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Graduate

This graduate catalog was prepared in August 2021. The information is subject to change. The material herein applies to the 2021-22 academic year. The University reserves the right to add, amend or repeal any of its regulations, policies and programs, in whole or in part, at any time. The contents of this catalog do not constitute a contract between Saint Peter's University and its students or other parties.

Main Campus

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

www.saintpeters.edu (<http://www.saintpeters.edu>)

Doctor of Nursing Practice

Convenient Locations

Saint Peter's University offers its graduate programs at the main campus as well as other partner sites:

Jersey City (Kennedy Boulevard)

Doctorate in Education (K-12, Higher Education), Graduate Education, Business, Accountancy, Communication and Public Relations, Public Administration, Marketing Science, Finance, Health Sciences, Psychology, Business Analytics, Cyber Security, Data Science and Nursing.

Trimesters, Semesters, and Summer Sessions

Business, Accountancy, Public Administration, Marketing Science, Finance, Business Analytics, Health Sciences, Psychology 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 (201 761-6472) or mmcdonough1@saintpeters.edu.
- Graduate Accountancy (201 761-6470) or psookram@saintpeters.edu
- Graduate Nursing (201 761-7490) or lohare@saintpeters.edu.
- Graduate Communication (201 761-6330) or bdonovan@saintpeters.edu.
- Graduate Marketing Science (201 761-6470) or gbizel@saintpeters.edu.
- Graduate Public Administration (201 761-6155) or gschnitzer@saintpeters.edu.
- Graduate Data Science (201 761-6470) or vvoddi@saintpeters.edu.
- Graduate Cyber Security (201 761-6362) or alacava@saintpeters.edu.
- Graduate Psychology (201 761-6470) or jfeinberg@saintpeters.edu.
- Graduate Finance (201 761-6470) or drafferty@saintpeters.edu.
- Graduate Business Analytics (201 761-6470) or jgilkey@saintpeters.edu.

About the University - Graduate

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 Arts in Education: Higher Education (2017)
- Master of Science in Marketing Science (2018)
- Master of Science in Business Analytics (2019)
- Master of Science in Finance (2019)
- Master of Arts/Science in Industrial Organizational Psychology (2019)
- Education Specialist (2019)
- Master of Science in Health Sciences (2021)
- Master of Arts in Education: Educational Technology (2021)

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 National Commission on Accreditation of Nursing Education (NCA-NE) [Saint Peter's University] TJ E

260,000 volumes on its four floors. The library subscribes to 750 print periodicals and over 10,000 online. The



Saturday	9:00 A.M. - 5:00 P.M.
Sunday	Noon - 11:00 P.M.

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

Business Analytics Program

Master of Science in Business Analytics

Communication Program

Master of Arts in Communication and Public Relations (p. 46)

Cyber Security Program

Master of Science in Cyber Security

Data Science Program

Master of Science in Data Science

Finance Program

Master of Science in Finance

Health Sciences Program

Master of Science in Health Sciences

Marketing Science Program

Master of Science in Marketing Science

Education Programs

Master of Arts in Education

Educational Leadership

Educational Technology

ESL

Higher Education

Pre-School-3

Reading

School Counseling

Special Education

Teaching

Education Specialist (p. 61)

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)

Psychology Programs

MS or MA in Industrial Psychology (p. 93)

Public Administration Program

Master of Public Administration (MPA)

Graduate Certificate Programs

Graduate Certificate Programs

Mission Statements of the Graduate Programs

Master of Science in Accountancy (MSA)

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

Master of Business Administration (MBA)

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

Master of Education (M.Ed., Ed.S.)

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

Master of Science in Nursing (MSN)

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

Master of Public Administration (MPA)

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

Master of Science in Business Analytics (MS)

The mission of the Master of Science in Business Analytics program is that it is designed for working managers and professionals who seek to deepen their industry credentials, data analysis skills and ability to leverage and monetize data in managerial processes and decision making to meet market needs. Offered through Data Science Institute, the program provides a unique combination of skills and knowledge for managers. Topics include strategic management, finance, advanced data analysis and visualization.

Master of Science in Cyber Security (MS)

The mission of the Master of Science in Cyber Security program is to provide students with the technical knowledge and skills needed to investigate data breaches, implement security architecture, strategies and recovery plans, and use cyber security and digital forensics software/tool-kits to protect an organization from cyber-attacks. The program 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 program is to use real-world problems and situations to prepare graduates for roles as strategic thought leaders who leverage predictive analysis and predictive modeling to drive decision making. Students will develop in depth understanding of the key technologies in data science and business analytics: data mining, machine learning, visualization techniques, predictive modeling, and statistics. Students will practice problem analysis and decision-making. They will gain practical, hands-on experience with

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 - Graduate

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 (<http://www.saintpeters.edu/>). Registration may be prevented if the student has outstanding obligations, financial or otherwise, to the University. Students are

Other Grades are:

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

A change of grade can only be initiated by the instructor of a course who must submit a Change of Grade Request detailing the reason for the extension and must be approved by the Dean or Director of the program. Such changes are made in unusual circumstances only.

Resolution of Grade Disputes

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

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

Repeating a Course for a Higher Grade

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

Course Changes or Cancellation

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

Adding or Dropping Courses

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

Change of Address or Name

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

Students who wish to change their name on University records must complete an Official Name Change Request. Two forms of legal documentation must be submitted, e.g. a marriage certificate, divorce decree, court order indicating the change of name, SSN card or drivers license indicating the updated name. To update your email address, please contact the service desk.

application, the student may, but is not required to submit additional supporting documentation for the spring and/or summer terms.

Changes of Accommodations: Students are urged to contact the Center for Academic Success and Engagement at any point during the term to discuss changes to approve accommodations or to request alternative accommodations. Changes to previously approved academic accommodations may require submission of additional supporting documentation.

Academic Accommodation Grievance Process

Denials: Denials of academic accommodations must undergo an informal appeal process with the University Disability Services Coordinator & Dean of Academic Engagement and Student Success. Students will meet with the University Disability Services Coordinator & Dean of Academic Engagement and Student Success to discuss the 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

It is each student's responsibility to inform the University of any changes in directory information. You can update your address and contact information on SpiritOnline. A student's lack of receipt of important notifications due to the student's failure to provide a correct, current address is not an acceptable reason for non-receipt of important notifications. Ensuring that a correct address is on file is entirely a student's responsibility.

Official Email Communication to Students

The official, sanctioned method of email communication with students is through each student's account provided by the University. Students are expected to check their University email accounts regularly. A student's lack of receipt of important notifications, due to the student's failure to use the email account provided by the University, is not an acceptable reason for non-receipt of important notifications.

Medical Leave of Absence Policy

Purpose

Saint Peter's University expects students to maintain continuous registration throughout their academic program. It is sometimes necessary for a student to take a leave from enrollment for a period of time. The policies and procedures

Medical Leave of Absence Request Student Procedures

Requests for medical leave of absence must be submitted by undergraduate or graduate degree candidates to the appropriate school or college dean. To request a medical leave of absence, you must submit a Request for Medical Leave of Absence Form along with appropriate documentation. Appropriate documentation for a medical leave of absence withdrawal consists of a letter from your attending health care provider on letterhead that specifies the following:

- the date of onset of illness,
- the dates you were under professional care,
- the general nature of your medical condition and why/how it prevented you from completing course work,
- the date of your anticipated return to school, and
- the last date you were able to attend class.

Additional documentation may be requested should it be determined by the appropriate school dean, or the Dean of Students. The letter must be typed on the health care provider's letterhead stationery and submitted in a sealed envelope.

Medical Leave of Absence Effective Dates

A medical withdrawal, if approved, is effective on the day a signed and fully completed request is received in the appropriate school dean office.

Tuition, Fees, and Refund Schedule

Approval of a medical withdrawal does not exempt students from their financial obligations. Tuition is adjusted in accordance with the University's refund schedule, which is published by the Office of Student Accounts and is available at www.saintpeters.edu/refund (<http://www.saintpeters.edu/refund/>). Fees are non-refundable after the last day do drop tuition at a hundred percent.

Parental Notification

The University reserves the right to notify a parent or guardian if deemed appropriate under the circumstances and applicable laws, including making arrangements for the family member to pick up the student from the University's premises.

Privacy of Information Regarding Medical Leave

The University will maintain the privacy of information regarding voluntary and involuntary leaves in accordance with federal, state, and local law, and to the greatest extent consistent with the goal of processing such leaves.

Process for Appeal of Decision

Students may be eligible to appeal a determination of ineligibility for a medical leave of absence after a decision has been made in writing by the appropriate school dean. Students who fail to complete the requirements or deadlines will be ineligible for an appeal. A student may request an appeal to the Vice President of Academic Affairs / Provost or designee within five business days of the receipt of the decision. The Vice President of Academic Affairs/Provost or designee will review of the decision. Appeals submitted after five business days will not be considered however; the Vice President of Academic Affairs/Provost or designee may accept late supporting documentation (medical records, documentation from qualified medical professionals, etc.). Such request should be made in writing at the time of the appeal.

The appeal should include detailed support for the request to modify the original decision. The Vice President of Academic Affairs/Provost or designee will review the student's appeal and may affirm, overturn or modify the decision within ten working days from the date of receipt of request for review or an agreed extended time. The Vice President of Academic Affairs/Provost or designee can meet with the student if needed or can consult with anyone

that he or she determines is reasonable in order to review the appeal. The decision will be communicated to the student in writing and shall be considered final.

Notification of Rights under FERPA for All Students

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

- 1.) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. A student should submit the University Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, she shall advise the student of the correct official to whom the request should be addressed.

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

Student's Right to Non-Disclosure of Directory Information

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

Information Which May be Designated as Directory Information

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

- Student Name(s) and Spirit Number
- Address Information (local, permanent, and email)*

Policy Notification

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

SAINT PETER'S UNIVERSITY

Enrollment Services Center

University Registrar

Admission Information

In compliance with relevant federal and state civil-rights legislation, Saint Peter's University does not discriminate on the basis of race, creed, religion, color, national origin, nationality, ancestry, sex/gender (including pregnancy), age (except where gender or age is a bona fide occupational qualification), affectional or sexual orientation, marital status, civil union status, familial status, domestic partnership status, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability in the operation of its educational programs and activities (admission, scholarships and loan awards, access to programs and course offerings, competitive and intramural athletics, counseling, student and other employment, use of facilities, and campus sponsored extracurricular activities).

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

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.

Admission of Veterans

In accordance with Title 38 US Code 3679 subsection (e), this Saint Peter's University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. Saint Peter's will not:

- Prevent the students enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

-

Saint Peter's University reserves the right to verify all submitted documents with the issuing institution. Applicants may be asked to provide further proof of your educational history.

Personal Statement/Essay

Applicants are asked to write a personal statement, as part of the application process, of at least one page (500 words). The questions can be found within the online graduate application.

Letters of Recommendation

Letters of recommendation should be sent by the applicant's English teacher, teacher of choice, work supervisor and/or community volunteer supervisor. Forms for the recommendation are included in the online application but may be substituted with a written letter on university or company letterhead.

Notification of Admission Status

Applications are reviewed after receipt of a completed application packet and supporting documentation. If any portion of an application packet needs further action the University will notify the applicant via e-mail. As soon as the application is complete, an admission decision will be made by the program director of the student's intended program of study. Applicants will be notified by the Admission Office. The Admission Office is the only office authorized to notify international students of their acceptance to Saint Peter's. Depending on where an applicant lives, they can expect an admission decision on a completed application within three weeks after receipt of ALL application materials.

International Student Application Deadlines

It is recommended that applicants submit a completed application packet at least three months before the semester in which they wish to enroll. In order to process an application for admission in a timely manner, the following deadlines have been established:

Fall Semester/Winter Trimester.....August 1

Spring Semester/Spring Trimester/May Trimester.....December 1

The University may consider completed applications received after the specified deadline as time permits.

F-1 Status (Student Visa)

International students are permitted to study in the United States if they meet U.S. Immigration and Naturalization Service requirements. An F-1 visa to enter the U.S. is issued only to students who: a.) present evidence of regular admission to a full-time course of study in the U.S.; b.) have financial support for the entire period of study in the U.S.; and c.) intend to return to their home country once studies are completed.

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

Documentation for Travel from *Outside* the U.S.

Students will be mailed the Form I-20 with their acceptance letter. Students will present this form, along with supporting documentation, to the U.S. embassy or consulate in their area. Students must have a valid passport issued by their home country for the visa application process and pay any necessary processing fees. Collecting documentation and scheduling appointments to complete the visa application process may cause unexpected delays. Therefore, it is recommended that students complete and submit the application packet to Saint Peter's at least three months prior to the semester in which they plan to begin studies. Early submission should allow ample time to receive the Form I-20, meet with U.S. consular officers, and make travel arrangements.

Documentation for Travel from *Inside* the U.S.

Upon a student's acceptance, they will be mailed a Transfer Authorization Form (to be completed by the designated official at the student's current institution) to verify the F-1 status. Students who will come to Saint Peter's from within

the United States will be issued a Form I-20 after the transfer process has been completed. If students plan to return to their home country, or travel outside the U.S. before coming to Saint Peter's, the student must notify the Saint Peter's University international student advisor of their intentions at least three weeks prior to departure from the U.S. so appropriate arrangements can be made and documentation can be prepared for the student to reenter the U.S. Applicants in any status other than F-1 will be sent further instructions for status change if necessary.

Graduate Business

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 can be completed in 36 credits.

Level I Core Courses (21 credits)

Level II Concentration (9-12 credits) and Electives (3-6)

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 Intelligence
- Risk Management

Dual Degrees MBA/MSA

The dual degrees MBA/MSA curriculum reflects a total of 54 credits:

Level I Core Courses (30 credits)

Level II MBA Concentration (9-12 credits), MSA Concentration (6 credits), Electives (6-9 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

Master of Business Administration Degree

Mary McDonough, Ph.D., Director, Master of Business Administration Program

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. Added benefits of the newly re-designed program include IBM certifications that have been embedded into the curriculum, a strong focus on data and analytical tools, more robust coursework in program concentrations and more flexible course delivery

Curriculum

Candidates must attain 36 credits with a minimum GPA of 3.0. Students elect a concentration upon entrance to facilitate courses in the program path. The MBA degree can be completed in as little as 36 credits if the core curriculum is satisfied by undergraduate courses with grades of B or higher. Waived credits are by permission only, and not an obligation of the University.

MBA Degree: 36 Credits

Core Courses:* 21 Credits

Concentration:* 9-12 Credits

Electives:* 3-6 Credits

*Note: Concentration and elective credits vary.

Level I: Core Courses (21 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-511	Management and Human Behavior	3
GB-530	Corporate Finance	3
GB-533	Enterprise Design Thinking	3
GB-622	Management Economics	3
DS-650	Data Law Ethics and Business Intelligence	3
DS-660	Business Analytics	3
Total Credits		21

Level II: Concentration (9-12 credits)

Concentrations focus the candidate on a specific area to achieve depth of knowledge. Concentrations are available in Business Analytics, Cyber Security, Finance, Health Care Administration, Human Resources Management, International Business, Management, Marketing Intelligence, and Risk Management. Candidates may follow the recommended courses below or may work with the Program Director to design a concentration to meet specific goals and reflect individual backgrounds.

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 II: Electives (3-6 credits)

These courses provide program breadth outside the area of concentration. Candidates should choose these courses to gain knowledge in areas that will help achieve their career goals.

Additional Concentrations

Candidates may choose to add additional concentrations to their program of study. Each additional concentration requires 6 additional credits (12 credits for Health Care Administration). The concentration is noted on the transcript.

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 the Higher Education Act. You will be expected to settle your account using cash, employer tuition reimbursement, private loans or other such funds.

Concentrations - MBA/MSA

Marketing Intelligence 9

GB-641	Marketing Strategy (required)
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Choose two of the following:

GB-555	Personal Branding
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GB-643	International Marketing
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GB-645	Marketing Research
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Risk Management 9

GB-629	Enterprise Risk Management (required)
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Choose two of the following:

AC-541	Internal Controls and Sarbanes Oxley Compliance
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GB-630	Strategic Risk Management
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GB-631	Risk Management and Insurance
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GB-646	Crisis Communications
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Capstone

GB-699 Corporate Strategy: Initiation to Implementation

Electives - 3-6 credits

Any course listed in the Graduate Business curriculum with a course prefix of AC or GB can be selected to round-out and broaden the student's knowledge.

Additional Concentrations

Candidates may choose to add additional concentrations to their program of study. Each additional concentration requires 6 additional credits (12 credits for Health Care Administration). The concentration is noted on the transcript.

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 P,nnw

Dual MBA/MS in Accountancy Degrees

The 36 credit MBA degree and 30 credit MSA degree can be combined to create a customized education plan totaling 54 credits. This program prepares individuals for senior financial and accounting positions where a breadth of management knowledge is combined with an in-depth understanding of accounting. The benefits of such a custom degree allow graduates to pursue a more specific career within their interest range. A diploma for each degree is issued by the University at the same time the degree requirements are completed.

Dual MBA/MSA Curriculum

Candidates must elect a concentration in the MBA and the MSA upon entrance to facilitate courses in the program path. A maximum of six (6) credits of equivalent course work may be accepted for transfer from an accredited graduate business program providing that the candidate achieved a passing grade that is acceptable to Saint Peter's.

Waivers and transfer credit is by permission only, at the discretion of the Program Director, and not an obligation of the University.

MBA/MSA Degrees:	54 Credits
Core Courses:	30 Credits
Electives:	6-9 Credits
MBA Concentration:	9-12 Credits
MSA Concentration:	6 Credits

Level I: Core Courses (30 Credits)

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

Core Courses

GB-511	Management and Human Behavior	3
GB-530	Corporate Finance	3
GB-533	Enterprise Design Thinking	3
GB-622	Management Economics	3
AC-501	Managerial Accounting (or appropriate substitution)	3
AC-520	Financial Accounting and Reporting	3
AC-541	Internal Controls and Sarbanes Oxley Compliance	3
AC-543	Forensic Accounting and Internal Auditing	3
DS-650	Data Law Ethics and Business Intelligence	3
DS-660	Business Analytics	3
Total Credits		30

Level II: MBA Concentration Electives (9-12 Credits)

These courses provide program breadth to create an area of concentration. Candidates should choose these courses to gain knowledge in that area and those that will help achieve their career goals. Select courses in Cyber Security, Finance, Health Care Administration, Human Resource Management, International Business, Management, Marketing Intelligence, or Risk Management.

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 Intelligence, 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 II: Electives (6-9 credits)

These courses provide program breadth outside the area of concentration. Candidates should choose these courses to gain knowledge in areas that will help achieve their career goals.

Graduate Business Analytics

Rahul Balwaik, M.S., Director, Business Analytics Program

The Master of Science degree in Business Analytics was designed for working managers and professionals who seek to deepen their industry credentials, data analysis skills and ability to leverage and monetize data in managerial processes and decision making to meet market needs.

Offered through Data Science Institute at Saint Peter's University, the program provides a unique combination of skills and knowledge for managers. Topics include strategic management, finance, advanced data analysis and visualization.

Program Availability

Graduate Certificate Programs

Big Data Essentials with Python

DS-520	Data Analysis and Decision Modeling	3
DS-542	Python in Data Science	3
DS-600	Data Mining	3
DS-630	Machine Learning	3
Total Credits		12

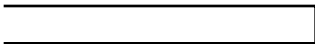
Blockchain Technology

CY-510	Cyber Security Planning and Risk Analysis	3
CY-530	Cryptography	3
CY-645		

Healthcare Administration

GB-671	Health Care Financing and Risk Management	3
GB-672	Current Issues and Policies in Health Care	3
GB-673	Health Care Administration	3
GB-674		

3



Master of Arts in Communication and Public Relations

Admission Requirements

Graduate Communication

- Official Application (Apply online at www.saintpeters.edu (<http://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 Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate 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.

DS-610 Graduate Data Science

Vijay Voddi, M.S., Director, Master of Science in Data Science Program

Master of Science in Data Science

The Master of Science in Data Science, a 36 credit degree program, is intended for students who have completed undergraduate degrees in science, mathematics, computer science or engineering and are interested in pursuing careers in industry-specific analytical fields (e.g. technology, pharmaceutical, research, government, public health, entrepreneurship, finance, business, etc.).

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

Program Availability

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

Degree Requirements

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

Graduate Internship

As of January 1, 2016, completion of an internship related to Data Science is required for all students except: those who have 3+ years of professional work experience; those with full-time employment during the length of the program; and those who are participating in the exchange program. The graduate internship can start in the first semester of classes. Please consult your program advisor to determine if it is possible to obtain a waiver.

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 - Master of Science in Data Science

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

Required Core Courses

27

DS-510	Introduction to Data Science
DS-520	Data Analysis and Decision Modeling
DS-530	Big Data and Data Management
DS-542	Python in Data Science
DS-620	Data Visualization
DS-630	Machine Learning
DS-650	Data Law Ethics and Business Intelligence
DS-660	Business Analytics
DS-670	

Graduate Education

Joseph Doria, Jr., Ed.D., Dean, Patrick J. Caulfield 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 certified teachers. The goals of the Leadership Programs in Graduate Education are to prepare teachers to move into leadership positions as supervisors, assistant principals, and superintendents.

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

Master of Arts in Education

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

- Educational Leadership
- Educational Technology
- English as a Second Language
- Hige/i4899902 Tm [(The g1 a Secoam1S SeU7922>> BDC BT /F1 9 Tf 1 0 0 -1 6.8499999 265. Arts in Education)] TJ ET EMC /P7922>> BD

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 (<http://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 (<http://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 (<http://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 (<http://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 (<http://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 (<http://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 (<http://www.saintpeters.edu>), or request an application by phone or mail).
-

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 Design and 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. Advancement to candidacy.
4. Successful completion of 54 graduate credits at the doctorate level.
5. Nine graduate credits related to educational leadership could be transferred into the program with the approval of the Dean.
6. Completion of 15 foundations credits, 27 professional concentration credits, and 6 dissertation research credits.
7. Successful oral defense of a doctoral dissertation.

Transfer Credit

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

Time Limitation

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

Doctor of Education: Educational Leadership (Higher Education)

The Doctor of Education (Ed.D.) program with a concentration in Higher Education is designed to produce educators who can teach and/or become leaders who can effectively formulate change while successfully navigating the challenges of higher education in the 21st century. This program is only offered as a totally online learning experience.

Education Specialist

The Education Specialist (Ed.S.) degree is considered a highly specialized and advanced graduate degree. It is designed for professionals who would like to achieve advanced knowledge and theory; acquire skills in interpreting and using educational research, but do not want to pursue their doctorate. The Ed.S. Program is beyond the master's degree, and can be achieved after the master's degree has been completed. Some professionals seek the Ed.S. Degree as a way to advance their degree in education without writing a dissertation. It is a way to advance their career goals and qualifications. Students can choose an emphasis in either Educational Leadership: K-12 or Higher Education.

Program Availability

GE-874	Finance, Budgeting and Resource Allocation in Higher Education	3
GE-876	Accountability: Assessment, Accreditation and Institutional Research	3
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Total Credits		36

Master of Arts in Education: Educational Leadership

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

Foundational Courses

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

Required Courses

GE-510	Principles of Curriculum Design and Development	3
GE-511	Principles and Problems of School Administration	3
GE-512	Assessment of Student Ability and Achievement	3
GE-513	Fundamentals of Elementary and Secondary Supervision	3
GE-514	School Finance	3
GE-516	School Law	3
GE-528	Internship: Administration and Supervision I ¹	3
GE-529	Internship: Administration and Supervision II ¹	3
GE-555 or GE-570	Computers in Curriculum Design Development and Evaluation Foundations of Reading Curriculum Design and Development	3
Total Credits		36

¹ An internship of 150 hours is required for Administrator Certification, 300 hours for Principal, and 450 hours for Chief School Administrator.

Master of Arts in Education: Educational Technology

This program is designed for current and future PK-12 and higher education instructors who want to use educational technology in the face-to-face and remote classroom as well as for educational leaders who seek positions in the field of educational technology.

Required Courses

GE-500	Historical and Philosophical Foundations of Education	3
GE-502	Psychological Foundations of Learning	3
GE-505	Directed Research in Education	3
GE-512	Assessment of Student Ability and Achievement	3
GE-555 or GE-556	Computers in Curriculum Design Development and Evaluation Integrating Technology into the Early Childhood Classroom	3
GE-640	Introduction to Learning Management Systems	3
GE-653	[REDACTED] Integrating Technology into the Early Childhood Classroom	3

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 Education	3
GE-509	History and Cultural Background of English Learners	3
GE-512	Assessment of Student Ability and Achievement	3
GE-545	Teaching and Assessing Second Language Learners	3
GE-570	Foundations of Reading Curriculum Design and Development	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		

Master of Arts in Education: Higher Education

The Master of Arts in Education program in Higher Education 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.

A comprehensive research paper is also required at the end of the program.

Required courses:

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 Childhood Learners	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: Early Childhood Classroom	3
GE-570	Foundations of Reading Curriculum Design and Development	3
GE-617	Assisting Students with Special Needs in the General Education Classroom	3
GE-654	Strategies for Home, School and Community Relationships	3

Clinical Practice (12 Credits)

GE-550	Clinical Practice I: Early Childhood and Elementary Classroom Setting (175 hours)	4
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Master of Arts in Education: Reading

The concentration in reading, designed for qualified teachers who desire in-depth training as specialists in the Reading field, affords opportunities to investigate and apply the full range of reading approaches. The concentration in Reading qualifies graduates for New Jersey State Certificates as Teacher of Reading, Reading Specialist, and with specific approved electives, Supervisor.

Foundation Courses

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

Required Courses

GE-512	Assessment of Student Ability and Achievement	3
GE-570	Foundations of Reading Curriculum Design and Development	3
GE-571	Diagnosis and Treatment of Children with Learning Disabilities	3
GE-574	Diagnosis of Children with Reading Problems	3
GE-576	Remediation of Children with Reading Problems	3
GE-578	Supervision of Reading Programs	3
GE-579	Supervised Practicum in Reading	3

Approved Electives		6
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 Education	3
GE-512	Assessment of Student Ability and Achievement	3
GE-660	Introduction to Counseling	3
GE-661	Individual Counseling and Interviewing	3
GE-662	Group Counseling	3
GE-663	Career Counseling	3
GE-664	College Counseling	3
GE-665	Crisis Counseling	3
GE-667	Abnormal Psychology	3
GE-668	Psychology of Exceptional Children	3
GE-669	Community Agencies, Organizations and Resources	3
GE-670	Multicultural Counseling	3
GE-671	Substance Abuse and Treatment	3
GE-672	Practicum in Counseling I	3
GE-673	Practicum in Counseling II	3
Total Credits		48

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

Dr. Michael Finetti, *Director*

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

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

Required Courses

GE-614	Overview of Educational Disabilities for Specialized Instruction	3
GE-616	Effective Classroom Management and Behavior Intervention	3
GE-617	Assisting Students with Special Needs in the General Education Classroom	3
GE-618	Assessment Techniques for Students with Disabilities	3
GE-631	Behavioral Analysis I	3
GE-632	Applied Behavioral Analysis II	3
GE-633	Applied Behavioral Analysis III	3
GE-635	Research Seminar: Applied Behavior Analysis	3
GE-652	Curriculum Development for Students with Disabilities	3

Approved Electives

Select two of the following:		6
GE-615	Instructional Strategies for Students with Disabilities	
GE-653	Assistive Technology - Uses and Application	
GE-654		

Master of Arts in Education: Special Education, Literacy

Dr. Michael Finetti, *Director*

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

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

Required Courses

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

Approved Electives

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

Total Credits		33
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Middle School Mathematics Certification

For students who have six credits of math on the undergraduate level and instructional certification for K-6 who wish to pursue certification as a Middle School Mathematics Teacher.

Required Courses

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

Professional/Associate Counselor Certification

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

Required Courses

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

School Business Administrator Certification

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

Required Courses

GE-511	Principles and Problems of School Administration	3
GE-513	Fundamentals of Elementary and Secondary Supervision	3
GE-514	School Finance	3
GE-516	School Law	3
AC-151	Principles of Accounting I	3
EC-101	Macroeconomic Principles	3
Total Credits		18

Teacher of Students with Disabilities Certification

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

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

Teaching Certification

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

Required Courses

GE-502	Psychological Foundations of Learning	3
GE-510	Principles of Curriculum Design and Development	3
GE-512	Assessment of Student Ability and Achievement	3
GE-540	Fundamentals of Methodology	3
GE-555	Computers in Curriculum Design Development and Evaluation	3
GE-570	Foundations of Reading Curriculum Design and Development	3
GE-614	Overview of Educational Disabilities for Specialized Instruction	3

Clinical Experience

GE-550	Clinical Practice I: Early Childhood and Elementary Classroom Setting	4
GE-551	Clinical Practice II: Early Childhood and Elementary Classroom Setting	8

Total Credits		33
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Graduate Finance

Devin Rafferty, Ph.D. - Director, Master of Science in Finance

A Master of Science in finance degree is a 30 credit hour program designed for working professional and full and part-time students who wish to gain the expertise to succeed in today's globalized financial world. The Master of Science in Finance degree will provide students with knowledge on a host of topics and prepare them to pass leading financial certification exams.

Program Availability

The courses are offered on a trimester calendar and is designed for both full-time and part-time study

Degree Requirements

The degree requires 30 credit hours.

Advisement

The Director will individually craft a Program Completion Plan with each candidate.

Time Limitation

Students are expected to enroll continuously until their programs are completed. Students are required to uphold 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 Finance

EC-501	Advanced Macroeconomics	3
EC-502	Advanced Microeconomics	3
FN-503		

Admission Requirements

Admission Requirements

1. A completed graduate program application (online (<https://www.saintpeters.edu/graduate-admission/admission-application/>) or paper).
2. A baccalaureate degree 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 Economics and Finance. Additionally, students with prior work experience in the economics/finance field will also be considered for the program.
3. Official undergraduate transcript evidencing an earned Bachelor's degree.
4. A minimum undergraduate cumulative GPA of 3.0 on a 4.0 scale is preferred.

Admission Requirements

Graduate Health Sciences

1. Baccalaureate degree conferred by a regionally accredited U.S. institution (required).
2. Official undergraduate transcript (required).
3. Two letters of recommendation attesting to the applicants potential for success in graduate studies (required).
4. Resume (required).
5. A personal statement of up to 500 words describing why the applicant is seeking this graduate degree (required).
6. Graduate Record Examination (optional).
7. A minimum cumulative GPA of 3.0 on a 4.0 scale in undergraduate study (preferred).
8. English Composition, Statistics, Sociology, Psychology, Philosophy/Ethics, Natural Science (AP preferred but not required).

While there is no undergraduate major requirement, all applicants must have taken the 6 required courses listed. Substitution courses can be made, at the discretion of the Program Director, in rare circumstances.

All documents should be sent to :

Saint Peter's University

Attn: Graduate Admission

2641 John F. Kennedy Boulevard

Jersey City, New Jersey 07306

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

Transfer Credits

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 approved 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.

Admission Requirements for International Students

Official scores from the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the written exam, a minimum of 213 on the computer-based exam or a minimum of 79 on the internet-based exam will be accepted.

Graduate Marketing Science

Gulhan Bizel, Ph.D., Director, Master of Science in Marketing Science Program

A Masters Degree in Marketing 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 Marketing Science

MS-500	Marketing Fundamentals: Customer Experience	3
MS-510	The Influence and Persuasion of Consumers	3
MS-515	Applied Market Research and Analysis	

Graduate Nursing

The baccalaureate, master's and doctoral programs in nursing at Saint Peter's University are accredited by the Commission on Collegiate Nursing Education, 665 K Street NW, Suite 750, Washington, DC 20001, (www.ccnaccreditation.org (<http://www.aacn.nche.edu/ccne-accreditation/>))

Master of Science in Nursing

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

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

- Primary Care: Adult-Gerontology Nurse Practitioner

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

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

Program Availability

The nursing programs are offered at the Jersey City campus. Courses are offered as follows:

- MSN Primary Care (Adult-Gerontology Nurse Practitioner). Combined semester (15 weeks).

Degree Requirements

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

Advisement

Saint Peter's University assigns an academic advisor from within the School of Nursing for every candidate. Nursing students should call 201-761-6270 for assistance with academic advising.

Time Limitation

Students are expected to enroll continuously until their programs are completed. Full-time students should complete the MSN Program in 2 2/3 years. All are expected to complete the program in 5 1/2 years. By federal regulation, F-1 International students must enroll as full-time students, so their time to completion will be considerably shorter.

Graduate Nursing Curriculum RN to MSN Bridge Option

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

- Undergraduate statistics course - 3 credits.
- Undergraduate nursing research course - 3 credits.
- Undergraduate physical assessment course or equivalent as determined by Dean of Nursing or Director of the Graduate Program.
- NU-470 Dimensions of Professional Nursing-also referred to as the "Bridge course"- 4 credits.

Admission Requirements

For the Master of Science in Nursing

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

-

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 Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

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

Criminal Background Checks and Health Records

Criminal history background checks are required for all candidates. The State of New Jersey requires proof of immunization against rubella, rubeola, mumps, and varicella. Therefore a copy of **titer results** and an updated physical must be on file in the **University Health Office in Jersey City**.

Jesuit Network

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

Honor Society

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

Professional Memberships

The University is a member of the American Association of Colleges of Nursing, Jesuit Conference of Nursing Programs, National League for Nursing, and 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.

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

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

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

Level I

Core Courses (13 Credits)

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

Cognate Courses (11 Credits)

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

Level II

Specialty Courses (15 Credits)

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

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

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

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

Required Courses

NU-536	Advanced Pathophysiology	3
NU-537	Pharmacology: Prescriptive Practice	3
NU-538	Family Systems and Dynamics	2
NU-542	Advanced Health Assessment and Diagnostic Reasoning	3
NU-558	Advanced Practice Adult-Gerontology Nursing I	3
NU-568	Advanced Practice Adult-Gerontology Nursing Practicum I (300 hrs)	4
NU-572	Advanced Practice Adult-Gerontology Nursing II	3
NU-582	Advanced Practice Adult-Gerontology Nursing Practicum II (300 hrs)	4
Total Credits		25

9. A personal statement of up to 500 words describing why the applicant desires this particular program/degree.
10. A copy of the applicant's résumé.

**While there is no undergraduate major requirement, all applicants must have taken the 3 required courses listed. These courses are currently required of all psychology majors. Substitution courses can be made, at the discretion of the Program Director, in rare circumstances.*

All documents should be sent to:

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

Please feel free to call the Office of Graduate 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 Chair of the Department. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. The Chair of the Department will determine whether the courses are equivalent. Transfer credit is by permission only and not an obligation of the University.

ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS:

Official scores from the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the written exam, a minimum of 213 on the computer-based exam or a minimum of 79 on the internet-based exam will be accepted.

Master of Public Administration

Ginger Gold Schnitzer, J.D., Director, Master of Public Administration Program

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

Program Availability

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

Degree Requirements

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

Advisement

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

Time Limitation

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

Curriculum - Master of Public Administration

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

Level I

PA-501	Introduction to Public Administration and Service	3
PA-510	Ethics and Society	3
PA-520	Research and Analytic Methods	3
PA-530	Public Sector Finance and Budget	3
PA-540	Management and Conflict Resolution	3
PA-550	Quantitative Methods for Public Administration	3

Level II

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

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Admission Requirements

Graduate Public Administration

- Official Application (Apply online at www.saintpeters.edu (<http://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 Admission
2641 John F. Kennedy Boulevard
Jersey City, New Jersey 07306

Please feel free to call the Office of Graduate 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.

The Student-University Contract: Principles of Student Conduct

A. Statement of Purpose

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

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

B. Respect for Oneself

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

Communication with the University

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

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) 761-6471; mba@saintpeters.edu

MS Accountancy (JC) Dinneen Hall Ground Floor (201) 761-6471; msacct@saintpeters.edu

MS Finance (JC) Dinneen Hall Ground Floor (201) 761-6470; gradadmit@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

MA/MS Psychology (JC) 115 Glenwood Avenue (201)-761-6470; gradadmit@saintpeters.edu

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

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

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

MS Health Sciences (JC) Gannon Room 116 (201) 761-6439; gradadmit@saintpeters.edu

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

Student Services

Graduate 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

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

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

Locations designated (JC) are on the Jersey City campus

Saint Peter's University Administration

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Mary Kate Naatus, Ph.D., KPMG Dean, Frank J. Guarini School of Business

Kamla Singh, M.B.A., Registrar

¹ Bene Merenti

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Rohan Thorat (2019) Adjunct Professor, B.S., Vishwakarma Institute of Technology; M.S., Saint Peter's University

Vijay Voddi (2021) Director of Data Science Program, Lecturer Bachelor of Technology, Jawaharlal Nehru Technological University Hyderabad, M.S., Saint Peter's University

Khalid Zayed (2018) Adjunct Professor, M.B.A., University of Phoenix; Ph.D., International School of Management

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

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

Kimberly A. Case (2018) Adjunct Lecturer, B.A., St. John Fisher College; M.Ed., University of Georgia; Ph.D., New York University

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

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

Francis Cherichello (2010) Adjunct Lecturer, M.A., Seton Hall University

Jung-ah Choi (2015) Assistant Professor, B.A., Seoul National University; M.A., Ph.D., University of Illinois at Urbana-Champaign

Anna Cicirelli¹ (1981) Associate Dean and Director of the Ed.D. Program, B.A., Saint Peter's University; M.A., Rutgers University; Ed.D., Nova Southeastern University

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

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

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

Sr. Elizabeth D'Alessio (2015) Adjunct Lecturer, B.A., College of St. Elizabeth, M.A., St. Joseph Seminary; M.A., Georgian Court University; Ed.D., College of St. Elizabeth

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

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

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

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

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 Finance

Edwin T. Dickens (2003) Chairperson, Professor; B.A., University California at Berkeley; Ph.D., New School University

Samar Issa (2018) Assistant Professor; B.S., Notre Dame University; M.B.A., Lebanese American University; M.A., Ph.D., The New School for Social Research

Amanda Page-Hoongrajok (2019) Assistant Professor, Director of MS in Finance Program; B.A., Alverno College; M.A., Roosevelt University; Ph.D., UMASS-Amherst

Devin Rafferty (2013) Director of MS in Finance Program, Associate Professor; B.A., Drew University; M.A., Ph.D., University of Missouri - Kansas City

Faculty - Graduate Health Science

Christina Mortellaro (2008) Chairperson, Assistant Professor, Director of Health Sciences Program; B.S., M.S., Fairleigh Dickinson University; Ph.D., Seton Hall University.

Faculty - Graduate Marketing Science

Gulhan Bizel, (2019) Director of Marketing Science Program, Assistant Professor; Yeditepe University; M.B.A., Maltepe University; Ph.D., School of Management

Jimmie Flores, (2018) Adjunct Professor; M.S., Regis University; Ph.D., Fielding Graduate University

Joseph W. Gilkey, Jr. (2014) Associate Dean; B.B.A., Dowling College; M.B.A., Indiana University; Ph.D., International School of Management

Tracy Tuten, (2020) Adjunct Professor; M.B.A., East Carolina University; Ph.D., Virginia Commonwealth University

Dennis Yuscavitch, (2019) Adjunct Professor; M.B.A., Babson F.W. Olin Graduate School of Business

Faculty - Graduate Nursing

Graduate Nursing

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

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

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

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

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

Scott Kushner, Assistant Librarian, B.A., M.L.I.S., Rutgers University

Directions to Jersey City Campus

From the New Jersey Turnpike:

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

From Kennedy Boulevard southbound:

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

From the West:

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

From the East:

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

From the PATH:

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

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

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

CU-504. Public Relations. 3 Credits.

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

CU-506. Marketing Communication 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.

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.

The 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. Students have the option of taking this course as an elective instead of CU590 Internship 1.

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.

CY-530. Cryptography. 3 Credits.

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

CY-540. International Communications and Networking. 3 Credits.

In this course we will learn how International Telecommunications Networks are designed, built, and maintained. Within the context of cyber security we will study transmission modes, coding schemes, modulation, multiplexing, data sets, common carriers, tariffs, monitoring, troubleshooting, and network design. As part of the course, we will design an International Telecommunications Network and identify associated risks and vulnerabilities.

CY-550. Mobile Computing and Wireless. 3 Credits.

In this course we will study concepts in nomadic computing and mobility; challenges in design and deployment of wireless and ad-hoc networks; MAC issues, routing protocols and mobility management for ad-hoc networks and networks of the future.

CY-595. Non Credit Research Internship Graduate Level. 0 Credits.

This internship course allows students to acquire practical technical experience through working on specific cybersecurity or blockchain research or teaching projects in consultation with the advisor. Prerequisites: CY-502 OR CY-510.

CY-610. Ethical Hacking and Penetration Testing. 3 Credits.

This course is designed for students to be trained in understanding vulnerabilities in networks, operating systems, database management systems and web servers. Students will learn how exploits are designed by an adversary attacker to penetrate into vulnerable systems. Students will also learn how the hacker can move into a compromised system and remove her/his footprints. The course will introduce students to tools used for network scanning, finger printing, and password cracking. Tools include Nmap, Nessus and Backtrack. Prerequisites: CY-510 AND CY-540.

CY-620. Malware Analysis and Defense. 3 Credits.

In this course students will study malicious software detection and defenses including tripwire, Bit9, and other techniques such as signature and hash algorithms. Viruses, worms, Trojan horses, logic bombs, malicious web server scripts, mobile code issues, and methodologies used by anti-virus/spyware vendors will be studied. Prerequisites: CY-510 AND CY-540.

CY-622. Advanced Offensive Cyber Security. 3 Credits.

This course is designed for students to be trained in Advanced Offensive Security tactics and techniques. This includes the full hacking lifecycle from enumeration/vulnerability discovery, to exploitation, followed by post exploitation activities. Students will learn how to strategically enumerate network devices and exploit various resources, fuzz applications and network protocols to identify bugs/vulnerabilities, execute advanced Man-in-the-Middle attacks, along with conducting post exploitation activities on both Linux and Windows machines. Additionally, students will be introduced to Python - including Python fundamentals and development of custom tools/exploits, along with PowerShell usage from a penetration testers perspective. Lastly, students will be introduced to Splunk to provide a better understanding of the network traffic generated as result of our activities, along with how security teams can identify/alert/investigate all resulting traffic. Online with optional Synchronous remote class. Prerequisites: CY-510 AND CY-540.

CY-624. Cyber Security in Healthcare. 3 Credits.

This course will establish an avenue of communication and allow open dialogue to demystify the unknown between healthcare and cybersecurity. It will create an engaging concept that will promote the awareness of cybersecurity in healthcare, encompassing both health science and technology. Students will learn cybersecurity technology as it affects the healthcare industry the role of individuals considering a cybersecurity profession in healthcare and will be introduced to the HCISPP certification and its significance in the workforce. The course will bridge both healthcare and technology through learning the core concepts of healthcare informatics and security of healthcare information systems, understanding HIPAA, conscious reading and comprehension of current healthcare cybersecurity journals, knowledge of government organizations that develop and promote policy and guidelines to help healthcare companies protect their critical information technology infrastructures, and through student dialogues, cognizance of each person's role in the protection of healthcare information against unauthorized access to healthcare data. Prerequisites: CY-502 OR CY-510.

CY-625. Advances in Management of Cyber Security. 3 Credits.

This course is designed for the graduate level cyber security and business student who wants to deepen the knowledge of the management aspects of cyber security. This course takes a "view from the top" and presents exactly what future managers need to know about cyber security. Harvard Business cyber cases and a cyberattack simulation are used in this course. Prerequisites: CY-510 OR EQUIVALENCES APPROVED BY INSTRUCTOR. Course Type(s): Online Course.

CY-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. Course Type(s): Online Course.

CY-630. Disaster Recovery. 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-635. Advanced Research in Cyber Security. 3 Credits.

This is an advanced research course in cyber security topics / subject areas. Students work with a faculty member on a research topic or area of special interest, for example: bitcoin mining, blockchain technology, malware analysis, mobile & wireless, systems defense, penetration testing, disaster recovery in the cloud, or cyber security CSO-level risk management / security architecture. The course requires much more discipline than a standard course because it does not meet regularly. This course permits the student to explore a specific issue or topic in cyber security or to work independently, as a researcher, to develop a specific skill competency under the direction of a faculty mentor. This course could include a paid or non-paid internship in the University Cyber Security Center or a service learning component. Prerequisites: CY-510, CY-530, CY-540.

CY-640. Cybercrime 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-620. Data Visualization. 3 Credits.

Visualization concerns the graphical depiction of data and information in order to communicate its contents and reveal patterns inherent in the data. It is sometimes referred to as visual data mining, or visual analytics. Data visualization has become a rapidly evolving science. This course explores the underlying theory and practical concepts in creating visual representations of large amounts of data. Topics covered include data representation, information visualization, real-time visualization, visualization toolkits including Tableau and their applications to diverse data rich contexts. At the end of the course, the student will be able to present meaningful information in the most compelling and consumable fashion. Prerequisites: DS-510, DS-520.

DS-621. Data Analytics With QlikSense. 3 Credits.

This course will focus on building dynamic dashboard and applications in order to understand and interpret the data. Course will also focus on visualization and business intelligence techniques toobation concet4o1 0 gc d9 the data.

DS-660. Business Analytics. 3 Credits.

Business analytics is the process of generating and delivering the information acquired that enables and supports an improved and timely decision process. The aim of this course is to provide the student with an understanding of a broad range of decision analysis techniques and tools and facilitate the application of these methodologies to analyze real-world business problems and arrive at a rational solution. Topics covered include foundations of business analytics, descriptive analytics, predictive analytics, prescriptive analytics, and the use of computer software for statistical applications. The course work will provide case studies in Business Analytics and present real applications of business analytics. Students will work in groups to develop analytic solutions to these problems. Prerequisites: DS-510, DS-520.

DS-665. Advanced Machine Learning. 3 Credits.

Machine learning is the science (and art) of programming computers so they learn from data. It is the field of study that gives computers the ability to learn from experience without being explicitly programmed. This course

FN-524. International Finance. 3 Credits.

This course provides students with advanced training on the topics of foreign exchange markets, the international monetary system, and the balance of payments. It then examines exchange rate determination, currency derivatives, hedging against risk, and related concerns. Particular attention is paid to factors that influence how international investment decisions, including direct foreign investment, are formed. Considerable use of case studies and empirical evidence will be made.

FN-554. Emerging Markets. 3 Credits.

This course covers the essential elements of investing in emerging markets, including how such markets developed, how their processes of intermediation differ from developed country markets and what limitations exist, and what the dominant methods for arranging development finance are. The focus of this course is to provide a comprehensive understanding of why market conditions may differ from those in the mature economies. In doing so, certain policy

GB-595. Hedge Fund Management. 3 Credits.

This course contrasts the analytical methods of traditional fundamental analysis and quantitative investing analysis by focusing on investment management, types of investment funds such as mutual funds, ETFs, hedge funds, high frequency trading, etc. Hedge funds and hedge fund investment analysis methods are going to be analyzed in detail during this course. Prerequisites: GB-511 DS-660.

GB-596. Real Estate Practicum Capstone. 3 Credits.

The practicum capstone course provides a project-based hands on approach for students to experience firsthand the real estate development process from the ground up. Students will be able to use the tools and frameworks provided throughout the program curriculum to this applied experiential practicum, that puts the students in the role of decision maker and leader, as well as cover a variety of real estate product types, including office, retail, warehouse, mixed residential and specialty uses.

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. Prerequisites: GB-511 OR GB-621.

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-629. Enterprise Risk Management. 3 Credits.

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

GB-630. Strategic Risk Management. 3 Credits.

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

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

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

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

This course presents the conceptual framework and a deep focus on business and negotiation skills and strategies, conflict resolution and relationship management to equip the student to maintain healthy business relationships. Prerequisites: GB-511.

GB-633. Executives in Residence Seminar I. 3 Credits.

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

GB-634. Executives in Residence Seminar II. 3 Credits.

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

GB-638. 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 OR GB-639.

GB-639. Cyber Security and Risk Management. 3 Credits.

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

GB-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.

GB-641. Marketing Strategy. 3 Credits.

This course equips the student with advanced marketing concepts and methods to provide and sustain customer value. Emphasis is placed on the tools managers use to analyze marketing problems and make effective decisions. Discussions include case studies, analysis of marketing models, group presentations, and computer-based models to reinforce the marketing strategies. Prerequisites: GB-513 OR GB-643.

GB-643. International Marketing. 3 Credits.

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

GB-645. Marketing Research. 3 Credits.

This course covers the tools and techniques used to gather information in order to identify market opportunities, monitor marketing performance and evaluate market change. Special attention is given to matching the characteristics of products and services with the needs of businesses and individual buyers. Prerequisites: GB-513.

GB-646. Crisis Communications. 3 Credits.

The need for effective crisis communication is a valuable asset for an organization, especially now in a 24-hour news cycle and with multiple social media outlets. The focus of the course is to identify, define and prepare students to proactively and effectively respond to crisis situations.

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

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

GB-650. Business Analytics. 3 Credits.

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

GB-651. Predictive Analytics. 3 Credits.

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

GB-652. Industry Analytics. 3 Credits.

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

GB-653. Real Estate Valuation and Market Analysis. 3 Credits.

is 11-09 0-comprehensive subject to problem solving and decision making. This course is a required course for the MBA program.

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. Additional travel course fee of \$50. Course Type(s): International (Travel).

GB-698. Exploring Legal Concepts Overseas. 3 Credits.

In this course we will discuss different legal concepts as they pertain to foreign countries and as compared/contrasted to the American Legal System. Such topics may include, but are not limited to, the structure of the legal system, the origin and philosophy of law, the social and economic effects of the law in the foreign country, contemporary and controversial legal issues in the foreign country, and the impact all of these concepts may have had and/or continue to have on American Law. Additional course fee of \$50. 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. Additional course fee of \$45. Course Type(s): Capstone.

GE Courses

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

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

GE-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 Childhood Learners. 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 Education. 3 Credits.

Survey of the basic concepts, procedures, and language of social science research: problem formulation, research design/P 9A 50n participants by exposing them to ulation BT /Fthem ts by exp by exp by exp on tion resechCdis BT /F1 9 Tf 1 0

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. History and Cultural Background of English 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 Design and Development. 3 Credits.

A study of the elements and principles of curriculum design and construction for teachers at the elementary and secondary school levels. This course considers the theoretical concerns of curriculum planning as well as the activities involved in carrying theory into practice. Students will learn about effective curriculum planning that addresses state standards and meets the needs of students with diverse learning styles, disabilities and English Language Learners.

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

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

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

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

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

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

GE-514. School Finance. 3 Credits.

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

GE-516. School Law. 3 Credits.

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

GE-517. Principles of Curriculum Development in Early Childhood Education. 3 Credits.

This course will focus on developing appropriate and innovative methods in teaching P-3 students.

GE-526. Fundamentals of Speech. 3 Credits.

This course introduces students to the theoretical and practical requirements of different types of public presentations and helps students understand the communication process. It will focus on the basic elements of the communication process and audience characteristics.

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

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

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

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

GE-540. Fundamentals of Methodology. 3 Credits.

An analysis of effective teaching skills, classroom management techniques, successful motivational strategies, objectives, lesson plans and innovative methods. Additional TK20 fee of \$100.

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

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

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

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

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

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

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

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

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

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

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

Field experience: the opportunity for students to gain practical knowledge and experience in the fields of developmental and remedial reading instruction. Case study in diagnosis and remediation of instruction, supervised by a licensed reading specialist. Prerequisites: GE-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 for Specialized Instruction. 3 Credits.

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

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

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

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

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

GE-617. Assisting Students with Special Needs in the General Education Classroom. 3 Credits.

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

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

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

GE-620. Effective Classroom Management and Behavior Intervention in the Early Childhood Classroom. 3 Credits.

Explores and considers behavior management theories and techniques that are developmentally appropriate in the Early Childhood Classroom. Recognition of behavior difficulties, consideration of behavior assessment devices and application of behavior management systems applicable to whole class and individual students will be provided.

GE-631. Behavioral Analysis I. 3 Credits.

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

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

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

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

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

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

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

GE-640. Introduction to Learning Management Systems. 3 Credits.

This hands-on course introduces students to using a Learning Management System (LMS). The students will practice using the interfaces, functions and features of the systems. Students will create and organize learning content and produce their own materials using various Learning Management Systems.

GE-641. Instructional Design and Delivery. 3 Credits.

This course explores the basics of instructional design and delivery. Students will blend the principles of learning theory with hands-on technology skills. Students will acquire practice with a variety of technology-based applications while exploring principles of design and instructional delivery. Course Type(s): Online Course.

GE-642. Current Issues and Trends in Educational Technology. 3 Credits.

This course examines current issues and trends in educational technology. Students will explore how these issues and trends affect curriculum development and educational settings. Course Type(s): Online Course.

GE-643. Web 2.0 Tools & Applications. 3 Credits.

This course focuses on using current Web 2.0 tools and applications in the classroom. Students will practice using various Web 2.0 tools and applications to increase student engagement and motivate learners. Course Type(s): Online Course.

GE-644. Using Technology Face-To-Face Or Remote Classroom. 3 Credits.

This course introduces technology techniques and tools that can be applied in traditional, remote, and hybrid classrooms. Students will utilize technology tools that can be applied in a variety of different ways, depending on the course's delivery method. Practical, real-world examples and scenarios will be used. Course Type(s): Online Course.

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

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

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

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

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

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

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

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

GE-660. Introduction to Counseling. 3 Credits.

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

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

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

GE-662. Group Counseling. 3 Credits.

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

GE-663. Career Counseling. 3 Credits.

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

GE-664. College Counseling. 3 Credits.

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

GE-665. Crisis Counseling. 3 Credits.

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

GE-667. Abnormal Psychology. 3 Credits.

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

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

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

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

Students will examine the roles played by and relationships with institutions outside of the traditional educational setting who partner with, supplement, and at times supplant school counselors. Topics include DYFS, family, courts, police, sex crime units, hospitals, school based clinics, certified or licensed private practitioners of all types, faith based groups and individuals, self-help groups, community mental health centers, and confidentiality issues.

GE-670. Multicultural Counseling. 3 Credits.

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

GE-682. Organizational Behavior and 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-683. Governance Management and Administration. 3 Credits.

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

GE-684. Innovative Curriculum Strategies. 3 Credits.

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 development 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.

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-893. Dissertation Advisement IV. 1 Credit.

In this course, doctoral students have advanced to candidacy and completed Dissertation Seminar I and Dissertation Seminar II. Students must register continuously for advancement until the dissertation is successfully defended.

GE-894. Dissertation Advisement V. 1 Credit.

In this course, doctoral students have advanced to candidacy and completed Dissertation Seminar I and Dissertation Seminar II. Students must register continuously for advancement until the dissertation is successfully defended.

GE-899. Doctorate Independent Study. 3 Credits.

Doctorate Independent Study Course Type(s): Independent Study.

HL Courses**HL-500. Statistical Methods. 3 Credits.**

This course provides students with a theoretical and practical understanding of qualitative and quantitative research methods by drawing on several qualitative research traditions such as ethnography, grounded theory, and case studies. Particular attention will be geared towards the application of these research methods to health care issues, sampling distributions, inferential statistics, estimation and hypothesis testing, and nonparametric statistics.

HL-505. Research Methods and Design. 3 Credits.

This course is designed to provide students with an introduction to research in the health sciences through an overview of the research process partnered with an emphasis on how a research question is formulated based on a review of literature. By identifying appropriate theoretical framework, both quantitative and qualitative research design strategies will be presented as a means to answer a question.

HL-510. Curriculum Design and Development. 3 Credits.

This course is an intensive study of the basic principle and procedure utilized in the development of health professional curricula, as well as the instruction implemented within the health care facility and community. Students will learn the principles of curricula plans and component parts and will be engaged in developing relevant evidence-based curricula addressing the current and projected needs of health care and professional education.

HL-520. Legal and Ethical Issues in Healthcare. 3 Credits.

This course will provide students with in-depth knowledge on legal and ethical issues with an emphasis on ethical decision making and its on healthcare as well as the ethical issues in research in the health sciences. The knowledge acquired from this course will enable students to meet the needs of the changing and expanding healthcare environment.

HL-530. Cultural Diversity and Disparities in Healthcare. 3 Credits.

People of diverse racial, ethnic, and cultural backgrounds suffer disproportionately from cardiovascular disease, diabetes, HIV/AIDS, and various forms of cancer. This course will address the reality of these health disparities and different perceptions of the healthcare system between the groups, to understand some of the cultural forces behind them.

HL-595. Health Services, Issues and Trends. 3 Credits.

This course provides an overview of how healthcare and public health are organized and delivered in the United States. This course will focus on how theory, research, and practice interface with population health and health care delivery in the US. Health issues will be discussed by unit of analysis including individual, interpersonal, organizational, community and national levels. Behavioral health theories will be reviewed for each level of analysis and how each can be used to understand health and healthcare in the US.

HL-610. Styles of Teaching and Learning. 3 Credits.

This course studies the alternative relationships in the teaching-learning process by providing a framework that presents options in teaching and learning. Topics discussed include: organizing students and subject matter; managing time, space, and equipment; interacting with students; choosing verbal behavior; and creating cognitive connections with learners.

HL-615. Health Promotion and Education. 3 Credits.

By applying the principles and foundations of health promotion and education to the theories and practice, highlighting real world issues, this course will examine and develop health promotion & education programs to improve health related outcomes of individuals, families, and communities.

HL-620. Leadership. 3 Credits.

By exploring current leadership theory and practice, students will be given opportunities to think more deeply and systematically about leadership and consider these concepts in relation to health care organizations.

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

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

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

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

HL-673. Health Care Administration. 3 Credits.

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

HL-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. Course Type(s): Online Course.

HL-677. Community Mental Health 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.

HL-678. Global Health. 3 Credits.

This course will introduce fundamental concepts and issues in global health in developed and developing countries to increase awareness of health issues from a global perspective. It introduces key global health topics and emphasizes the critical relationships between health, disease, and socio-economic development. The challenges associated with global health issues and the global efforts and strategies underway to prevent and control them will also be explored.

HL-679. Health Behavior. 3 Credits.

Social and Behavioral theories of health related behavior change will be reviewed to provide an understanding of and to address public health problems. As an individual's health and well-being is affected by a variety of factors, i.e. social and environmental, we will examine how these factors affect health behaviors and how these influences are used and can be used to improve health and prevent disease.

HL-685. Capstone Project. 3 Credits.

In the capstone experience, students will develop and execute a project geared towards the needs of a selected organization, approved by the advisor. The project will be reviewed by the faculty advisor to the internship and culminate in a formal paper written by the student that delineates the project and its implementation. Additionally, the

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

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

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

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

MS Courses**MS-500. Marketing Fundamentals: Customer Experience. 3 Credits.**

This course provides students with the skills and knowledge necessary for developing innovative and creative

MS-620. Integrated Marketing with Mobile Communications, Devices and Apps. 3 Credits.

This course will take a strategic approach to the study of Customer Relationship Marketing, providing students with the knowledge to plan, manage and assess a CRM program from a non-technical perspective and to understand the strategic options for managing the customer experience for maximum customer equity. CRM enables a company to move from a product-based to a customer-based strategy, so that instead of focusing on product differentiation as the basis of competition, it can focus on increasing the value of its best customers. Students will learn how CRM has evolved and can take the form of customer-loyalty programs, relational database management, and total quality management. Students also will study the role of CRM within the process that contemporary marketers refer to as managing customer experience, which entails considering how to deliver the most positive experiences of the brand and its products/services to target customers, new customers and existing customers. To provide students with CRM theory as well as practical application to marketing challenges, the course will comprise 4 areas: Developing methods and Criteria for a CRM Program, Planning the CRM Program-including goal setting and selection of methodologies, Implementing the CRM Program, and Metrics for Program Success. Through reading of case studies of business challenges involving the use of CRM, as well as technical and peer-reviewed articles on the latest theories and methodologies for relationship management, students will learn why, when, and how to use CRM as a strategy for increasing customer equity in the form of incremental revenue from sales, increased profit, or improved Return on Investment (ROI), and improving the value exchange with consumers. Prerequisites: MS-520.

MS-630. Web Analytics: Email, Clickstream and SEO. 3 Credits.

In this course, students will learn the various online business models, how to optimize them to meet business objectives, and how to analyze, data and results. The subject areas to be covered include search-engine marketing, website optimization, website submission, link-marketing strategies, pay-per-click advertising campaigns, e-mail marketing tactics, affiliate marketing, customer web logs, online testing of banner ads, landing pages, other digital formats, software options for web mining, analyzing click-stream data, mobile technology and the key metrics for measuring consumer behavior online, including basket analysis and other techniques of association. When feasible, students in this course participate in the Google Challenge, a worldwide competition sponsored by Google for the application of search metrics to a local business Analytics. Prerequisites: MS-515 OR DS-660.

MS-640. Digital Marketing Analytics and User Experience. 3 Credits.

This course prepares students to turn business data into actionable information. Students will work with software integrate data, develop the ability to transform, analysis and create visualization of consumer behavior. As well as use technology in the context of their applications to sales, marketing impacts, the user experience and how it

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

Critique and design of nursing studies. Exploration of scientific modes of inquiry for theory development and nursing practice. Emphasis is placed on the utilization of research findings for client outcome evaluation. (Level 1, Pre or co-requisite: Nursing Theory) Prerequisites: NU-512.

NU-535. Client Education: Strategies. 2 Credits.

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

NU-536. Advanced Pathophysiology. 3 Credits.

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

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

In depth study of pharmacodynamics, pharmacokinetics and the use of drug therapy to manage health and disease states is emphasized. The Controlled Substance Act and the APN's responsibilities in drug prescription are explored. (Level 1, no prerequisites).

NU-538. Family Systems and Dynamics. 2 Credits.

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

NU-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)Additional course fee of \$75.

NU-543. Advanced Health Assessment and Diagnostic Reasoning. 3 Credits.

NU-572. Advanced Practice Adult-Gerontology Nursing Practicum I. 4 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 care settings. Health promotion and disease prevention are stressed. Students develop the knowledge and skills to assess, diagnose and evaluate these common conditions. Pathophysiology, risk factors, diagnostic tests and therapeutic management are discussed. Pluralistic as well as lifestyle factors, including nutrition and pharmacotherapy are explored in relation to the specific conditions. (Level 2) Prerequisites: NU-558 NU-568.

NU-573. Advanced Practice Adult-Gerontology Nursing II PMC. 3 Credits.

Continuation of theory presented in NU-559. An intensive study of common acute and stable chronic problems of adult-geriatric clients seen in primary care settings. Health promotion and disease prevention are stressed. Students develop the knowledge and skills to assess, diagnose and evaluate these common conditions. Pathophysiology, risk factors, diagnostic tests and therapeutic management are discussed. Pluralistic as well as lifestyle factors, including nutrition and pharmacotherapy are explored in relation to the specific conditions. (Level 2) Prerequisites: NU-559 NU-568.

NU-582. Advanced Practice Adult-Gerontology Nursing Practicum II. 4 Credits.

A continuation of clinical experience in NU-568. This practicum course affords the student the opportunity to apply advanced knowledge and skills of health promotion, maintenance and disease management to plan therapeutic regimens for adult-geriatric clients in primary care settings. Advanced practice role socialization is developed through the student's

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

PA-535. Political Economy. 3 Credits.

This course will cover basic economic concepts and apply them to public administration issues. Specifically, it will focus on political and economic behavior by characterizing the incentives of actors and the context in which these actors make decisions and influence outcomes. Students are introduced to microeconomic and macroeconomic problems so that they can learn how such approaches can be used to address contemporary policy questions.

Prerequisites: PA-501.

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,

PA-580. Capstone Project. 3 Credits.

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

PS Courses**PS-500. Graduate Statistics. 3 Credits.**

Review of issues related to descriptive and inferential statistics. Statistical topics include, but are not limited to, parametric techniques such as t-tests, analysis of variance, and simple and multiple regression analysis. Heavy emphasis will be placed on application of techniques using statistical software and interpretation of results.

PS-505. Research Methods and Design. 3 Credits.

In this advanced level course, various approaches and techniques for conducting behavioral and social research are covered with a strong emphasis on experimental methods.

PS-530. Introduction to Industrial Organizational Psychology. 3 Credits.

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