

Master of Science in Nursing Case Management

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

Trimesters, Semesters, and Summer Sessions

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

Admission Information

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

Credit for Undergraduate and Graduate Course Work

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

Academic Advisement

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

- Graduate Education (201 761-6473) or jdoria@saintpeters.edu.
- Graduate Business or MS in Accountancy (201 761-6472) or lruvolo@saintpeters.edu.
- Graduate Nursing (201 761-7490) or lohare@saintpeters.edu.
- Graduate Communication (201 761-6330) or bdonovan@saintpeters.edu.
- Graduate Public Administration (201 761-6155) or pplotch@saintpeters.edu.
- Graduate Data Science (201 761-6470) or sjaume@saintpeters.edu.
- Graduate Cyber Security (201 761-6362) or emoskal@saintpeters.edu.

About the University

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

- Master of Arts in Education (1979)
- Master of Business Administration (1988)
- Master of Science in Accountancy (1996)
- Master of Science in Nursing (1997)
- Master of Arts in Criminal Justice Administration (2010)
- Doctor of Nursing Practice (2010)
- Doctor of Education (2010)
- Master of Arts in Strategic Communication (2013)
- Master of Public Administration (2013)
- Master of Science in Data Science (2014)
- Master of Science in Cyber Security (2016)

Accreditations

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

The Saint Peter's Libraries

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

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

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

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

Campuses

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

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

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.

Academic Policies

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

Instructions for Registering for Courses

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

Holds on Student Processing

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

Course Schedules

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

Admission Categories

Full Admission: An applicant who meets all admission requirements.

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

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

Grading System

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

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

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

Other Grades are:

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

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

Resolution of Grade Disputes

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

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

Repeating a Course for a Higher Grade

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Review

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

Enrollment Status

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

Filing for Graduation

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

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

Students with Special Needs

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

Official Written Communication to Students/Change of Address

Official University notifications to a student are s Co01y] TJ /F3 13 T 0 -1T0urodatons may include scheduling encement ceoY-

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

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

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)
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Enrollment Services Center

University Registrar

2641 John F. Kennedy Boulevard

Jersey City, NJ 07306

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

registrar@saintpeters.edu

General Application Requirements

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

How to Apply:

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

Office of Graduate and Professional Studies Admission

Saint Peter's University

2641 Kennedy Boulevard

Jersey City, NJ 07306-5997

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

Admission of International Students (Graduate)

Application Process

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

Application Type:

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

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

- Students must submit official transcripts in original language with English language translation/evaluation (if applicable). All students are required to submit a course-by-course evaluation of courses taken at the post-secondary level outside of the United States from a NACES approved evaluation service. Students applying to Nursing and Education must use the World Education Service (WES) evaluation services.
- Official copy of TOEFL, or IELTS if English is not the student's native language; students may also provide evidence of English proficiency from one of our approved language partners. GRE or GMAT may be used in lieu of TOEFL or IELTS.
- All applicants seeking an F-1 student visa or on a valid international visa are required to submit a Saint Peter's

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

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:

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

Graduate Business Registration

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

Master of Business Administration

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

Curriculum

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

MBA Degree:	48 Credits
Core Courses:	24 Credits
Concentration:*	9-12 Credits
Electives:*	12-21 Credits
Capstone:	3 Credits

*Note: Concentration and elective credits vary by program

Level I: Core Courses (24 credits)

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

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

Level II: Concentration (9-12 credits)

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

Level II: Electives (12-21 credits)

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

Level III: Capstone (3 credits)

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

MBA Concentrations

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

MBA Concentrations (Level II)

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

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

Finance		9
GB-535	International Finance (required)	
Choose two of the following:		
AC-570	Financial Statement Analysis	
GB-565	Derivative Markets	
GB-570	Investment Analysis	
Health Care Administration (all courses are required)		12
GB-671	Health Care Financing and Risk Management	
GB-672	Current Issues and Policies in Health Care	
GB-673	Health Care Administration I	
GB-674	Health Care Administration II	
Human Resources Management (all courses are required)		9
GB-619	Employment Law	
GB-620	Leadership	
GB-621	Human Resources	
International Business		9
GB-625	International Business (required)	
Choose two of the following:		
GB-535	International Finance	
GB-627	Culture in International Business	
GB-643	International Marketing	
Management		9
GB-620	Leadership	
Choose two of the following:		
GB-628	Organizational Theory	
GB-633	Executive in Residence Seminar	
or GB-634	Executive Seminar: Business Strategy II	
Management Information Systems		9
GB-632	Negotiations and Conflict Resolution	
GB-661	E-Commerce Technology (required)	
Choose two of the following:		
GB-663	Database and Knowledge Management Systems	
GB-665	Analysis and Development of Information Systems	
GB-626	Business Systems Interruption	
Marketing		9
GB-641	Marketing Strategy (required)	
Choose two of the following:		
GB-643	International Marketing	

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

Capstone

GB-699 Corporate Strategy: Initiation to Implementation

Electives - 9-12 credits

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

Choose 3 or 4 courses		9-12
AC-553	Corporate and Partnership Taxation (Acctg)	
AC-555	U. S. Taxation (Acctg)	
GB-555	Personal BBA m Q q 1 0 0 Strategy:b6Ff q 1 0 0 re f q 1 0 0 1 118 258.1 cm 0 0 0 0 1 1184 Tm tra 14 re f q 1 0 51	

MS in Accountancy Degree

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

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

Value of the MS in Accountancy Degree

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

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

Curriculum

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

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

Core Courses (15 Credits)

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

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

Risk Management Business Electives (9 Credits)

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

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

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

Open Electives (6 Credits)

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

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

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

Dual MBA/MS in Accountancy Degrees

The combined MBA/MSA program is a 63 credit program preparing individuals for senior financial and accounting

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

Level II: Concentration/Open Electives (15 Credits)

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

Level III: Capstone (3 Credits)

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

Admission Requirements

Graduate Communication

Graduate Cyber Security

Edward Moskal, Director, M.S. in Cyber Security

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

Program Availability

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

Degree Requirements

The degree requires 30 semester hour credits. A capstone course is taken the final semester of coursework. The capstone course provides students with the opportunity to carry out in depth research on a specified topic in cyber security. The student's project will reflect the integration and application of the cyber security knowledge gained over the course of the program.

Advisement

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

Transfer Credit

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

Time Limitation

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

Curriculum - Master of Science in Cyber Security

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

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

Admission Requirements

Graduate Data Science

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

International Students

See the General Application Requirements section of the catalog.

All Documents Should be Sent to:

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

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

Transfer Credit

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

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

Time Limitation

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

Admission Requirements

- Evidence of an instructional license.
- Additional requirements for international students.*

For Professional/Associate Counselor Certification Program

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

For the School Business Administrator Certification Program

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

For the Supervisor of Instruction Certification Program

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

For the Teacher Certification Program

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

For the Teacher of Students with Disabilities Certification Program

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

***International Students**

See the General Application Requirements section of the catalog.

All Docu sectwounselor

Director of School Counseling Services Certification

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

Required Courses

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

Doctor of Education: Educational Leadership

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

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

Course List

Level One - (Foundation - 15 Credits)

GE-801	Curriculum Development and Instruction	3
GE-803	School Policy Analysis	3
GE-805	Organizational Behavior and Leadership	3
GE-807	Statistics I ¹	3
GE-809	Research Design and Methods ¹	3

Qualifying Examination

Level Two - (Professional Concentration - 30 Credits)

GE-811	Qualitative Research Design and Analysis ¹	3
GE-825	Ethical Foundations and Social Responsibility	3
GE-826	Data Driven Analysis and Implementation	3
GE-829	Advanced Technology for Administrators	3
GE-831	Accountability: Resource Allocation and Financial Challenges	3
GE-833	Emerging Legal and Moral Issues Facing Executive Administrators	3

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

Policy on Failure

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

Completion Requirements

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

1. Admission to the program.
2. Matriculation accomplishment.
3. Advancement to candidacy.
4. Successful completion of 54 graduate credits at the doctorate level.
5. Nine graduate credits related to educational leadership could be transferred into the program in consultation with the Dean.
6. Completion of 15 foundations credits, 30 professional concentration credits, and 18 research credits.
7. Successful oral defense of a doctoral-level dissertation.

Transfer Credit

Transfer credits will be considered upon successful completion of the doctoral level examination in the academic course discipline. A maximum of nine (9) graduate credits could be transferred from other accredited universities. A minimum grade of 3.0 (B) is required in such courses. Transfer credit 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.

Doctor of Education: Educational Leadership (Higher Education)

The Doctor of Education (Ed.D.) program with a concentration in Higher Education is designed to prepare students for post-secondary leadership roles in community colleges, liberal arts colleges, as well as teaching and research universities. The Program's goal is to produce leaders who can effectively manage and formulate change while successfully navigating the forces inherent to higher education.

GE-811

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

Level One (15 Credits) Required for Qualifying Exam

GE-805	Organizational Behavior and Leadership	3
GE-807	Statistics I ¹	3
GE-809	Research Design and Methods ¹	3
GI		3
GE-825	Ethical Foundations and Social Responsibility	3

Qualifying Examination

Level Two (24 Credits) Required for Comprehensive Exam

GE-801	Curriculum Development and Instruction	3
GE-811	Qualitative Research Design and Analysis	3
GE-839	Statistics II ¹	3
GE-864		

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

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

Master of Arts in Education: School Counseling

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

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

Required Courses

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

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

Dr. Michael Finetti, *Director*

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

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

Required Courses

GE-614	Overview of Educational Disabilities and Foundations for Specialized Instruction	3
GE-616	Effective Classroom Management and Behavior Intervention	3
GE-617	Assisting in the General Education	3
GE-618	Assessment Techniques for Students with Disabilities	3
GE-631		

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		

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

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

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,

- Undergraduate nursing research course - 3 credits.
-

Admission Requirements

For the Master of Science in Nursing

Professional Memberships

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

Transfer Credit

A student must initiate the request for transfer credit and secure the necessary official transcript(s), transfer credit form, and the approval of transfer credit from the Coordinator of the Program in which the student is enrolled. A grade of B or better is necessary for all transfer credits that will be applied toward a degree. In the MSN or DNP pHProgr of TJ /F16SN ogsLary offpTJ

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

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

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

-

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,

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

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

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

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

The 39 credit curriculum consists of core, cognate and role courses divided into two levels. Level I contains core and cognate courses which provide the foundation for graduate study in nursing and for the knowledge bases required for advanced practice. Coursework at this level includes: nursing, theory and research, current issues, health care financing and managed care, advanced pathophysiology, pharmacology for prescriptive 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. *Advanced Practice A*

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		

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)

PA-511	Internship (Domestic or International)	3
PA-512	Sustainability in Public Administration	3
PA-513	Advanced Independent Study in Public Administration	3

Total Credits

36

Admission Requirements

Graduate Public Administration

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

International Students

See the General Application Requirements section of the catalog.

All Documents Should be Sent to:

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

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

Transfer Credit

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

Student-University Contract: Principles of Student Conduct

A. Statement of Purpose

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

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

B. Respect for Oneself

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

C. Respect for Others

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

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

F. Honesty

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

G. Standards of Classroom Behavior

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

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

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

The NET Student Handbook

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

University Code of Conduct

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

Tuition and Fees

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

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

Saint Peter's University Administration

General Administration

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Administrative Staff

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Kamla Singh, M.B.A., Registrar

¹ Bene Merenti

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Elnardo J. Webster, Ed.D. '69

Raymond A. Yannuzzi, D.A. '70

Faculty - Graduate Business

Graduate Business Faculty

Karl C. Alorbi (2002) Chairman of Business Administration Department, Assistant Professor, B.A., University of

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

Graduate Communication

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

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

Faculty - Graduate Cyber Security

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

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

Faculty - Graduate Data Science

Graduate Data Science

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

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

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

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

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

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

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

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

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

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

Faculty - Graduate Education

Graduate Education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Henry F. Harty¹ (1972) Professor Emeritus of Education, B.S., Saint Peter's College; M.S., Seton Hall University; Ed.D., Rutgers University

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

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

James P. 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

Faculty - Graduate Nursing

Graduate Nursing

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

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

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

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

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

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

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

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

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

Faculty - Graduate Public Administration

Graduate Public Administration

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

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

Nicholas Chiaravalloti (2011) Director of Community Engagement, B.A., The Catholic University; J.D., Rutgers University

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

Peter Herbst (2006) Adjunct Lecturer, B.A., Wv/F3 9 Tf 1 0 0gs J.D., RutgerM.S.Wf 1 urzweilTJ w

Libraries

Jersey City Campus

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

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

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

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

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

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

Englewood Cliffs Campus

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

Directions to Campus

From the New Jersey Turnpike:

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

From Kennedy Boulevard southbound:

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

From the West:

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

From the East:

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

From the PATH:

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

Directions To Englewood Cliffs Campus

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

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

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

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

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

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

From the north via route 9W:

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

Courses of Instruction

AC Courses

AC-501. Managerial Accounting. 3 Credits.

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

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

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

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

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

AC-541. Internal Controls and Sarbanes Oxley Compliance. 3 Credits.

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

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

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

AC-553. Corporate and Partnership Taxation. 3 Credits.

This course provides an in-depth analysis of factors affecting federal income tax planning and compliance for corporations and partnerships.

AC-554. International Taxation. 3 Credits.

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

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

BM Courses

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

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

CU Courses

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

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

CU-501. Strategic Communication Research. 3 Credits.

Strategic communication is the study of how organizations and individuals use communication to convey and influence their opinions in society. Public relations plays a major role. This course teaches the concepts of market research, and exposes students to the process of finding, analyzing and using information to make

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

This course is part class and part workshop, covering social networking and other trends that are producing complex and subtle changes in business communications. Topics include blogging, YouTube, Second Life and various social networking sites and their emerging role for private businesses, their products, and markets. Attention is paid to current trends in convergence, creativity, collaboration and community as modern media replaces earlier forms of communication and attracts more active --- and interactive ---audiences. The goal of the course is for students to familiarize themselves with various social networking theories, perspectives, sites, tools, and strategies, and to critique, consult on and create social networking plans. Prerequisites: CU-500 CU-501 CU-502 CU-504 CU-506 CU-508 OR GB-511.

CU-520. Global Corporate Communication. 3 Credits.

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

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

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

CU-590. Internship I. 3 Credits.

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

CU-591. Internship II. 3 Credits.

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

CY Courses**CY-510. Cyber Security and Risk Management. 3 Credits.**

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

CY-520. Cyber Security Legal Aspects and Ethical Concerns. 3 Credits.

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

CY-530. Cryptology. 3 Credits.

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

DS-520. Data Analysis and Decision Modeling. 3 Credits.

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

DS-530. Big Data and Data Management. 3 Credits.

This course explores foundational concepts of relational databases, data warehousing, distributed data management, structured and unstructured data, NoSQL data stores, and various database concepts. [s

DS-640. Predictive Analytics and Financial Modeling. 3 Credits.

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

DS-650. Data Law, Ethics and Business Intelligence. 3 Credits.

The increasing use of big data in our society raises legal and ethical questions. Business intelligence is the process of collecting and transforming raw data into meaningful and useful information for business purposes. This course explores the issues of privacy, data protection, non-discrimination, equality of opportunities and due process in the context of data-rich environments. It analyzes ethical and intellectual property issues related to data analytics and the use of business intelligence. Students will also learn the legal obligations in collecting, sharing and using data, as well as the impact of algorithmic profiling, industrial personalization and government. This course also provides an understanding of the important capabilities of business intelligence, the technologies that enable them and the management of business intelligence.

DS-660. Business Analytics. 3 Credits.

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

DS-670. Capstone: Big Data and Business Analytics. 3 Credits.

This course is structured as a capstone research practicum where students have an opportunity to apply the knowledge acquired in data science to interdisciplinary problems from a variety of industry sectors. Students work in teams to define and carry out an analytics project from data collection, processing and modeling to designing the best method for solving the problem. The problems and datasets used in this practicum will be selected from real world industry or government settings. At the end of the class students will write a report that presents their project, the approach and techniques used to design a solution, followed by results and conclusion. Students are encouraged to present their capstone research at conferences.

DS-680. Marketing Analytics and Operations Research. 3 Credits.

Organizations need to interpret data about consumer choices, their browsing and buying patterns and to match supply with demand in various business settings. This course examines the best practices for using data to prescribe more effective business strategies. Topics covered include marketing resource allocation, metrics for measuring brand assets, customer lifetime value, and using data analytics to evaluate and optimize marketing campaigns. Students learn how data is used to describe, explain, and predict customer behavior, and meet customer needs. Students also learn to model future demand uncertainties, predict the outcomes of competing policy choices and take optimal operation decisions in high and low risk scenarios.

EC Courses**EC-520. Macroeconomics. 3 Credits.**

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

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

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

GB-632. Negotiations and Conflict Resolution. 3 Credits.

This course presents the conceptual framework and a deep focus on business and negotiation skills and strategies, conflict resolution and relationship management to equip the student to maintain healthy business relationships.

GB-633. Executive in Residence Seminar. 3 Credits.

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

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

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

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

GB-650. Managerial Business Analytics. 3 Credits.

Introduction to statistical analysis using three software packages: WATSON, Excel and Tableau; probability: distributions, expectation, variance, covariance, portfolios, central limit theorem; data summaries and descriptive statistics.

GB-651. Predictive Analytics. 3 Credits.

Analysis of time series data with emphasis on appropriate choice of forecasting, estimation, and testing methods to solve business problems.

GB-652. Industry Analytics. 3 Credits.

This course covers concepts and techniques for retrieving, exploring, visualizing, and analyzing data to develop marketing strategies, and key metrics to assess goals and return on investment. Special emphasis on market segmentation, social media and website clickstream data.

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

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

GB-663. Database and Knowledge Management Systems. 3 Credits.

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

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

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

GB-667. Disaster Recovery. 3 Credits.

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

GB-669. Decision Support Systems. 3 Credits.

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

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

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

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

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

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

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

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

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

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

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

GB-693. Research Project. 3 Credits.

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

GB-695. Global Business Policy. 3 Credits.

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

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

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

GB-699. Capstone in Corporate Strategy. 3 Credits.

This course is to be taken within the last 9 credits of the MBA Program and covers the integration of management, marketing, and finance in modern organizations. It incorporates the best practices in strategic planning and decision making in complex and changing environments. Current trends and strategies are examined in a variety of areas including ethics, social responsibility, and risk management.

GE Courses**GE-500. Historical and Philosophical Foundations of Education. 3 Credits.**

Examination of historical and philosophical foundations of education in our socially and culturally diverse country; introduction to thoughts of influential 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-507. Professional Assessment Strategies. 3 Credits.

Course would incorporate subject specific content and strategies for taking standardized assessments.

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

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

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

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

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

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

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

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

GE-514. School Finance. 3 Credits.

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

GE-516. School Law. 3 Credits.

A study of the legal framework in which public education operates. Federal and state laws affecting education and

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. Prerequisites: GE-570 AND GE-574.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GE-631. Behavioral Analysis I. 3 Credits.

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

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

Focus on complex behavioral principles and issues surrounding the application of behavioral principles in the analysis and modification of behavior. Student will learn to identify behavior and environmental relationships that constitute behavioral deficits or excesses. Prerequisites: GE-631.

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

This course focuses on behavioral research and methodology to evaluate interventions based on single-subject experimental decisions. Different behavior assessment and behavior intervention strategies will be examined. Prerequisites: GE-632.

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

This course will guide the student through the process of reviewing and analyzing data from a variety of sources, discussing various types of research designs, understanding the role of descriptive and inferential statistics, and the development and implementation of a thorough research project. Students will survey basic concepts, procedures and terminology used in education research. The ethical and legal aspects of conducting educational research and sampling techniques will be explored. The course is specifically designed to provide students with the necessary knowledge to interpret, evaluate, and apply research as it relates to special education and applied behavior analysis. Prerequisites: GE-631.

GE-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.

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, sex crime units, hospitals, school based clinics, certified or licensed private practitioners of all types, faith

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

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

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

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

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

GE-868. Student Development and Programming. 3 Credits.

This course examines fundamental principles of student learning and development; the implications for student programming; and will explore strategies for effectively planning, organizing, and managing student services and programs, and for ensuring that these programs meet legal and regulatory requirements. A major focus is on the design and deployment of programs and services that can enable students from diverse backgrounds to achieve their educational goals.

GE-871. Dissertation Seminar I. 4.5 Credits.

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

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) Prerequisites: NU-512.

NU-530. Concepts in Clinical Nursing. 2 Credits.

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

NU-535. Client Education: Strategies and Community Resources. 2 Credits.

Theory-based analysis of the pluralistic determinants of health related behaviors. Exploration of the use of current theoretical frameworks for the design, implementation and evaluation of intervention strategies in education of clients. Use of community resources for client education are stressed. (Level 1 or 2, no prerequisites).

NU-536. Advanced Pathophysiology. 3 Credits.

This course presents a systems approach to the physiological processes and pathological changes that impact human health and illness. (Level 1, no prerequisites).

NU-537. Pharmacology for Prescriptive Practice. 3 Credits.

In depth study of pharmacodynamics, pharmacokinetics and the use of drug therapy to manage health and disease

NU-722. Epidemiology and Population Genetic Risk Factors Interpretation. 3 Credits.

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

NU-750. Health Care Policy: Legislation and Strategies. 3 Credits.

Advanced practice nurses cannot afford to be apolitical and this course will discuss health care policy and it processes at the local, state, national, and global events.

NU-755. Ethical and Legal Parameters for Advanced Practice Nursing. 3 Credits.

This course will examine the relationship between the legal directives and ethical principles as they influence advance practice nursing for both direct and indirect roles. Prerequisites: NU-700.

NU-760. Health Promotion, Health Disparities Within the Urban Environment. 3 Credits.

While health promotion is the goal, health disparities is the reality especially among the adult urban population where most of our students find themselves practicing. This course will address the reality of this aggregate patient population and their needs.

NU-785. Leadership and Communications for Advanced Practice Nursing. 3 Credits.

Whether students are in the direct or indirect roles, they need to become accomplished leaders and communicators. This course will address these essential skills in order to advocate for their practice, patients, health care facility, or profession.

NU-801. Residency I. 4 Credits.

Designed to include either Advanced Practice candidates or Administrator/Executive Role candidates within Health Systems-clinical focus- 225 hrs.

NU-802. Residency II. 4 Credits.

Designed to include either Advanced Practice candidates or Administrator/Executive Role candidates within Health Systems-clinical focus- 225 hrs.

NU-846. DNP Capstone Project Seminar I. 2 Credits.

Working on capstone with advisors.

NU-847. Continuous Matriculation DNP Practicum. 1 Credit.

This course is designed to allow the DNP student to acquire clinical hours during the summer session if the student has not completed at least 250 practicum hours in NU 801, or if the student wishes to complete up to 60 practicum hours prior to enrolling in NU 802. Prerequisites: NU-801.

NU-848. DNP Capstone Project Seminar II. 2 Credits.

Completion of capstone and scholarly presentation. Prerequisites: NU-846.

NU-849. Continuous Capstone Matriculation. 0 Credits.

If students have not completed the Capstone Scholarly Project by the completion of Seminar II (NU-848), they will be expected to register for this course, Continuous Capstone Matriculation, EACH semester until the project is completed, presented, and signed by committee.

PA Courses**PA-501. Introduction to Public Administration and Service. 3 Credits.**

Students will learn how to improve the efficiency and effectiveness of public sector and non-profit institutions by exploring and applying key paradigms in public administration and organizational behavior. By studying the factors that motivate economic and political behavior, students will learn how to formulate practical plans and strategies to help solve social problems. Studying organizational culture will expose forces that are critical in understanding how to implement change. This course will include an analysis of complex cases that relate to the evolving relationships between the public, private, and non-profit sectors.

PA-510. Ethics and Society. 3 Credits.

Students survey ancient, modern, and contemporary normative frameworks and methods of ethical inquiry. These normative frameworks, derived from moral philosophy, moral theology, and political philosophy, will be engaged

PA-555. Public Policy. 3 Credits.

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

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

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

PA-565. Seminar in Social Justice. 3 Credits.

This seminar in social justice introduces the student to principles and public practices of social justice on local, national and global levels. It will think through the social construction of injustice and oppression as well offering frameworks for empowerment and social justice. Once the foundational work is completed in the seminar, students will engage in intensive and specialized readings in areas such as inequality, impoverishment, climate change, racism, sexism, heterosexism, ableism, etc. as well as in social movements, nonviolent social change, etc. Prerequisites: PA-501 PA-510 PA-520 PA-530 PA-540.

PA-570. Managing Information Technology. 3 Credits.

Information Technology (IT) competency is crucial for 21st century public sector and non-profit managers. IT can improve an organization's efficiency and help meet stakeholders' high expectations for timely and relevant information. In this course, students will learn how public administrators can effectively manage both IT projects and services. Topics that will be covered include IT operations, risk management, and security, as well as rapidly evolving technologies such as mobile, cloud, social media, and open source software. Students will also learn how to analyze the costs and benefits associated with implementing new technologies. Prerequisites: PA-501 PA-520.

PA-580. Capstone Project. 3 Credits.

The capstone course is the culminating experience for students enrolled in the MPA program. Students perform one of the following types of projects to demonstrate their mastery of public administration's principles and best practices: (1) identify solutions to address a public policy problem, (2) recommend improvements to a public or non-profit organization, or (3) develop potential legislation and identify the coalition that would be needed to pass it. These projects can build upon research performed for other classes or internships. They are not merely classroom exercises, but rather documents that will contribute to the communities where Saint Peter's students live, work, and study. Prerequisites: PA-501 PA-510 PA-520 PA-530 PA-540 PA-550 PA-555 PA-560 PA-565 PA-570.

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