education	3
GE-502	Psychological Foundations of Learning	3
GE-505	Directed Research in Education	3

Required Courses

GE-510	Principles of Curriculum Development	3
GE-512	Assessment of Student Ability and Achievement	3
GE-540	Fundamentals of Methodology	3
GE-555	Computers in Curriculum Design and Evaluation	3
GE-570	Foundations of Reading Curriculum	3
GE-547	Student Teaching (or 9 credits of additional electives if not required) ¹	8
Approved Electives		3

Total Credits **35**

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

Master of Arts in Education: School Counseling

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

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

Required Courses

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

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

Dr. Michael Finetti, *Director*

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

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

Master of Arts in Education: Special Education, Literacy

Dr. Michael Finetti, *Director*

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

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

Required Courses

GE-614	Overview of Educational Disabilities and Foundations for Specialized Instruction	3
GE-616	Effective Classroom Management and Behavior Intervention	3
GE-617	Assisting in the General Education	3
GE-618	Assessment Techniques for Students with Disabilities	3
GE-570	Foundations of Reading Curriculum	3
GE-571	Diagnosis and Treatment of Children with Learning Disabilities	3
GE-574	Diagnosis of Children with Reading Problems	3
GE-577	Research Seminar in Literacy	3
GE-652	Curriculum Development for Students with Disabilities	3

Approved Electives

Select two of the following:		6
GE-615	Instructional Strategies for Students with Disabilities	
GE-653	Assistive Technology - Uses and Applications	
GE-654	Strategies for Home, School and Community Relationships	
GE-655		

Middle School Mathematics Certification

For students who have six credits of math on the undergraduate level and instructional certification for K-5 who wish to pursue certification as a Middle School Mathematics Teacher.

Required Courses

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

Professional/Associate Counselor Certification

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

Required Courses

GE-674	Family Therapy	3
GE-675	Ethics, Law and Professional Issues in Counseling	3
GE-676	Case Studies in Counseling	3
GE-677	Community Mental 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

Teacher of Students with Disabilities Certification

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

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

Teaching Certification

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

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

Graduate Nursing

The baccalaureate, master's and doctoral programs in nursing at Saint Peter's University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (<http://www.aacn.nche.edu/ccne-accreditation>)

Master of Science in Nursing

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

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

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

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

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

Program Availability

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

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

Degree Requirements

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

Advisement

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

Time Limitation

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

Graduate Nursing Curriculum RN to MSN Bridge Option

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

- Undergraduate statistics course - 3 credits.
- Undergraduate nursing research course - 3 credits.
- Undergraduate physical assessment course or equivalent as determined by Dean of Nursing or Coordinator of the graduate master's program for which the candidate wishes to apply.
- NU-470 Dimensions of Professional Nursing-also referred to as the "Bridge course"- 4 credits.

- 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.

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.

For the Doctor of Nursing Practice Program

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

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

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

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

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

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

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

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

Master of Science in Nursing Case Management

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

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

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

Level I (14 Credits)

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

Level II (12 Credits)

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

Level III (11 Credits)

NU-565	Practicum in Nursing Administration	2
NU-570	Case Management II	3
NU-580	Case Management Practicum and Seminar	3

Electives ¹

Select one of the following:		3
NU-536	Advanced Pathophysiology	
NU-537	Pharmacology for Prescriptive Practice	
NU-538	Family Systems and Dynamics ²	
NU-575	Performance Improvement in Health Service Organizations	
NU-599	Advanced Independent Study in Nursing ³	
GB-517	Business Ethics	
GB-621	Human Resources	
GB-629	Enterprise Risk Management	
GB-503	Statistics for Managers	
CS-510	Computer-Based Information Systems	

Total Credits

37

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

The 39 credit curriculum consists of core, cognate and role courses divided into two levels. Level I contains core and cognate courses which provide the foundation for graduate study in nursing and for the knowledge bases required for advanced practice. Coursework at this level includes: nursing, theory and research, current issues, health care financing and managed care, advanced pathophysiology, pharmacology for prescriptive 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 Financing and Managed Care	3
NU-520	Research: Design and Utilization	3
NU-535	Client Education: Strategies and Community Resources	2

Cognate Courses (11 Credits)

NU-536	Advanced Pathophysiology	3
NU-537	Pharmacology for Prescriptive Practice	3
NU-538	Family Systems and Dynamics	2
NU-542	Advanced Health Assessment and Diagnostic Reasoning	3

Level II

Specialty Courses (15 Credits)

NU-558	Advanced Practice Adult-Gerontology Nursing I	3
NU-568	Advanced Practice Adult-Gerontology Nursing Practicum I (300 hrs)	4
NU-572	Advanced Practice Adult-Gerontology Nursing II	3
NU-582	Advanced Practice Adult-Gerontology Nursing Practicum II (300 hrs)	4
NU-586	Advanced Practice Nursing Master's Project	1

Total Credits		39
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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 for Prescriptive Practice	3
NU-538	Family Systems and Dynamics	2
NU-542	Advanced Health Assessment and Diagnostic Reasoning	3
NU-558	Advanced Practice Adult-Gerontology Nursing I	3
NU-568	Advanced Practice Adult-Gerontology Nursing Practicum I (300 hrs)	4
NU-572	Advanced Practice Adult-Gerontology Nursing II	3
NU-582	Advanced Practice Adult-Gerontology Nursing Practicum II (300 hrs)	4
Total Credits		25

Graduate Public Administration

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

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

Program Availability

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

Degree Requirements

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

Advisement

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

Time Limitation

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

Curriculum - Master of Public Administration

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

Level I

PA-501	Introduction to Public Administration and Service	3
PA-510	Ethics and Society	3
PA-520	Research and Analytic Methods	3
PA-530	Public Sector Finance and Budgeting	3
PA-540	Leadership in Public and Non-Profit Sectors	3
PA-550	Quantitative Methods for Public Administration	3

Level II

PA-555	Public Policy	3
PA-560	Community Organizing and Development	3
PA-565	Seminar in Social Justice	3
PA-570	Managing Information Technology	3
PA-580	Capstone Project	3

Electives (Select One Course) 3

PA-511	Internship (Domestic or International)	
PA-512	Sustainability in Public Administration	
PA-513	Advanced Independent Study in Public Administration	

Total Credits

36

Admission Requirements

Graduate Public Administration

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

International Students

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

BM Courses

BM-510. Human Behavior in Organizations. 3 Credits.

Integration of behavioral science theory, concepts, research and techniques for understanding human behavior in organizations. Topics include motivation, personality, supervision and leadership, job satisfaction, communications.

CS Courses

CS-510. Computer-Based Information Systems. 3 Credits.

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

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 and Knowledge Management Systems. 3 Credits.

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

CS-665. Analysis and Development of Information Systems. 3 Credits.

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

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.

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 uol

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 II. 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. Data Analysis and Decision Modeling. 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 and 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.

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 and Innovation. 3 Credits.

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

GB-624. Technology for Managers. 3 Credits.

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

GB-625. International Business. 3 Credits.

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

GB-626. Business Systems Interruption. 3 Credits.

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

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

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

GB-628. Organizational Theory. 3 Credits.

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

GB-629. Enterprise Risk Management. 3 Credits.

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

GB-630. Strategic Risk Management. 3 Credits.

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

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

This course covers risk management from the perspective of insurable exposures that confront modern

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

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

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

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

GB-671. Health Care Financing and Risk Management. 3 Credits.

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

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

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

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

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

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

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

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

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

GB-693. Research Project. 3 Credits.

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

GB-695. Global Business Policy. 3 Credits.

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

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

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

GB-699. Corporate 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 and Philosophical Foundations of Education. 3 Credits.

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

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

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

GE-505. Directed Research in Education. 3 Credits.

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

GE-510. Principles of Curriculum Development. 3 Credits.

A study of the elements and principles of curriculum design and construction for teachers at the elementary and secondary school levels. This course considers the theoretical concerns of curriculum planning as well as the activities involved in carrying theory into practice.

GE-511. Principles and Problems of School Administration. 3 Credits.

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

GE-512. Assessment of Student Ability and Achievement. 3 Credits.

An overview of essential concepts and principles of classroom and school-wide formative and summative assessments such as PARCC. An examination of tests and trends in testing, namely, psychological, standardized, and achievement tests and the rationale and assumptions underlying these assessments. Consideration and evaluation of the types of tests commonly used such as PARCC, state, local, and national assessments as well as discussion of the interpretation of the results.

GE-513. Fundamentals of Elementary and Secondary Supervision. 3 Credits.

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

GE-514. School Finance. 3 Credits.

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

GE-516. School Law. 3 Credits.

A study of the legal framework in which public education operates. Federal and state laws affecting education and schools school laws relating to the State Department of Education, school districts, local boards of education and NJ 18A.

GE-528. Internship in Administration and Supervision I. 3 Credits.

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

GE-529. Internship in Administration and Supervision II. 3 Credits.

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

GE-540. Fundamentals of Methodology. 3 Credits.

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

GE-547. Student Teaching. 8 Credits.

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

GE-548. Teaching Internship I. 4 Credits.

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

GE-549. Teaching Internship II. 4 Credits.

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

GE-555. Computers in Curriculum Design and Evaluation. 3 Credits.

Application of computer in curriculum design, including areas such as instructional technology, research, communication with school community, and study skills use of the internet in formulating inter-disciplinary learning units to meet the New Jersey Core Curriculum Content Standards in all areas. The evaluation of the use of technology in school curriculum.

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

The nature of the reading process: material and techniques used in readiness, language experience, work analysis, basic text, comprehension, content area, study skills and speed reading. Introduction to research based models of reading instruction and curriculum development an analysis of New Jersey Core Curriculum Standards in language arts and literacy, and teaching reading across all areas of curriculum will be addressed.

GE-571. Diagnosis and Treatment of Children with Learning Disabilities. 3 Credits.

Theory and practice in identification, evaluation and remediation of learning disabilities. Understanding the role of the child study team and the development of an IEP. Introduction to legislation supporting students with disabilities. Summary of research on the human brain related to learning disabilities, formal and informal stages of referring students for learning evaluation.

GE-574. Diagnosis of Children with Reading Problems. 3 Credits.

Techniques for diagnosing elementary and high school students with reading difficulties, causes of reading problems evaluation of frequently used tests and inventories including group and individual, survey and diagnostic, formal and informal evaluations will be discussed as well as communication of results to parents and colleagues and a case study analysis of students with reading disabilities.

GE-576. Remediation of Children with Reading Problems. 3 Credits.

Remediation of elementary and high school students with reading difficulties interpretation of frequently used tests and inventories including group and individual, survey and diagnostic, formal and informal techniques of remedial and corrective treatment of reading disorders evaluation of materials used in remediation development of an IEP for reading.

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

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

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

Administering and supervising reading programs initiating programs conducting in service training developing a budget and conducting an evaluation of programs and personnel. Faculty development in areas of reading related to New Jersey Core Curriculum Standards.

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

Field experience: the opportunity for students to gain practical knowledge and experience in the fields of developmental and remedial reading instruction. Case study in diagnosis and remediation of instruction, supervised by a licensed reading specialist.

GE-596. Curriculum Enrichment Using Resources of the Metropolis. 3 Credits.

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

GE-599. Graduate Education Independent Study. 3 Credits.

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

GE-614. Overview of Educational Disabilities and Foundations for Specialized Instruction. 3 Credits.

Provides an overview and introduction to educational disabilities and special education. Characteristics and prevalence of a wide range of disabilities will be explored. Students will consider contemporary instructional approaches used for specialized populations.

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

Provides students with knowledge and skills necessary to provide instruction that is both individualized and aligned with core course expectations. Multi-sensory and multiple intelligence learning theories will be explored. Instructional emphasis will be provided on teaching techniques to assist their students in the development of their own strategies and skills with the ultimate goal of independent living.

GE-616. Effective Classroom Management and Behavior Intervention. 3 Credits.

Explores and considers behavior management theories and techniques. Recognition of behavior difficulties, consideration of behavior assessment devices and application of behavior management systems applicable to whole class and individual students will be provided.

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

Techniques and considerations to facilitate learning for all students will be explored. Examination of inclusionary learning theories such as differentiated instruction and universal instructional design will be emphasized. Course content will include adaptation of the learning environment, developing supports for special needs students using a collaborative approach and knowledge of in-class support methods.

GE-618. Assessment Techniques for Students with Disabilities. 3 Credits.

Students will be introduced to the use of assessment based decision making. Applications of assessment toward special education eligibility, informed instruction, and behavior management will be addressed. Background procedures and application of both functional and formal standardized testing will be examined. Students will gain familiarity with testing most frequently utilized for special needs populations.

GE-631. Behavioral Analysis I. 3 Credits.

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

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

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

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

This course focuses on behavioral research and methodology to evaluate interventions based on single-subject experimental decisions. Different behavior assessment and behavior intervention strategies will be examined.

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

This course will guide the student through the process of reviewing and analyzing data from a variety of sources, discussing various types of research designs, understanding the role of descriptive and inferential statistics, and the development and implementation of a thorough research project. Students will survey basic concepts, procedures and terminology used in education research. The ethical and legal aspects of conducting educational research and sampling techniques will be explored. The course is specifically designed to provide students with the necessary knowledge to interpret, evaluate, and apply research as it relates to special education and applied behavior analysis.

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

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

GE-652. Curriculum Development for Students with Disabilities. 3 Credits.

Students will gain knowledge about curriculum design, curricular adaptations, material selection and other pertinent instructional planning considerations for students with disabilities in both integrated and segregated settings. Appropriate focus and emphasis will be provided on the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards recommended by national and state associations specializing in special education instruction.

GE-653. Assistive Technology - Uses and Applications. 3 Credits.

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

GE-654. Strategies for Home, School and Community Relationships. 3 Credits.

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

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

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

GE-660. Introduction to Counseling. 3 Credits.

This course teaches students to understand what they need to be a counselor. Students will decide what the career of counselor is and whether or not they have the ability to become a counselor. The course explores various ideas used in counseling such as behavioral, psychodynamic and humanistic approaches. Students will understand the skills needed to be a successful counselor.

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

Interviewing is a skill which provides both learning and reflection. Developing skills in interviewing and counseling requires a careful observation of oneself as well as others. This process is a complex one. The objective of the course is to explore the proper interviewing techniques and individual counseling of a client. This course suggests exploration of a much more complex values agenda- the values which inform the choices that are made as a counselor. The skills learned in this course will create greater communication skills which is a major component in counseling.

GE-662. Group Counseling. 3 Credits.

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

GE-663. Career Counseling. 3 Credits.

This course provides the support needed in job searches. It not only supports students but challenges them as well. Students gain self-knowledge, educational planning skills, and career decision capabilities. These services act as educational tools while at the same time assist students the most with promoting their educational endeavors.

GE-664. College Counseling. 3 Credits.

Examination of college guidance and admissions process in its entirety will be investigated. Topics include early college awareness, parental involvement, exploring colleges using the internet, college fairs, campus visits and interviews, preparing your list of colleges. All aspects of completing individual college applications and the common application, SAT, ACT early decision, early acceptance, early action and financial aid issues such as the FAFSA, grants, scholarships, loans, EOF, and work study will also be explored.

GE-665. Crisis Counseling. 3 Credits.

Introduction of concepts and procedures utilized in crisis counseling for students, faculty/staff, parents, and the helpers/counselors themselves. Topics include: district and school crisis committees, planning relationships with outside agencies such as police, emergency medical services, and the American Red Cross. The utilization of psychiatric emergency services, psychiatric screening services and mental health hotlines, grief counseling, memorial/remembrance activities, individual crisis intervention, and post traumatic stress.

GE-667. Abnormal Psychology. 3 Credits.

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

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

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

GE-669. Community Agencies, Organizations and Resources. 3 Credits.

Students will examine the roles played by and relationships with institutions outside of the traditional educational setting who partner with, supplement, and at times supplant school counselors. Topics include DYFS, family, courts, police, 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.

GE-677. Community Mental Health and Wellness. 3 Credits.

Extensive investigations into preventing common will be explored. The course will focus on fostering good mental health or psychological wellness. The counselor is seen as functioning in an extremely proactive role and as a wellness educator. Topics include establishing peer mediation programs, suicide awareness, managing impulsivity, forming support groups, training peer counselors, developing study skills, learning stress reduction techniques, recognizing and dealing with depression, isolation, cultural differences, understanding issues in human sexuality, avoiding gang involvement, and improving ethnic, race and gender relations.

GE-801. Curriculum Development and Instruction. 3 Credits.

This advanced course concentrates on how curriculum is developed and implemented in organizational settings. The course is based on theoretical research, current societal issues, and school-based needs for accountability based education with specific strategies to foster learning, interventions, personalization and mastery of the curriculum. The students will analyze current curriculum standards and educational reform movements.

GE-803. School Policy Analysis. 3 Credits.

This course focuses on current educational and societal policy issues. Students will investigate historical and legal aspects of educational issues as well as the political principles of contemporary education. In order to gain a comprehensive understanding of educational policy, students will analyze the consequences and challenges in collecting policy information, incorporating various research methods, and implementing technology. Students will employ various resources to develop an extensive appreciation of the role of the educational leader in the American political and policy arena.

GE-805. Organizational Behavior and Leadership. 3 Credits.

This course focuses on the theoretical and practical implications of organizational behavior from a sociological perspective. Students will study organizational concepts such as diversity in the educational workplace, motivation and individual differences in organizations, group dynamics and decision-making, cooperation, teamwork, management, professional development and quality improvement programs.

GE-807. Statistics I. 3 Credits.

This course analyzes and applies descriptive and inferential statistics, elements of probability that support statistical theory, and theoretical distributions. Students will apply statistics to critical educational issues that require measurement, analysis, and decision making for organizational improvement. The students will also be required to design, conduct, and report a study that demonstrates their statistical skills.

GE-809. Research Design and Methods. 3 Credits.

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

GE-811. Qualitative Research Design and Analysis. 3 Credits.

This course is designed to develop proficiency in collecting, analyzing, and reporting qualitative data, using a variety of qualitative tools including ethnography, research interviews, content analysis, case studies, phenomenological studies, and participant observation. Prereqs: GE-801, GE-803, GE-805, GE-807, GE-809.

GE-821. Historical Foundations of Education. 3 Credits.

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

GE-822. Historical Trends in Higher Education. 3 Credits.

The history and development of higher education in the United States will be reviewed. Political and economic factors will be integrated into the curriculum. Current issues in diversity, globalization, international partnership, and online learning will also be explored.

GE-824. Innovative Strategies in Educational Leadership. 3 Credits.

This course focuses on innovative strategies in educational leadership in modern society and its impact on organizational efficacy and institutional change. Students will research and analyze the historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. Prereq: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-825. Ethical Foundations and Social Responsibility. 3 Credits.

This course concentrates on the responsibilities of the educational leader as an ethical exemplar, leader, and educator. Students will examine a variety of current ethical educational issues and develop effective moral decision-making skills.

GE-826. Data Driven Analysis and Implementation. 3 Credits.

This course will prepare teacher leaders and administrators to analyze, manage, interpret and make decisions based on the data that is commonplace in America's schools.

GE-829. Advanced Technology for Administrators. 3 Credits.

This course focuses on the role of the educational leader in utilizing emerging technologies to achieve and enhance school reform. This course will enable students to plan for the integration of emerging technologies into the design of the curriculum, instruction, research and assessment. Students will study contemporary technology issues and implications in the use of information and multimedia technologies in teaching and learning, communications and management. Students will research legal and ethical considerations in the planning, funding, professional development needs, and evaluation related to the use of educational technology. Prereqs: GE-801, GE-805, GE-807, GE-809.

GE-831. Accountability: Resource Allocation and Financial Management. 3 Credits.

GE-843. Administrative Internship K-12: Superintendent Certification. 3 Credits.

The course is aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards for School Leaders; and is supervised and taught by a former superintendent of schools/faculty member.

The administrative internship consists of a daily log of completed administrative activities promoting the success of all students; advocating, nurturing and sustaining a school culture conducive to learning; implementing a vision for

Basic and applied research on learning and brain development. The ISLLC standards are available at <http://www.isllc.org>. J 1 0 0 -1 0 56.298901

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-846. Survey Research. 3 Credits.

This course guides students through the process of designing and conducting a survey research project. This will include examining the decisions faced by a researcher during the design and implementation of the survey; sources of bias; questionnaire construction; recruitment; management of data sets.

GE-864. Administration and Governance of Higher Education. 3 Credits.

Overview of the organization, administrative roles and positions, administrative process, personnel management, and administrator relationships within various institutions of higher learning.

GE-866. Enrollment Management and Marketing. 3 Credits.

This course addresses fundamental principles of marketing and enrollment management in a higher education including branding, differentiation, forecasting, and public and alumni relations. Discussion of strategic enrollment management processes includes legal and regulatory considerations related to student recruitment, financial aid, and diversity issues, as well as aligning marketing and recruitment efforts with institutional mission and goals. This course will also explore applications of online social networking systems, digital media, and other communications tools, in

addition to traditional face-to-face methods. The course is also available as a certificate program. J 1 0 0 -1 0 288.62

GE-870. Dissertation Seminar I and Program Planning. 3 Credits.

This course examines fundamental principles of student learning and development, the implications for student programming and will explore strategies for effectively planning, organizing, and managing student services and programs, 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. 3 Credits.

This course will guide and assist in the development of the dissertation proposal, writing dissertation chapters, design, data analysis, preparing articles for publication, developing research proposals for professional conferences and other professional arenas. Emphasis will be placed on individual student work with their Mentor and Dissertation Committee members.

GE-872. Grants, Philanthropy, and Development. 3 Credits.

This course will focus on the importance of fundraising in Higher Education. Emphasis will be given to alumni relations, prospect development, foundation research, and proposal writing. Also included will be a primer on the

GE-876. Accountability: Assessment, Accreditation and Institutional Research. 3 Credits.

This course explores the role of assessment in higher education, with an emphasis on designing effective student learning outcomes and departmental goals; as well as institutional effectiveness strategies and review. Students will also be introduced to accreditation processes and how to use national institutional survey data to inform assessment.

GE-880. Practicum in Higher Education. 3 Credits.

The practicum is a supervised, professional experience in an approved college or university setting or public agency involved with higher education designed to develop skills applicable to college-based teaching, higher education administrative or policy.

GE-881. Advanced Independent Study in Higher Education. 3 Credits.

For doctoral students wishing to work with their mentor to study topics related to their dissertation.

MA Courses**MA-502. Elementary Math Functions and Models for Middle School. 3 Credits.**

Functions and equations, arithmetic and geometric sequences, mathematical methods, linear functions, difference equations, quadratic and cubic functions, exponential and logarithmic functions, domain and range, fitting a line to data and modeling, and associated mathematical processes. Methods for learning and teaching the topics are addressed concurrently with the content.

MA-504. Statistics, Probability and Discrete Math. 3 Credits.

Topics include collecting, summarizing, and interpreting data, sampling techniques, fundamental concepts of probability, counting techniques, Euler and Hamiltonian circuits, shortest distance algorithms, and associated mathematical processes. Methods for learning and teaching the topics are addressed concurrently with the content.

MA-506. Geometry for Middle School. 3 Credits.

Metric and US standard measurement, inductive and deductive reasoning, Euclidean geometry of two and three-dimensional figures including, but not limited to: area, perimeter, volume, surface area, congruency, similarity, rotation and transformation. Coordinate geometry, iteration and fractals, geometry in the world around us, and associated mathematical processes. Methods for learning and teaching the topics are addressed concurrently with the content.

MA-691. Implementation of Research in Math Education. 3 Credits.

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

NU Courses**NU-510. Current Issues in Health Care. 2 Credits.**

An in-depth analysis of current issues related to health care and health care delivery systems. The impact of managed care on nursing practice. (Level 1, no prerequisites).

NU-512. Nursing Theory. 3 Credits.

Critical analysis of nursing theories and their application to practice, research, administration and education. The history and process of theory development in the discipline of nursing are explored. (Level 1, no prerequisites).

NU-515. Health Care Financing and Managed Care. 3 Credits.

An examination of concepts related to health care financing. Emphasis will be placed on budget preparation, cost benefit analysis, managed care and on developing an understanding of reimbursement systems. (Level 1, no prerequisites).

NU-520. Research: Design and Utilization. 3 Credits.

Critique and design of nursing studies. Exploration of scientific modes of inquiry for theory development and nursing practice. Emphasis is placed on the utilization of research findings for client outcome evaluation. (Level 1, Pre or co-requisite: Nursing Theory).

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 deterF1 9e24.6Gheory TJ 1 0 0i2 reasoning, Euclly deve60 -1 0 6is ric heory TJ 1 0 0i2 reaso spUsigric heorytnal ef

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 for Prescriptive Practice. 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

PA-512. Sustainability in Public Administration. 3 Credits.

How can we endure in the face of environmental degradation, climate change, and resource limitations? These questions are integral to the university's commitment to inspire students to lead ethically, serve compassionately and promote justice in our ever-changing urban and global environment. The class will look at the roots of past environmental disasters, as well as alternative responses to avoid future crises. Much of the work in this class will be with local government and/or community advocacy organizations. Prereq: PA-501.

PA-513. Advanced Independent Study in Public Administration. 3 Credits.**PA-514. Health Care Issues. 3 Credits.**

By 2020, health care spending (including public, non-profit and private resources) will average almost \$14,000 for every man, woman and child. This course will explore ways that government and non-profit organizations can prevent diseases and improve health care in more efficient and equitable ways. Students will study the development, structure, and current issues associated with the delivery and utilization of health services. Health care topics covered include regulation, financing, insurance, and ethics along with a special emphasis on serving low-income communities.

PA-520. Research and Analytic Methods. 3 Credits.

A variety of research methods can be used to evaluate public programs, inform policy decisions, determine operating and capital requirements, and track the performance of existing programs. This class focuses on selecting and using appropriate methodologies, as well as assessing and communicating the strengths and weaknesses of completed research work. Students will learn tools and techniques that are needed to identify, utilize and interpret research make informed decisions and develop recommendations to other public administrators.

PA-530. Public Sector Finance and Budgeting. 3 Credits.

This course examines how governments obtain and spend financial resources. Students explore the socio-economic and political forces that shape the fiscal environment within which governments operate, as well as the fiscal relationship between local, state, and federal governments. Students will become familiar with the tools and methods used to determine, create, and analyze government tax and major expenditure policies. Key concepts that will be covered include budgeting, revenue sources, cost controls, and financial issues relating to public sector and non-profit institutions.

PA-540. Leadership in Public and Non-Profit Sectors. 3 Credits.

This course focuses on models, qualities and characteristics of leadership within the public and non-profit sectors. Emphasis on the distinction between leadership and management is a 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.

PA-550. Quantitative Methods for Public Administration. 3 Credits.

Public administrators need a solid understanding of statistical concepts and their actual applications. Rather than tedious number crunching and incomprehensible data manipulation, students in this course learn how statistics is really about creative information gathering and analysis. Statistical processes and procedures allow students to extract gems of information from tangled spools of data. Statistics also make it possible for public administrators to see beyond the often chaotic surface, get to the heart of the matter, and make decisions based upon quantitative data. Prereq: PA-501 PA-510 PA-520 PA-530 PA-540.

PA-555. Public Policy. 3 Credits.

Students will study the "who, what, when, where, and why" of the public policy making process by examining specific policy dilemmas and the roles of relevant institutions and actors. The various stages of the policy making process will be explored including defining problems, identifying policy options, evaluating alternatives, and making decisions. The complex inter-relationship between various levels of government, the non-profit and the private sectors will be highlighted. As part of a semester-long assignment, students will identify a local public policy problem and then evaluate potential alternatives to help solve the problem. Prereq: PA-501 PA-510 PA-520 PA-530 PA-540.

PA-560. Community Organizing and Development. 3 Credits.

Community organizing is the way people get together to bring about positive change in their lives and their communities. From potholes and litter to jobs and housing, local residents come together to improve their neighborhoods. Community organizing has been and always will be an essential tool to improving the quality of life of people and communities. In this course, through case studies and semester-long neighborhood-based projects, students will learn how community organizing and community development can be effective ways to improve people's lives. Prereq: PA-501 PA-510 PA-520 PA-530 PA-540.

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 TJ /F3 erves.

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.
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Communication with the University

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

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

Graduate Offices:

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

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

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

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

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

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

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

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¹ Bene Merenti

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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; M.B.A. Saint Peter's University

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

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

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

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

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

Englewood Cliffs Campus

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

Directions to Campus

From the New Jersey Turnpike:

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

From Kennedy Boulevard southbound:

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

From the West:

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

From the East:

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

From the PATH:

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

Directions To Englewood Cliffs Campus

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

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

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

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

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

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

From the north via route 9W:

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

Faculty

Graduate Business

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

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

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

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

Ethan L. Chazin (2014) Adjunct Lecturer, B.A. California State University - East Bay; M.B.A., George Washington University

John E. Dabney II (1979) Adjunct Lecturer, B.S., Saint Peter's University, M.B.A., Wagner College

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

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

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

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

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

Kevin A. Leeds¹ (1981) Chairman of Accountan61F1 9 Tf 1 0 0C. Campora

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.

Faculty

Graduate Communication

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)

Faculty

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

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

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

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

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

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. Jacobson¹ (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

¹ Bene Merenti

Faculty

Graduate Nursing

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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About the University

