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Welcome

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

Graduate Programs

Saint Peter's offers the following graduate programs:

Master of Arts in Education. With concentrations in Educational Leadership, English as a Second Language, Reading, Teaching, Special Education and School Counseling.

Master of Higher Education. With an emphasis in General Administration.

Graduate Education Certification Program. With certifications as a Supervisor, Teacher, School Business Administrator, Middle School Mathematics, Teacher of Students with Disabilities, Director of Counseling Services, and Professional/Associate Counselor.

Master of Science in Nursing. With a concentration in Nursing Primary Care (Adult-Gerontology Nurse Practitioner).

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

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

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

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

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

Master of Science in Consumer Science. A 36 credit-hour program that is designed for students interested in the roles of mathematics, analytics, modeling, and psychology in analyzing and interpreting consumer data.

Master of Science in Cyber Security. A 30 credit-hour program that prepares students with the technical knowledge and skills needed to protect and defend computer systems and networks.

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

Doctoral Programs

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

Two Convenient Locations

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

Jersey City (Kennedy Boulevard)

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

Bergen County (Meadowlands, Lyndhurst, NJ)

Graduate Business and Graduate Education

Trimesters, Semesters, and Summer Sessions

Business, Accountancy, Public Administration, Consumer Science and Communication and Public Relations 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 Consumer Science (201 761-6470) or jgilkey@saintpeters.edu.
- Graduate Public Administration (201 761-6155) or pplotch@saintpeters.edu.
- Graduate Data Science (201 761-6470) or jgilkey@saintpeters.edu.
- Graduate Cyber Security (201 761-6362) or emoskal@saintpeters.edu.

About the University

Saint Peter’s University, inspired by its Jesuit, Catholic identity, commitment to individual attention and grounding in the liberal arts, educates a diverse community of learners in undergraduate, graduate and professional programs to excel intellectually, lead ethically, serve compassionately and promote justice in our ever-changing urban and global environment.

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 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 Communication and Public Relations (2013)
- Master of Public Administration (2013)
- Master of Science in Data Science (2014)
- Master of Science in Cyber Security (2016)
- Master of Higher Education (2017)
- Master of Science in Consumer Science (2018)

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 subscribes to 750 print periodicals and over 10,000 online. The library is fully automated. The 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 A.eD41 9 Tf 0 -1 q 0 543.099976 1 q 0 543.099976 8 T /Flosophical f

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. The University offers courses at other locations as well.

The Bergen County campus opened in in the fall of 2018. Also referred to as "Saint Peter's in the Meadowlands", the campus is located in Lyndhurst, New Jersey and offers both Graduate Education and Graduate Business courses.

Graduate Programs

Business Programs

Master of Business Administration (MBA)
Cyber Security

Finance
Health Care Administration
International Business
Management
Marketing
Risk Management

Master of Science in Accountancy

Dual MBA/MS in Accountancy

Communication Program

Master of Arts in Communication and Public Relations

Consumer Science Program

Master of Science in Consumer Science

Cyber Security Program

Master of Science in Cyber Security

Data Science Program

Master of Science in Data Science

Education Programs

Master of Arts in Education
Educational Leadership

ESL

Pre-School-3

Reading

School Counseling
Special Education
Teaching

Master of Higher Education

Doctor of Education: Educational Leadership (Higher Education)

Doctor of Education: Educational Leadership (K-12)

Nursing Programs

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

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

RN to MSN Bridge Option

Doctor of Nursing Practice (DNP)

Public Administration Program

Master of Public Administration (MPA)

prepares students for jobs in the cyber security field including positions as an information security analyst, network architect, systems manager, information assurance analyst/auditor, and detective or criminal investigator.

Master of Science in Data Science (MSDS)

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

Mission Statements of the Doctoral Programs

Doctorate in Educational Leadership (Ed.D.)

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

Doctorate in Nursing Practice (DNP)

The mission of the Doctorate in Nursing program is consistent with the mission of the University. The DNP program prepares advanced practitioners to become ethical and socially conscious leaders and expert nurses in the delivery of health care. Graduates will be advocates for those who cannot advocate for themselves while preparing for life-long learning by utilizing research and other evidence applicable to the diagnosis, treatment, and care for the betterment of their patients, their practice, and their profession.

Academic Policies

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

Instructions for Registering for Courses

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

Holds on Student Processing

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

Course Schedules

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

Admission Categories

Full Admission: An applicant who meets all admission requirements.

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

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

Grading System

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

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

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

Other Grades are:

ordering site. On-line orders for same-day service must be received by 3:00 pm Monday through Friday to be processed the same day. No service is available on weekends or official University holidays as indicated on the Academic Calendar. Unofficial transcripts are no longer provided by the Enrollment Services Center. Students

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 Disabilities

Saint Peter's University is committed to providing students with disabilities educational opportunities free from discrimination. Eligible students will be afforded appropriate academic accommodations and/or housing accommodations on a case-by-case basis. Student, for the purpose of this policy, includes prospective students, full and part time undergraduate students, full and part time graduate students and doctoral candidates.

Academic Accommodations

Self-Disclosure: Saint Peter's University is not responsible for identifying students with disabilities. In order to receive academic accommodations, students must self-identify and apply for academic accommodations as set forth in this policy. Students with disabilities seeking academic accommodations must self-identify to the University Disability Services Coordinator & Dean of Academic Engagement and Student Success. A student seeking academic accommodation must disclose information about the student's impairment in support of the request and so that a meeting and discussion regarding appropriate accommodations may occur.

Application and Documentation: Students seeking academic accommodations must fill out an Accommodation Request Form. Copies of the Accommodation Request Form are available in the Center for Academic Success and Engagement which is located in the lower level of McDermott Hall or may be obtained online from the Students with Disability website.

Saint Peter's University recommends that the Accommodation Request Form be submitted at least three weeks prior to the start of the term. Students whose applications for academic accommodations are submitted after the start of the term will be processed as soon as possible.

In addition to the student's self-reporting of a disability, the student's health care provider or other qualified professional must submit a certification in support of the student's application. Students may also submit additional supporting documentation to support their requests, such as IEPs, Section 504 plans, or prior evaluations for consideration. Saint Peter's University recommends that the supporting documentation be no more than six years old.

Confidentiality: To the extent permitted by law, any information about students' disabilities or academic accommodations is kept confidential. If release of student records is not required by law, students may elect to file a FERPA Waiver Request with Enrollment Services Center.

Saint Peter's University will not release student information about students' disabilities to their professors, but may communicate with professors to confirm certain information relating to the approved accommodation (i.e. exam date/ time) as set forth in this policy.

Approval Process: Academic accommodations must be approved by the University Disability Services Coordinator & Dean of Academic Engagement and Student Success. Students may deliver a completed Accommodation Request Form copies in person or by mail to the Center for Academic Success and Engagement to the University Disability Services Coordinator & Dean of Academic Engagement and Student Success, 2641 John F Kennedy Blvd, Jersey City, New Jersey, 07306.

Matriculated students may also submit applications or supporting documentation by email to accommodations@saintpeters.edu. Students electing to submit applications through email **must** use their Saint Peter's University email address.

Following the student's submission of the application and supporting documentation, a meeting between the student and the University Disability Services Coordinator & Dean of Academic Engagement and Student Success will be

accommodation denial. During this meeting the student may present additional supporting documentation to support the requested accommodation. Students will be notified of the outcome of the meeting within 10 business days of the meeting.

If the meeting with the University Disability Services Coordinator & Dean of Academic Engagement and Student Success does not resolve the dispute, a formal written Academic Accommodation Appeal may be filed with the Associate Vice President for Academic Affairs. Reasons for appeal may include, but are not limited to, failure to provide any accommodations based on the initial documentation, concerns that the accommodations are unaligned with the student's specific course load selected or changes to the courses selected or how access is impaired or lacking with your current accommodations. This must be submitted within 10 business days of the University Disability Services Coordinator & Dean of Academic Engagement and Student Success decision. Students must include their contact information, identification number, a summary of the dispute and requested outcome. The decision of the Associate Vice President for Academic Affairs is final.

Lack of Implementation: Students who provide their professor(s) with their Letter(s) of Accommodations and whose professor(s) fail to implement the approved accommodations should schedule a meeting with the University Disability Services Coordinator & Dean of Academic Engagement and Student Success as soon as possible after the accommodations is not implemented. University Disability Services Coordinator & Dean of Academic Engagement and Student Success will contact the professor(s) to reinforce that accommodations have been approved and must be implemented.

If the meeting with the University Disability Services Coordinator & Dean of Academic Engagement and Student Success does not resolve the dispute, a formal written Academic Accommodation Appeal may be filed with the Associate Vice President for Academic Affairs. This must be submitted within 10 business days of the meeting held with the University Disability Services Coordinator & Dean of Academic Engagement and Student Success decision. Students must include their contact information, identification number, a summary of the dispute and requested outcome. The decision of the Associate Vice President for Academic Affairs is final.

Official Written Communication to Students/Change of Address

Official University notifications to a student are sent to the student's official address on record. divern3 BT /F16 the student's official writte989959

Absence(s) from class due to an illness or medically related issue(s) is not a medical leave of absence and does not reduce financial obligations or guarantee that final grades will not be recorded. Withdrawing from some or all classes for the semester does not constitute a medical leave of absence. A medical leave of absence determination will be

2.) The right to request the amendment of the student's education records that the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202#5901

FERPA Waiver Request

FERPA Waiver

Students who wish to authorize release of their academic information to parents, guardians, spouses or any other individual may do so by submitting a *FERPA Waiver Request* to the Enrollment Services Center. Once recorded, the student will be able to issue authorization on *Spirit Online*. By signing a *FERPA Waiver Request*, the student is

but are not limited to, Saint Peter's Student Identification Number (*SPIRIT Number*), Permanent address on file, High School or previous institutions attended, and currently enrolled courses.

Statement Regarding Dependent Students

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

School Officials

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

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

Statement Regarding Transfer of Education Records

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

Campus Security/Police Records and Disciplinary Records

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

Retention of Academic Documents

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

Release of Information Under Special Circumstances

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

Student's Right to Non-Disclosure of Directory Information

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

Information Which May be Designated as Directory Information

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

- Student Name(s) and Spirit Number

Admission Information

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

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

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

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

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

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

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

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

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

Applications are reviewed on a rolling basis and should be submitted as early as possible in order to be considered for the applicant's entry term of preference. Admission to all graduate programs is based primarily on the evidence an applicant has provided exemplifying the preparation necessary for the successful pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the applicant's prior academic work as well as their professional goals and accomplishments. In addition, international applicants are required to provide proof of English language proficiency by providing TOEFL or ILETS score reports. International applicants are also required to submit a copy of a valid passport page and the Saint Peter's University International Statement of Financial Support form including proof of funding. Admission is granted for a particular term of entry. Requests for enrollment deferrals must be made

in writing and granted by the Office of Graduate and Professional Studies Admission. Generally, deferrals are only approved for up to one academic year. Applicants must reapply for admission if a deferral was not approved.

General Application Requirements

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

How to Apply:

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

Office of Graduate and Professional Studies Admission

Saint Peter's University

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

To evaluate educational background fairly and accurately, the University needs specific information about a prospective student's schooling and examination/test results. All official documents must be submitted directly from

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 Electives (12-15)
Level III Capstone (3 credits)

Master of Science in Accountancy (MSA)

The MSA curriculum reflects a total of 30 credits:
Level I Core Courses (15 credits)
Level II Concentration (9-12 credits) and Electives (3-6 credits)

Concentrations in:

- Cyber Security
- Finance
- Health Care Administration
- Human Resources Management
- International Business
- Management
- Marketing
- Risk Management

Dual Degrees MBA/MSA

The dual degrees MBA/MSA curriculum reflects a total of 63 credits:
Level I MBA Core Courses (24 credits)
Level II MSA Core (9 credits), MBA Concentration (9-12 credits), MSA Concentration (6 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 sites other than the JC campus. Selected courses within the program are periodically offered at all 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 the Jersey City campus 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. By federal regulation, F-1 International students must enroll as full-time students, so their time to completion will be considerably shorter.

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.

1. Applicants holding academic degrees from institutions outside of the United States must provide an official international academic credential evaluation with a course-by-course analysis prepared by a member of the National Association of Credential Evaluation Services (NACES), or another agency acceptable to the University. In addition, international applicants are required to provide proof of English language proficiency by providing TOEFL or ILETS score reports or other documentation acceptable to the University. The current minimum score required on the TOEFL is a 79 on the computer-based exam, and a minimum score of 6.5 on the IELTS. 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.

2. Applicants seeking an F-1 visa are also required to provide the Saint Peter's University international statement of financial support including proof of funding and a copy of a valid passport page. A copy of your visa if you are currently on a visa in the U.S.A. is also needed.

All applicants must submit the application 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 degreeMC /P <</MCID 38>> BDC

As a CPA candidate, you must be thoroughly familiar with the entire Examination journey - from the time of application to sitting for the Examination and passing all four sections. You must learn how the process works, candidate responsibilities, the rules governing a candidate's progress, and Examination and licensure requirements.

The CPA license is issued at the state level. To become a licensed CPA, you must be declared eligible for

Master of Business Administration Degree

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:* 9-12 Credits

Capstone: 3 Credits

**Note*: Concentration and elective credits vary.

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	3
GB-530	Corporate Finance	3
GB-503	Statistics for Managers	3
GB-511	Management and Human Behavior	3
GB-513		

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.

Concentrations - MBA/MSA

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

Concentrations (Level II)

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

Cyber Security		9
GB-626	Cyber Risk Management and Insurance	
GB-639	Cyber Security and Risk Management	
GB-640	Cyber Crime Investigation and Digital Forensics	
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-623	Entrepreneurship and Innovation	
GB-628	Organizational Theory	
GB-632	Negotiations and Conflict Resolution	
GB-633	Executive in Residence Seminar	
or GB-634	Executive in Residence Seminar II	
Marketing		9
GB-641	Marketing Strategy (required)	
Choose two of the following:		
GB-555	Personal Branding	
GB-643	International Marketing	

GB-644	Internet Marketing	
GB-645	Marketing Research	
Risk Management		9
GB-629		

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. A candidate may select a concentration other than Risk Management from one of the other areas of specialization such as Cyber Security, Finance, Health Care Administration, Human Resources Management, International Business, Management, or Marketing.

An additional concentration may be added prior to the degree being awarded and requires an additional 6 credits over the standard degree credits. The additional concentration also can be pursued after the degree is granted, however, as this represents only six credits, federal financial aid is not applicable.

A candidate can combine the MSA with the MBA, thereby gaining the knowledge and skills required for professional accounting, while also developing an understanding of the broader management context. This will better prepare a graduate for senior management roles. A diploma for each degree is issued by the University at the same time the degree requirements are completed. When both degrees are pursued concurrently, a total of 63 credits is required, however, adding the MBA after graduation, may require slightly more credits.

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

Level I: 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-541	Internal Controls and Sarbanes Oxley Compliance	3

Saint Peter's alumni who have earned an MBA or MSA from Saint Peter's University may re-enroll for additional concentrations.

Note: A concentration taken after a degree has been awarded is not eligible for federal financial aid under Title IV of

Level II: MSA Concentration (6 Credits)

A concentration is selected as part of the MSA degree from the following: Cyber Security. Finance, Health Care Administration, Human Resource Management, International Business, Management, Marketing, or Risk Management.

An additional concentration may be added prior to the degree being awarded and requires an additional 6 credits over the standard degree credits. The additional concentration also can be pursued after the degree is granted, however, as this represents only six credits, federal financial aid is not applicable.

Level III: Capstone (3 Credits)

The capstone course reinforces the learning outcomes in the program, and is taken within the last 6-9 credits of the program.

Graduate Communication

Barna Donovan, Ph.D. - Director, Master of Arts in Communication and Public Relations Program

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

Program Availability

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

Degree Requirements

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

Advisement

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

Time Limitation

Students are expected to enroll continuously until their programs are completed. Students are required to maintain satisfactory academic progress by maintaining the required grade point average and accumulating sufficient credits within the stipulated time frame of five years. By federal regulation, F-1 International students must enroll as full-time students, so their time to completion will be considerably shorter.

Curriculum - Masters in Communication and Public Relations

The Masters in Communication and Public Relations 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 Communication and Public Relations. Included in the curriculum is an internship or capstone experience. The program will be offered on a trimester schedul[redacted]is currently designed for full time study, with students taking two classes per trimester or one class per trimester for part time study.

Level I		
CU-500	Introduction to the New Media Society	3
CU-501	[redacted]rategic Communication Research	3
CU-502	Strategic Planning and Writing	3
CU-506	Marketing Communication and Branding	3
CU-504	Public Relations	3
CU-508	Management and Organizational Behavior	3
Level II		
CU-510	Communication Law, Ethics and Policy	3
CU-512	Social Networking and New Media	3
CU-520	Global Corporate Communication	3
CU-526	Capstone Project and Seminar	3

Admission Requirements

Graduate Communication

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

International Students

See the General Application Requirements section of the catalog.

All Documents Should be Sent to:

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

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

Transfer Credit

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

Graduate Consumer Science

Joseph Gilkey, M.B.A. - Director, Master of Science in Consumer Science

A Masters Degree in Consumer Science is a STEM program designed for students from diverse backgrounds in Business, Marketing, Data, IT and more. Students will enter the marketplace with the ability to understand critical inquiry through different methods and approaches to evaluating strategies. They will examine the roles of mathematics, analytics, modeling, and psychology in analyzing and interpreting consumer data.

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 hours.

Advisement

Advisement will be done by the Program Director.

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 Consumer Science

CO-500	Marketing Fundamentals: Customer Experience	3
CO-510	The Influence and Persuasion of Consumers	3
CO-515	Applied Market Reasearch and Analysis	3
CO-518	Marketing Intelligence: Industry Analysis and Strategy	3
CO-520	Foundations of Social and Mobile Technologies	3
CO-620	Integrated Marketing with Mobile Communications, Devices, and Apps	3
CO-630	Web Analytics: Email, Clickstream and SEO	3
CO-650	Capstone Consulting Engagement	3
Select four Elective Courses		12
CO-505	Consumer Decision Making	
CO-523	Behavioral Research Methods	
CO-525	Behavioral Economics	
CO-530	Mobile Marketing Mindset	
CO-615	Revenue Management and Consumer Pricing	
CO-640	Digital Marketing Analytics and User Experience	
Total Credits		36

Admission Requirements

Admission Requirements - Consumer Science

- Official application (Apply onl3 131 0 0 d.mom [(Mobile Marketing Mindset)] TJ ET EMC Q q 1 0 0Q16>> BDC BT /F3 1kl2ID 64>> BDC BT /F

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CY-640	Cyber Crime Investigation and Digital Forensics	3
CY-650	Cyber Security Capstone	3
Total Credits		30

Admission Requirements - Graduate Cyber Security

- Official application (Apply online at www.saintpeters.edu or request an application by phone or mail).
- A baccalaureate degree (preferred major in computer science, mathematics, engineering, physics, business, or criminal justice) conferred by a regionally accredited U.S. institution or the foreign equivalent as determined by an approved international evaluation service. It is recommended that students have a strong background in programming and information technology. Additionally students with prior work experience in the information technology field will also be considered for the program.
- Official transcripts from all institutions of higher education attended.
- Personal statement describing why the applicant desires this particular degree. The statement should demonstrate: a.) strong writing skills; b.) an expressed desire to work in the represented field; c.) a strong ability to reason; d.) commitment to completing the degree (500 words).
- A minimum undergraduate cumulative GPA of 3.0 on a 4.0 scale.
-

Graduate Data Science

Joseph Gilkey Jr., M.B.A., Ph.D., Director, Data and Consumer Sciences Programs

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

The Master of Science in Data Science with a concentration in Business Analytics, a 36 credit degree program,

DS-540	Statistical Programming	
DS-542	Python in Data Science	
Level II - Take 4 courses from the following:		12
DS-605	Financial Computing and Analytics	
DS-600	Data Mining	
DS-610	Big Data Analytics	
DS-640	Predictive Analytics and Financial Modeling	
DS-650	Data Law, Ethics and Business Intelligence	
DS-680	Marketing Analytics and Operations Research	
DS-690	Data Science and Health	
Total Credits		36

Admission Requirements

Graduate Data Science

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

International Students

See the General Application Requirements section of the catalog.

All Documents Should be Sent to:

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

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

Transfer Credit

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

Graduate Education

Joseph Doria, Jr., Ed.D., Dean, Patrick J. Caulfied School of Education

Anna Cicirelli, Ed.D., Associate Dean, Patrick J. Caulfield School of Education

The goals of the Instructional Certification Programs in Graduate Education are to enable classroom teachers to continue their professional development. The programs allow for professionals in the field of education to broaden their areas of expertise and to equip them to move into positions of enhanced responsibility. The program in Teaching allows individuals not presently within the education field to change careers and move into the field of education as

Advisement

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

Transfer Credit

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

Time Limitation

Students are expected to enroll continuously until their programs are completed, accumulating sufficient credits within the stipulated time frame of five years. By federal regulation, F-1 International students must enroll as full-time students, so their time to completion will be considerably shorter.

Admission Requirements

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

- Official application (Apply online at www.saintpeters.edu or request an application by phone or mail).
- Official transcripts evidencing conferral of a Master’s Degree with minimum of 3.0 GPA.
- Official transcripts from all previously attended post-secondary institutions.
- Three (3) letters of recommendation attesting to the applicant’s potential for success in doctoral studies.
- Essay discussing your professional goals in relation to achieving the Ed.D. at Saint Peter’s University (500-1,000 words).
- Current resume.
- Writing sample - Research based document, scholastic article, a paper written for class or work purposes.
- A personal interview may be requested.

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

- Official application (Apply online at www.saintpeters.edu or request an application by phone or mail).
- Official transcripts evidencing conferral of a Master’s Degree with minimum of 3.0 GPA.
- Official transcripts from all previously attended post secondary institutions.
- Three (3) letters of recommendation attesting to the applicant’s potential for success in doctoral studies.
- Essay discussing your professional goals in relation to achieving the Ed.D. at Saint Peter’s University (500-1,000 words).
- Current resume.
- Writing sample - Research based document, scholastic article, a paper written for class or work purposes.
- A personal interview may be requested.

For the Master of Arts in Education Programs

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

For Director of School Counseling Certification Program

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

For Middle School Mathematics Certification Program

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

For Professional/Associate Counselor Certification Program

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

For the School Business Administrator Certification Program

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

For the Supervisor of Instruction Certification Program

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

For the Teacher Certification Program

- Official application (Apply online at www.saintpeters.edu, or request an application by phone or mail).
- Personal statement of educational and professional goals (250-500 words).
- Official undergraduate and graduate transcripts from all institutions attended.
- Minimum undergraduate or graduate GPA of 3.0.
- Passing Praxis I core exam.
- Additional requirements for international students.*

For the Teacher of Students with Disabilities Certification Program

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

*International Students

See the General Application Requirements section of the catalog.

All Documents Should be Sent to:

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

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

Director of School Counseling Services Certification

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

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

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.

Transfer Credit

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

Time Limitation

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

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 Higher Education	3
Required Courses		
GE-510	Principles of Curriculum Development	3
GE-512	Assessment of Student Ability and Achievement	3
GE-540	Fundamentals of Methodology	3
GE-555	Computers in Curriculum Design and Evaluation	3
GE-570	[redacted]	
GE-547	Student Teaching (or 9 credits of additional electives if not required) [1]	8

Master of Arts in Education: English as a Second Language

The Master of Arts Program and certification program in English as a Second Language is a 36 credit degree program. The program is aligned to New Jersey Department of Education requirements to teach English as a Second Language (ESL). The curriculum covers theory and practice of second language education, history and culture of limited English proficiency, linguistics, English structure and sound and methods of teaching ESL.

GE-502	Psychological Foundations of Learning	3
GE-505	Directed Research in Higher Education	3
GE-509	Historical and Cultural Backgrounds of English Language Learners	3
GE-512	Assessment of Student Ability and Achievement	3
GE-545	Methods of Teaching ESL and Assessing the Second Language Learner	3
GE-570	Foundations of Reading Curriculum	3
GE-580	The Teaching of Literacy for English Language Learners	3
GE-585	Phonology and the Structure of American English	3
GE-590	General Linguistics	3
GE-591	The Process of Second Language Acquisition	

Master of Arts in Education: Pre-School-3

The Master of Arts in Education in Teaching Program in Pre-School through Grade 3 is a 36 credit program which is designed for individuals seeking to become teachers at the pre-school through third grade levels. The program's course sequence enables individuals to gain knowledge in developmentally appropriate practices for teachers of young children. It will lead to a master's degree as well as eligibility for initial certification in P-3.

Foundation Courses (9 Credits)		
GE-501	Historical and Philosophical Foundations of Early Childhood	3
GE-503	Psychological Foundations of Early Learners: Birth to Age 8	3
GE-508	Research in Early Childhood Education	3
Required Courses (15 Credits)		
GE-526	Fundamentals of Speech	3
GE-541	Fundamentals of Methodology, Curriculum and Assessment in the Inclusive Early Childhood Classroom	3
GE-570	Foundations of Reading Curriculum	3
GE-617	Assisting Students with Special Needs in the General Education Classroom	3
GE-654	Stategies for Home, School and Community Relationships	3
Clinical Practice (12 Credits)		
GE-550	Clinical Practice I: Inclusive Early Childhood and Elementary Classroom Setting (175 hours)	4
GE-551	Clinical Practice II: Inclusive Early Childhood and Elementary Classroom Setting (450 hours)	8
Total Credits		36

The Pre-School-3 graduate endorsement program is a program for certified teachers who have a standard teaching endorsement in another teaching area or who hold a New Jersey Certificate of Eligibility (CE) Pre-school through Grade 3 (P-3). The program's course sequence enables individuals to gain knowledge in developmentally appropriate practices for teachers of young children.

Required Courses (12 Credits)		
GE-506	Child and Adolescent Psychology	3
GE-517	Principles of Curriculum Development in Early Childhood and Elementary Education	3
GE-556	Integrating Computers and Technology into the Early Childhood Classroom	3
GE-620	Effective Classroom Management and Behavior Intervention in the Early Childhood Classroom	3
P-3 Endorsement Requirements (24 Credits)		
GE-501	Historical and Philosophical Foundations of Early Childhood	3
GE-503	Psychological Foundations of Early Learners: Birth to Age 8	3
GE-508	Research in Early Childhood Education	3
GE-526	Fundamentals of Speech	3
GE-541	Fundamentals of Methodology, Curriculum and Assessment in the Inclusive Early Childhood Classroom	3
GE-570	Foundations of Reading Curriculum	3
GE-617	Assisting Students with Special Needs in the General Education Classroom	3
GE-654	Stategies for Home, School and Community Relationships	3
Total Credits		36

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 Higher 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

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.

Master of Higher Education

The Master of Higher Education (M.HEd.) program in General Administration is designed to prepare students for leadership in a wide range of higher education settings, including: Admissions, Student Affairs, Enrollment Management, Marketing, Institutional Research and Diversity initiatives within community college, four year college and university administration, state and national public policy agencies, government offices, professional associations, regional and coordinating bodies and accrediting agencies. This is a fully online program that provides students with a strong understanding of higher education theory, research, data based decision making, administrative practice, policy and strategic prioritization.

Required courses:

GE-606	Directed Research in Higher Education	3
GE-680	History of American Higher Education	3
GE-681	Ethical Decision Making and Social Responsibility	3
GE-682	Organizational Behavior and Administration	3
GE-683	Governance Management and Administration	3
GE-684	Innovative Curriculum Strategies	3
GE-685	Finance, Budgetary Plans and Resource Allocation	3
GE-686	Emerging Legal Issues in Higher Education	3
GE-687	Accountability: Assessment and Accreditation	

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	

School Business Administrator Certification

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

Required Courses
GE-511

Teacher of Students with Disabilities Certification

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

GE-614

For the Doctor of Nursing Practice Program

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

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

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

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

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

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

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

All Documents Should be Sent to:

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

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

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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 Organization of Colleges of Nursing in New Jersey.

Transfer Credit

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

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

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

Doctor of Nursing Practice Program

The School of Nursing is offering the Doctorate of Nursing Practice (DNP) 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 Jersey City campus. Classes are scheduled one or two evenings per week. Both tracks are offered on a semester (15 weeks) basis, plus a 10 week summer session.

Degree Requirements

Receiving a second grade **below a B** will result in the student's progress to be evaluated by the Graduate/DNP Program Committee. Students with this pattern of grades will be considered for dismissal from the DNP program and School of Nursing. A failing grade in two nursing courses will result in dismissal from the DNP program.

Advisement

Saint Peter's University assigns an academic advisor from within the School of Nursing for every candidate. DNP students will also have a Capstone Scholarly Project Committee that will advise the DNP student through the initial

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

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

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

Foundation Courses		
NU-700	Scientific Underpinning for APN	3
NU-720	Analytical Methodology: Transitioning to Evidence Based Practice (50 Practice Hours)	3
NU-755	Ethical and Legal Parameters for Advanced Practice Nursing	3
Core Courses		
NU-710	Health Care Economics, Financing and Managed Care	3
NU-715	Health Service Organizations: Performance Improvement	3
NU-722	Epidemiology and Population Health: Genetic Risk Factors Interpretation	3
NU-750	Health Care Policy: Legislation and Strategies	3
NU-760	Health Promotion, Health Disparities Within the Urban Environment	3
NU-785	Leadership and Communication for Advanced Practice Nursing	3
Cognate and Role Specialization Courses		
NU-801	Residency I [1]	3
NU-802	Residency II	3
NU-846	DNP Capstone Project Seminar I	3
NU-848	DNP Capstone Project Seminar II	3
Total Credits		39

[1] NU-801 and NU-802 are both for those prepared in an Advance Practice Role with a Select Population. 3 hours didactic weekly with 300 mentored practica hours.

Gerontology Nurse Practitioner

The 39 credit curriculum consists of core, cognate and role courses divided into two levels. Level I contains core and cognate courses which provide the foundation for graduate study in nursing and for the knowledge bases required for advanced practice. Coursework at this level includes: nursing, theory and research, current issues, health care financing and managed care, advanced pathophysiology, pharmacology for prescriptive practive, advanced health assessment with diagnostics, family systems and client education. In Level II the courses focus on advanced theory and clinical practice to prepare graduates for the role of adult-gerontology nurse practitioner. Courses include theory in advanced adult-gerontology nursing and culminate in practica in advanced adult-gerontology nursing where role synthesis and role enactment are accomplished.

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

Level I		
Core Courses (13 Credits)		
NU-510	Current Issues in Health Care	2
NU-512	Nursing Theory	3
NU-515	Health Care Financing and Managed Care	3
NU-520	Research: Design and Utilization	3
NU-535	Client Education: Strategies	2
Cognate Courses (11 Credits)		
NU-536	Advanced Pathophysiology	3
NU-537		

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

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

Required Courses		
NU-536	Advanced Pathophysiology	3
NU-537	Pharmacolgy for Prescriptive Practice	3
NU-538	Family Systems and Dynamics	2
NU-542	Advanced Health Assessment and Diagnostic Reasoning	3
NU-558	Advanced Practice Adult-Gerontology Nursing I	3
NU-568	Advanced Practice Adult-Gerontology Nursing Practicum I (300 hrs)	4
NU-572	Advanced Practice Adult-Gerontology Nursing Practicum 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

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.

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

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

Tuition and Fees

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

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

Communication with the University

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

Bergen County Campus 1280 Wall Street West, Lyndhurst, New Jersey 07071 201-761-4303

Graduate Offices:

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

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

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

MSN, Certificate Programs & DNP (JC) 115 Glenwood Avenue (201) 761-6270; msn@saintpeters.edu

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

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

MS Consumer Science (JC) Dinneen Hall Ground Floor (201) 761-6470; gradadmit@saintpeters.edu

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

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

Student Services

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

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

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

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

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

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

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

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

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

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

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

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

Locations designated (JC) are on the Jersey City campus designated (BC) are on the Bergen County campus

Saint Peter's University Administration

General Administration

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

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

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Wiilliam J. Cozine '60

Patricia Q. Sheehan H'77

Francis G. Ziegler '63

Andrew D. Pogogeff[1] (1978) Professor, B.S., M.B.A., Fairleigh Dickinson; C.P.A.

Louis R. Ruvolo

Peng Zhao (2016) Adjunct Lecturer, B.S., Nanjing University of Finance and Economics; M.A., Northeastern University; M.S., Saint Peter's University

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

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

Edward Brandt (2017) Adjunct Lecturer, B.S., Bloomsburg University; M.S., Delaware Valley College

Terrence Brennan

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

Henry F. Harty[1] (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

James P. Jacobson[1] (1967) Associate Professor, B.A., M.A., New Jersey City University; M.A., Saint Peter's College

Tiffany Jacobson (2007) Adjunct Lecturer, M.A., New Jersey City University

Ross Kasun (2011) Adjunct Lecturer, Ed.D., Seton Hall University

Melvin L. Klein (2009) Adjunct Lecturer, B.S. Ed., Slippery Rock State College; M.S. Ed., University of Pittsburgh

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

Robert Kravitz (2003) Adjunct Lecturer, M.A., Saint Peter's College

Martin P. LaGrow (2018) Adjunct Lecturer, B.A., Martin Luther College; M.A., Saint Xavier University

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

Thomas Matarazzo (2005) Adjunct Lecturer, B.A., St. Francis University; M.A., New Jersey City University; Ed.D., California Coast University; Ed.D., Seton Hall University

Dennis McCafferty (2012) Adjunct Lecturer, M.A., Saint Peter's College

James McLaughlin (2007) Adjunct Lecturer, Ed.D. Seton Hall University

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

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

Joseph Papaj, S.J. (2013) Adjunct Lecturer, M. Divinity, Woodstock College

Joslin Mar-Dai Pickens (2018) Adjunct Lecturer, B.A., M.A., Grambling State University; Ed.D., Louisiana State University

Michael Pierson (2013) Adjunct Lecturer, Ph.D., Capella University

John Powers (1997) Adjunct Lecturer, B.A., Saint Peter's College; M.A., New York University; M.A. New School University; M.A. New Jersey City University

Johanna Roberto (2013) Adjunct Lecturer, Ed.D., Seton Hall University

James M. Scanlon[1](1981) Adjunct Lecturer, B.A., lona College; M.A., Montclair State University; M.Ed., William Paterson University; Ph.D., Fordham University

James Schmitt (2012) Adjunct Lecturer, M.A., Saint Peter's College

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

Mark Silk (2013) Adjunct Lecturer, Ed.D., State University of New York of Albany

Mark Somerville (2013) Adjunct Lecturer, M.S.W., Columbia University

Albert Spiegel (2011) Adjunct Lecturer, M.A., Saint Peter's College

Brandi L. Stocker (2018) Adjunct Lecturer, B.A., Lindsey Wilson College; M.A., Ed.D., Eastern Kentucky University

David Turi (2013) Adjunct Lecturer, Ph.D., Seton Hall University

Steve Wizniewski (2013) Adjunct Lecturer, Ed.D., Seton Hall University

Robert Zywicki (2014) Adjunct Lecturer, M.A., Ed.D.,Saint Peter's College

Footnotes

[1] Bene Merenti

Faculty - Graduate Nursing

Graduate Nursing

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

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

Library

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

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

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

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

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

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

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.

CU-504. Public Relations. 3 Credits.
Public Relations is used to shape the opinions of target audiences. This course involves research and theory in the following PR disciplines: organizational and interpersonal communications, as well as media studies. Students will learn the psychological and sociological processes that drive group behavior, and how those studies are used in the relationship between organizations and the public in which they seek to communicate and persuade. Students will become familiar with the differences between in-house and agency Public Relations, and how the two groups interact.

CU-506. Marketing Communication and Branding. 3 Credits.
Branding has become a critical key in a fiercely competitive marketplace. This course explores the link between brand equity and business performance. Students will explore how the realities of a changing media landscape are forcing companies to rethink traditional brand-building practices. Marketing concepts and the principles of analysis will be explained. Other topics will include market segmentation, value proposition, and targeting. Students will engage in critical thinking, case analyses, market research, and present strategic analysis that persuades a business decision maker to invest in their brands.

CU-508. Management and Organizational Behavior. 3 Credits.
This course examines how people behave in organizations. Students learn coaching tools, techniques, models and how to become instruments of individual and group growth and development. The course draws upon many disciplines, including psychology, organizational theory, counseling, group process, leadership theory, along with theories such as organizational assessment, powerbases, strategic management, and conflict management. Students are expected to develop competence in management and master concepts and methods for analyzing and predicting individual, group and organizational behavior.

CU-510. Communication Law, Ethics and Policy. 3 Credits.
This course examines how courts, legislatures, and regulatory agencies react to constant change in communication technologies - ranging from television and to telecommunications to the Internet. We will focus on specific technological advances to explore the way legal, economic, social, and technological forces shape and are harnessed by legal system. The course will draw on leading communications law cases and FCC and FTC actions. Prerequisites: CU-500 CU-501 CU-502 CU-504 CU-506 CU-508 OR GB-511.

CU-512. Social Networking and New Media. 3 Credits.
This course is part class and part workshop, covering social networking and other trends that are producing complex and subtle changes in business communications. Topics include blogging, YouTube, Second Life and various social networking sites and their emerging role for private businesses, their products, and markets. Attention is paid to current trends in convergence, creativity, collaboration and community as modern media replaces earlier forms of communication and attracts more active --- and interactive ---audiences. The goal of the course is for students to familiarize themselves with various social networking theories, perspectives, sites, tools, and strategies, and to critique, consult on and create social networking plans.

CU-515. Interpersonal Communication. 3 Credits.
This course reviews existing and emerging theoretical perspectives relevant to the context of interpersonal communication. Emphasis is on theories of message production and reception, identity management, relationship development, and related processes. Methods of investigation unique to the study of interpersonal interaction are also addressed.

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.

CU-526. Capstone Project and 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; Course Type(s): Capstone.

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

CY-630. Disaster Recovery for Cyber Security. 3 Credits.
In this course students will learn how to identify cyber security vulnerabilities and implement appropriate countermeasures to mitigate risks. Techniques will be taught for creating a continuity plan and methodology for building an infrastructure that supports its effective implementation. Throughout this course, skills in disaster recovery planning will be acquired through a series of interactive workshops and case studies. Students will design and develop a disaster recovery plan. Prerequisites: CY-510 AND CY-540.

CY-640. Cyber Crime Investigation and Digital Forensics. 3 Credits.
The topics covered in this course include cyber-crime investigation, digital forensics, forensic duplication and analysis, network surveillance, intrusion detection and response, incident response, anti-forensics techniques, anonymity and pseudonymity, cyber law, computer security policies and guidelines, court report writing and presentations, and case studies. The course will include lecture and demonstrations and is designed around a virtual lab environment that provides for robust and realistic hands-on experience in working with a range of information assurance topics. Students will be assigned projects to apply information security practices and technologies to solve real-world cyber security problems. Prerequisites: CY-510 AND CY-540.

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 Analyticsalytilvreal applicationr

GB Courses

GB-503. Statistics for Managers. 3 Credits.
This course covers concepts of probability and statistics needed by managers to analyze and interpret numerical data in uncertain environments. It includes hypothesis testing, regression and correlation analysis and analysis of variance. Concepts are discussed in a framework of real world applications.

GB-511. Management and Human Behavior. 3 Credits.
This course covers planning, organizing, staffing, directing, and the management of change in a modern organization. It examines decision making and problem solving in pursuit of organizational goals. It addresses human behavior in the areas of motivation, communication, and interpersonal relations.

GB-513. Marketing Management. 3 Credits.
This course examines the field of marketing and the dynamics of matching goods and services with customer and consumer needs. Topics include strategic planning, marketing research, and buyer behavior of businesses and consumers. The course covers the marketing functions of product mix and branding, price determination, channels of distribution and promotion and advertising.

GB-517. Business Ethics and Sustainability. 3 Credits.
This course provides a framework for students to recognize ethical dilemmas and analyze the business implications in terms of consequences, autonomy, rights, virtues and equality. Extensive use is made case studies and current events using presentation, discussion and debate delivery methods.

GB-530. Corporate Finance. 3 Credits.
A study of the problems associated with the financial management of business organizations. Topics include the analysis of types of firms and markets, review of accounting, time value of money, valuation, and short-term financing.

GB-535. International Finance. 3 Credits.
Analysis of the international financial decisions of multinational corporations. Topics to be covered include foreign exchange rates and the structure of foreign capital markets. Particular emphasis is placed on management decisions in an international environment including cash flows, capital budgeting, valuation, and the optimal capital structure for international operations.

GB-555. Personal Branding. 3 Credits.
This course is designed to help graduate students evaluate and improve their skill sets to establish themselves as a brand. Learn the personal branding process to create a portfolio that exploits social media, blog/websites, video resumes, networking, etc.

GB-565. Derivative Markets. 3 Credits.
An examination of derivative securities, market structures, and various valuation models. The course includes discussion of spot and future markets, the valuation of futures and options, investment strategies, portfolio insurance, and recent developments in futures and options markets. Prerequisites: FN-530.

GB-570. Investment Analysis. 3 Credits.
An investigation of various financial instruments - including treasury securities, corporate bonds, stocks, options, and futures - as vehicles for effective investment decisions. Selected topics include: portfolio analysis, efficient markets, and analytical techniques for determining the value of specific financial instruments. Prerequisites: FN-530.

GB-619. Employment Law. 3 Credits.
Students will review key legislation and legal cases that form the framework within the human resources management discipline. Areas covered include rights and duties of both employer and employee in the employment relationship, legislation pertaining to employment standards, employment equity, workers' compensation, health and safety acts and other related topics.

GB-620. Leadership. 3 Credits.
Business today requires leaders who enable organizations to respond quickly and efficiently to new market opportunities, new competitors, acquisitions, shifting market demographics, new technology and changes in government regulations. Topics explored include: the basic fundamentals of leadership; various aspects of the relationship between leaders and teams, and their impact on organizations.

GB-621. Human Resources. 3 Credits.
This course provides an overview of the principles and philosophy of human resource management. Topics include recruiting, hiring, training, and compensating employees, creating policies and procedures to improve employee productivity, developing effective and efficient systems for management, and methods to assure legal compliance.

GB-622. Management Economics. 3 Credits.
This course examines the foundation concepts for how organizations allocate resources for the production, distribution, and consumption of goods and services. Economic decisions are linked to the organization, management, and strategy involved with the conduct of operations. This course focuses on how mangers can improve their understanding of the economic environment and its impact on the business firm.

GB-623. Entrepreneurship and Innovation. 3 Credits.
Covers skills and talents essential for a successful entrepreneur and explores the role of innovation in business ventures and strategy.

GB-624. Technology for Managers. 3 Credits.
This course examines the emerging role of technology and applications to support organizational business models and computer systems. It integrates data base management and planning and controlling new systems, it discusses security and other issues related to systems support for marketing, management, and financial reporting.

GB-625. International Business. 3 Credits.
This course provides an understanding of best practices managing business operations that cross national boundaries. It covers strategies, planning, and operations. A particular focus is the current opportunities and risks in global operations and markets. It uses projects to challenge attendees to incorporate new thought processes in decision making and problem solving in developed countries.

GB-626. Cyber Risk Management and Insurance. 3 Credits.
This course deals with the role of the risk manager advising on business interruption arising from failures of management information and telecommunications systems. It addresses the complexity of technology, interaction of the web and back office, and security failures. It covers the use of cyber insurance and risk transfer strategies to protect assets, people, and business operations.

GB-627. Culture in International Business. 3 Credits.
This course focuses on the way local business and business negotiations are conducted. Examines cultural

GB-632. Negotiations and Conflict Resolution. 3 Credits.
This course presents the conceptual framework and a deep focus on business and negotiation skil4suxbn50ategies,s.

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-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 course develops a comprehensive approach to problem solving and decision making. Students demonstrate a mastery of concepts as they analyze projects with a setting in a specific international environment. Develops skills in strategic planning and making decisions and recommendations in operational and financial areas.

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. Course Type(s): International (Travel).

GB-699. Capstone in Corporate Strategy. 3 Credits.
This course is to be taken within the last 9 credits of the MBA Program and covers the integration of management, marketing, and finance in modern organizations. It incorporates the best practices in strategic planning and decision making in complex and changing environments. Current trends and strategies are examined in a variety of areas including ethics, social responsibility, and risk management.

GE Courses

GE-500. Historical and Philosophical Foundations of Education. 3 Credits.
Examination of historical and philosophical foundations of education in our socially and culturally diverse country; introduction to thoughts of influential educations and the principles and ideas underlying educational policies; development of personal philosophy of education through identification of ideologies behind educational systems, curriculum, and goals.

GE-501. Historical and Philosophical Foundations of Early Childhood. 3 Credits.
Examines the historical, social, political, and philosophical foundations that impact the education of children in a culturally diverse society. Principles and ideas underlying educational policies and how education responds to the evolving needs and dispositions of our society.

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-503. Psychological Foundations of Early Learners: Birth to Age 8. 3 Credits.
Processes, conditions and techniques associated with learning in human beings, learning theories and their application to early childhood education settings. The learning environment will be discussed as it relates to supporting best practices in early childhood education and supports developmentally appropriate learning experiences.

GE-505. Directed Research in Higher 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-506. Child and Adolescent Psychology. 3 Credits.
This course introduces students to how a child develops from birth to age eight. It will address students with special needs, gifted students and English as second language populations.

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

GE-508. Research in Early Childhood 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. Students will research a current topic/problem in the field of early childhood education and conduct a presentation on their findings.

GE-509. Historical and Cultural Backgrounds of English Language Learners. 3 Credits.
This course will examine culturally diverse groups of students from various backgrounds and determine the influence they have had in today's schools with an emphasis on educational policies that have provided for the support of second Language Learners.

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-541. Fundamentals of Methodology, Curriculum and Assessment in the Inclusive Early Childhood Classroom. 3 Credits.
This course will focus on implementing developmentally appropriate teaching practices, classroom management techniques, successful motivational strategies, objectives, lesson plans, and innovative methods. In addition, students will be provided situations to assess professional goals, develop authentic assessment practices, and respond to the cultural, linguistic, and learning needs of all students.

GE-545. Methods of Teaching ESL and Assessing the Second Language Learner. 3 Credits.
Students will learn about the four domains of language (listening, speaking, reading and writing) and how each domain is developed as students learn the English language. Emphasis will be placed on specific research-based methods of teaching ESL (i.e. sheltered instruction) and effective ways of assessing the English Language Learner. Students will develop an understanding of effective ways of developing lessons for English Language Learners through various content areas.

GE-546. Seminar on Education TPA. 3 Credits.
An indepth analysis of the requirements and implementation of ed.TPA Prerequisites: GE-547.

GE-547. Student Teaching. 8 Credits.
Supervised classroom teaching experience on the elementary or secondary level including seminar meetings and conferences scheduled prior to and during the student teaching term. Prerequisites: GE-546.

GE-550. Clinical Practice I: Inclusive Early Childhood and Elementary Classroom Setting. 4 Credits.
Clinical practice in an early childhood or elementary setting in order to provide students with the skills and dispositions necessary to become effective early childhood teachers and develop relationships with school colleagues, families and community. Students will provide learning activities that support cognitive, emotional and social development. They will design learning experiences that support culturally responsive teaching, plan and assess developmentally appropriate lessons and units.

GE-551. Clinical Practice II: Inclusive Early Childhood and Elementary Classroom Setting. 8 Credits.
Students plan and implement developmentally appropriate and culturally responsive curriculum in an early childhood/ elementary classroom which demonstrates their knowledge of child development and the role of the school community with regard to children's learning. Students implement the Core Curriculum Content Standard through an integrated curriculum. They use multiple strategies to assess learning and demonstrate effective 8.2990112 04 earnd demo

GE-576. Remediation of Children with Reading Problems. 3 Credits.
Remediation of elementary and high school students with reading difficulties; interpretation of frequently used tests and inventories including group and individual, survey and diagnostic, formal an informal; techniques of remedial and corrective treatment of reading disorders; evaluation of materials used in remediation; development of an IEP for reading.

GE-577. Research Seminar in Literacy. 3 Credits.
This course presents the basic concepts, procedures, and language of social science research: problem formulation, research design, data collection, data analysis and interpretation. The ethical and legal aspects of conducting educational research and sampling techniques in schools are explored. Students will learn to analyze and develop a related research project with the guidance of the professor. The course is specifically designed to provide students with the necessary knowledge to interpret, evaluate and apply research as it relates to special education and language literacy.

GE-578. Supervision of Reading Programs. 3 Credits.
Administering and supervising reading programs; initiating programs; conducting in service training; developing a budget; and conducting an evaluation of programs and personnel. Faculty development in areas of reading related to New Jersey Core Curriculum Standards.

GE-579. Supervised Practicum in Reading. 3 Credits.
Field experience: the opportunity for students to gain practical knowledge and experience in the fields of developmental and remedial reading instruction. Case study in diagnosis and remediation of instruction, supervised by a licensed reading specialist. Prerequisites: GE-574 AND GE-576.

GE-580. The Teaching of Literacy for English Language Learners. 3 Credits.
Students will explore effective ways of teaching literacy strategies while emphasizing second language acquisition strategies. Best practices will be examined and discussed. Students will learn about the transfer of language skills.

GE-585. Phonology and the Structure of American English. 3 Credits.
Students will examine and analyze the grammatical structures and the sound system of American English as it applies to English Language Learners.

GE-590. General Linguistics. 3 Credits.
This course will focus on the structures of the English language. Comparisons about the English language and other languages will be discussed. There will be an emphasis on the nature of language as a whole and how it is both learned and acquired. Students will learn about the interaction of first language and first language development and second language and second language acquisition.

GE-591. The Process of Second Language Acquisition. 3 Credits.
Students will learn the stages of second language acquisition and develop an understanding of how second language learners move from one stage to the next. Students will review and compare research in the field of second language acquisition and discuss findings.

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-605. Theory and Practice of Teaching ESL. 3 Credits.
This course covers the theoretical foundations of second language acquisition. Students will explore research-based methods of teaching second language learners. The relationship between the native language and the second language will be emphasized.

GE-606. Directed Research in Higher 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 in Higher Education.

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-653. Assistive Technology - Uses and Applications. 3 Credits.
Students will be introduced to the wide variety of assistive technology and will examine its usefulness and utility for students with disabilities. Consideration of assistive technology applications toward content instruction, student response, enhancement of classroom management, provision of social intervention and transition services will occur.

GE-654. Stategies for Home, School and Community Relationships. 3 Credits.
This course is designed to heighten sensitivity to the needs of families of children with disabilities and develop techniques educators can utilize to assist families. Emphasis will be devoted to effective home-school team building and the identification and utilization of community resources that assist in meeting family based needs.

GE-655. Special Education and School Law. 3 Credits.
This class will examine legislation and case law concerned with the education of students with disabilities. Consideration will be given to the Individuals with Disabilities Education Improvement Act, Section 504 of the 1973 Civil Rights Act, Americans with Disabilities Act and relevant State legislation. Students will be provided with mandated requirements in the identification, evaluation, placement and instruction of students with disabilities.

GE-660. Introduction to Counseling. 3 Credits.
This course teaches students to understand what they need to be a counselor. Students will decide what the career of counselor is and whether or not they have the ability to become a counselor. The course explores various ideas used in counseling such as behavioral, psychodynamic and humanistic approaches. Students will understand the skills needed to be a successful couselor.

GE-661. Individual Counseling and Interviewing. 3 Credits.
Interviewing is a skill which provides both learning and reflection. Developing skills in interviewing and counseling requires a careful observation of oneself as well as others. This process is a complex one. The objective of the course is to explore the proper interviewing techniques and individual counseling of a client. This course suggests exploration of a much more complex values agenda- the values which inform the choices that are made as a counselor. The skills learned in this course will create greater communication skills which is a major component in counseling.

GE-662. Group Counseling. 3 Credits.
This program prepares students to counsel others in a group forum. These groups typically consist of 5 to 8 members. This is a program devoted to helping one to learn about themselves and others. This group process will assist students wanting to become more involved with the community. Students can use this group counseling program to talk about their concerns with others that share the same concerns. Together, with other students, students will learn new ways of viewing problems objectively.

GE-663. Career Counseling. 3 Credits.
This course provides the support needed in job searches. It not only supports students but challenges them as well. Students gain self-knowledge, educational planning skills and career decision capabilities. These services act as educational tools while at the same time assist students the most with promoting their educational endeavors.

GE-664. College Counseling. 3 Credits.
Examination of college guidance and admissions process in its entirety will be investigated. Topics include early college awareness, parental involvement, exploring colleges using the internet, college fairs, campus visits and interviews, preparing your list of colleges. All aspects of completing individual college applications and the common application, SAT, ACT early decision, early acceptance,early action and financial aid issues such as the FAFSA, grants, scholarships, loans, EOF, and work study will also be explored.

GE-665. Crisis Counseling. 3 Credits.
Introduction of concepts and procedures utilized in crisis counseling for students, faculty/staff, parents, and the helpers/counselors themselves. Topics include: district and school crisis committees, planning relationships with outside agencies such as police, emergency medical services, and the American Red Cross. The utilization of psychiatric emergency services, psychiatric screening services and mental health hotlines, grief counseling, memorial/remembrance activities, individual crisis intervention, and post traumatic stress.

GE-667. Abnormal Psychology. 3 Credits.
Child, adolescent and young adult psychopathology will be explored. Topics include the nature, diagnosis and treatment of mental illness, psychopharmacology, mentally ill chemical abusers, the types, roles, limitations, certification and/or licensure of different practitioners, mental health evaluation and mental status exams and the use of the Diagnostic and Statistical Manual, Fourth Edition (DSM - IV) of the American Psychiatric Association with an emphasis on understanding and using the multi-axis diagnostic scheme.

GE-668. Psychology of Exceptional Children. 3 Credits.
This course introduces concepts, procedures, diagnosis, treatment and related issues pertaining to the psychology

GE-677. Community Mental Heath and Wellness. 3 Credits.
Extensive investigations into preventing common problems will be explored. The course will focus on fostering good mental health or psychological wellness. The counselor is seen as functioning in an extremely proactive role and as a wellness educator. Topics include establishing peer mediation programs, suicide awareness, managing impulsivity, forming support groups, training peer counselors, developing study skills, learning stress reduction techniques, recognizing and dealing with depression, isolation, cultural differences, understanding issues in human sexuality, avoiding gang involvement, and improving ethnic, race and gender relations.

GE-680. History of American Higher Education. 3 Credits.
The history and development of higher education in the United States will be reviewed. Political and economic factors will be integrated into the curriculum. Current issues in diversity, globalization, international partnership, and online

GE-699. Comprehensive Exam. 0 Credits.
Comprehensive Exam Course Type(s): Tutorial.

GE-801. Curriculum Development and Instruction. 3 Credits.
This advanced course concentrates on how curriculum is developed and implemented in organizational settings. The course is based on theoretical research, current societal issues, and school-based needs for accountability based education with specific strategies to foster learning, interventions, personalization and mastery of the curriculum. The students will analyze current curriculum standards and educational reform movements.

GE-803. School Policy Analysis. 3 Credits.
This course focuses on current educational and societal policy issues. Students will investigate historical and legal aspects of educational issues as well as the political principles of contemporary education. In order to gain a comprehensive understanding of educational policy, students will analyze the consequences and challenges in collecting policy information, incorporating various research methods, and implementing technology. Students will employ various resources to develop an extensive appreciation of the role of the educational leader in the American political and policy arena.

GE-805. Organizational Behavior and Educational Administration. 3 Credits.
This course focuses on the theoretical and practical implications of organizational behavior from a sociological perspective. Students will study organizational concepts such as diversity in the educational workplace, motivation and individual differences in organizations, group dynamics and decision-making, cooperation, teamwork, management, professional development and quality improvement programs.

GE-807. Statistics I. 3 Credits.
This course analyzes and applies descriptive and inferential statistics, elements of probability that support statistical theory, and theoretical distributions. Students will apply statistics to critical educational issues that require measurement, analysis, and decision making for organizational improvement. The students will also be required to design, conduct, and report a study that demonstrates their statistical skills.

GE-809. Research Design and Methods. 3 Credits.
This course will actively engage in the developent and implementation of a draft of the formal research proposal. They will be required to complete the research process by utilizing both a quantitative and qualitative approach toward their respective research topic. All required components of the research proposal outline must be included, as described in the American Psychological Association Manual current edition.

GE-811. Qualitative Research Design and Analysis. 3 Credits.
This course is designed to develop proficiency in collecting, analyzing, and reporting qualitative data, using a variety of qualitative tools including ethnography, research interviews, content analysis, case studies, phenomenological studies and participant observation. Prerequisites: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-822. Historical Trends in Higher Education. 3 Credits.
The history and development of higher education in the United States will be reviewed. Political and economic factors will be integrated into the curriculum. Current issues in diversity, globalization, international partnership and online learning will also be explored.

GE-824. Innovative Strategies in Educational Leadership. 3 Credits.
This course focuses on innovative strategies in educational leadership in modern society and its impact on organizational efficacy and institutional change. Students will research and analyze the historical, cultural, sociological, philosophical and theoretical perspectives in the leadership process. Prerequisites: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-825. Ethical Foundations and Social Responsibility. 3 Credits.
This course concentrates on the responsibilities of the educational leader as an ethical exemplar, leader and educator. Students will examine a variety of current ethical educational issues and develop effective moral decision-making skills.

GE-826. Analysis and Interpretation of Assessment Data. 3 Credits.
This course will prepare teacher leaders and administrators to analyze, manage, interpret and make decisions based on the data that is commonplace in America's schools.

GE-827. Assessment and Evaluating for Administrators. 3 Credits.
This course focuses on understanding, designing, developing, and evaluating assessment tools in the K-12 school environment. Professional responsibility, ethical behavior, and legal requirements in educational settings will be examined. Students will be provided the opportunity to design an instrument, collect and analyze data, and present their findings. Traditional and alternative assessments will be explored, along with measurement concepts of validity and reliability. Students will discuss federal and state laws, the application of those laws, and accountability procedures. School Administrators' erroneous judgments and assessment abuses will be investigated. Students will research practical strategies for aligning classroom assessments with state standards and developing scoring rubrics.

GE-829. Using Technology to Improve Curriculum Design. 3 Credits.
This course focuses on the role of the educational leader in utilizing emerging technologies to achieve and enhance school reform. This course will enable students to plan for the integration of emerging technologies into the design of the curriculum, instruction, research and assessment. Students will study contemporary technology issues and implications in the use of information and multimedia technologies in teaching and learning, communications and management. Students will research legal and ethical considerations in the planning, funding, professional development needs and evaluation related to the use of educational technology. Prerequisites: GE-801 GE-803 GE-805 GE-807 GE-809.

GE-831. Accountability: Resource Allocation and Financial Challenges. 3 Credits.
This course provides students with federal and state directives on school finance and educational equity. Economic principles and national income measures related to public education will be discussed. Students will investigate sources of revenue, expenditures, and fiscal problems, including federal, state, and local aid, taxation, planning, debt management, income, investments, and cost forecasting. Students will examine the budget process and comprehensive annual reports used by school districts in New Jersey. The role of the New Jersey Core Curriculum Content Standards in school finance will be explored.

GE-833. Emerging Legal and Mond anble stl4Facg LeExecuve asses on understanding, designing, developing, and eeS BDC BT /F1 9 T

NU-538. Family Systems and Dynamics. 2 Credits.
The course incorporates concepts from family systems theory, role theory and life span development. The family and community are analyzed using a pluralistic perspective. Family functioning and change in times of crisis are explored (Level 1, no prerequisites).

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

NU-542. Advanced Health Assessment and Diagnostic Reasoning. 3 Credits.
A holistic and pluralistic approach to the comprehensive health/physical assessment of the adult-geriatric client. Principles of risk assessment are integrated. The student's ability to evaluate assessment data and select diagnostic tests is developed. Includes theory and laboratory (5 hours/week) component. (Level 1) Prerequisites: NU-536.

NU-543. Advanced Health Assessment and Diagnostic PMC. 3 Credits.
A holistic and pluralistic approach to the comprehensive health/physical assessment of the adult-geriatric client. Principles of risk assessment are integrated. The student's ability to evaluate assessment data and select diagnostic tests is developed. Includes theory and laboratory (5 hours/week) component. (Level 1) Prerequisites: NU-536.

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

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

NU-558. Advanced Practice Adult-Gerontology Nursing I. 3 Credits.
An intensive study of common acute and stable chronic problems of adult-geriatric clients seen in primary health settings. Health promotion and disease prevention are stressed. Students develop the knowledge and skills to assess, diagnose and evaluate these common conditions. Pathophysiology, risk factors, diagnostic tests and therapeutic management are discussed. Pluralistic as well as lifestyle factors, including nutrition and pharmocotherapy are explored in relation to the specific conditions. (Level 2) Prerequisites: NU-536 NU-537 NU-538 NU-542.

NU-559. Advanced Practice Adult-Gerontology Nursing I PMC. 3 Credits.
An intensive study of common acute and stable chronic problems of adult-geriatric clients seen in primary health settings. Health promotion and disease prevention are stressed. Students develop the knowledge and skills to assess, diagnose and evaluate these common conditions. Pathophysiology, risk factors, diagnostic tests and therapeutic management are discussed. Pluralistic as well as lifestyle factors, including nutrition and pharmocotherapy are explored in relation to the specific conditions. (Level 2) Prerequisites: NU-536 NU-537 NU-538 NU-542.

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

NU-568. Advanced Practice Adult-Gerontology Nursing Practicum I. 4 Credits.
This practicum course affords the student the opportunity to apply advanced knowledge and skills of health promotion, maintenance and disease management to plan therapeutic regimens for adult-geriatric clients in primary care settings. Advanced practice role socialization is developed. Legal, ethical and financial issues related to advanced practice are integrated (300 clinical hours are required for this course). (Level 2) Prerequisites: NU-558.

NU-569. Advanced Practice Adult-Gerontology Nursing Practicum I PMC. 4 Credits.
This practicum course affords the student the opportunity to apply advanced knowledge and skills of health promotion, maintenance and disease management to plan therapeutic regimens for adult-geriatric clients in primary care settings. Advanced practice role socialization is developed. Legal, ethical and financial issues related to advanced practice are integrated (300 clinical hours are required for this course). (Level 2) Prerequisites: NU-559.

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

NU-572. Advanced Practice Adult-Gerontology Nursing Practicum II. 3 Credits.
Continuation of theory presented in NU-558. An intensive study of common acute and stable chronic problems of adult-geriatric clients seen in primary ealth settings. Health promotion and disease prevention are stressed. Students develop the knowledge and skills to assess, diagnose and evaluate these common conditions. Pathosphysiology, risk

PA Courses

PA-501. Introduction to Public Administration and Service. 3 Credits.
Students will learn how to improve the efficiency and effectiveness of public sector and non-profit institutions by exploring and applying key paradigms in public administration and organizational behavior. By studying the factors that motivate economic and political behavior, students will learn how to formulate practical plans and strategies to help solve social problems. Studying organizational culture will expose forces that are critical in understanding how to implement change. This course will include an analysis of complex cases that relate to the evolving relationships between the public, private, and non-profit sectors.

PA-510. Ethics and Society. 3 Credits.
Students survey ancient, modern, and contemporary normative frameworks and methods of ethical inquiry. These normative frameworks, derived from moral philosophy, moral theology, and political philosophy, will be engaged to critically question urgent and contemporary social matters and policies. Case studies of ethical leadership and professional ethics will provide models of right thinking and conduct within the professions. Finally, inquiry will be made into how we might understand the common good as well as how to work to achieve it.

PA-511. Internship (Domestic or International). 3 Credits.
Designed to provide students the opportunity to utilize their academic study with exposure to public sector and/or non-profit environment(s). This experience provides students greater understanding of the practical challenges faced by public sector and non-profit entities. Prerequisites: PA-501 PA-510 PA-520 PA-540.

PA-512. Sustainability in Public Administration. 3 Credits.
How can we endure in the face of environmental degradation, climate change, and resource limitations? These questions are integral to the university's commitment to inspire students to lead ethically, serve compassionately and promote justice in our ever-changing urban and global environment. The class will look at the roots of past environmental disasters, as well as alternative responses to avoid future crises. Much of the work in this class will be with local government and/or community advocacy organizations. Prerequisites: PA-501.

PA-513. Advanced Independent Study in Public Admistration. 3 Credits.

PA-514. Health Care Issues. 3 Credits.
By 2020, health care spending (including public, non-profit and private resources) will average almost $14,000 for every man, woman and child. This course will explore ways that government and non-profit organizations can prevent diseases and improve health care in more efficient and equitable ways. Students will study the development, structure, and current issues associated with the delivery and utilization of health services. Health care topics covered include regulation, financing, insurance, and ethics along with a special emphasis on serving low-income communities.

PA-515. Leadership and Organizational Change. 3 Credits.
This course provides the framework and skills that are critical to leading organizations in an environment of new information technologies, globalization, rising expectations, and shifting demographics. Leadership entails making decisions, setting direction, mobilizing people, developing the capacity of actors, and adapting to changes that emerge along the way. Leaders must implement changes in a web of complex, multi-organizational environments. This class will prepare future public sector and non-profit leaders to navigate the political processes and institutions in which changes must be evaluated and implemented.

PA-520. Research and Analytic Methods. 3 Credits.
A variety of research methods can be used to evaluate public programs, inform policy decisions, determine operating and capital requirements, and track the performance of existing programs. This class focuses on selecting and using appropriate methodologies, as well as assessing and communicating the strengths and weaknesses of completed research work. Students will learn tools and techniques that are needed to identify, utilize and interpret research; make informed decisions; and develop recommendations to other public administrators.

PA-530. Public Sector Finance and Budget. 3 Credits.
This course examines how governments obtain and spend financial resources. Students explore the socio-economic and political sis of complfC BT T /F3 9m-4x2hs: enments.

PA-540. Management and Conflict Resolution. 3 Credits.
This course focuses on models, qualities and characteristics of management and leadership within the public and non-profit sectors. Students will explore concepts of strategic management, team building, shared vision, pluralism, empowerment, agenda setting, and human resource management. Central to this class is the examination of how disputes are resolved from the perspectives of management, law, government, media, labor and the public.

PA-550. Quantitative Methods for Public Administration. 3 Credits.
Public administrators need a solid understanding of statistical concepts and their actual applications. Rather than tedious number crunching and incomprehensible data manipulation, students in this course learn how statistics is really about creative information gathering and analysis. Statistical processes and procedures allow students to extract gems of information from tangled spools of data. Statistics also make it possible for public administrators to see beyond the often chaotic surface, get to the heart of the matter, and make decisions based upon quantitative data. Prerequisites: PA-520.

PA-555. Public Policy. 3 Credits.
Students will study the "who, what, when, where, and why" of the public policy making process by examining specific policy dilemmas and the roles of relevant institutions and actors. The various stages of the policy making process will be explored including defining problems, identifying policy options, evaluating alternatives, and making decisions. The complex inter-relationship between various levels of government, the non-profit and the private sectors will

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