

CENTENARY UNIVERSITY

A NEW JERSEY NONPROFIT CORPORATION

GRADUATE STUDIES

Every effort has been made to ensure that the information contained in the Program & Policy section of the Centenary University Catalog is accurate. Nevertheless, it is the students' responsibility to independently verify the accuracy and completeness of the information contained in this catalog, and to remain current with changes that occur. Since expected changes may occur during the academic year, the listings, descriptions, course offerings and information on costs in this catalog do not constitute a guarantee on behalf of the University. The University reserves the right to correct clerical and /or typographical errors.



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2016-2017

Student-Centered Learning...Unparalleled Service

Please check the University Website (www.centenaryuniversity.edu) for the most up-to-date catalog information.

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2016-2017 ACADEMIC CALENDAR

Please Note: Every Monday and Wednesday at 3:00 p.m. to 4:00 p.m. during both semesters are reserved for Faculty Meetings, Academic Departmental Meetings, Faculty Shared Governance Committee Meetings, and Faculty Senate. This calendar approved at the November 26, 2012 Faculty Meeting.

Fall 2016 SEMESTER

August	27	Sat	New students arrive; orientation begins.
August	29	Mon	Returning students arrive.
August	30	Tue	Faculty are on campus for workshops, advising, and department meetings.
August	31	Wed	Day, evening, OL, and OL-1 classes begin; add/drop and late registration period begins; Tuition refund policy in effect.
September	5	Mon	Labor Day; offices closed. No classes.
September	6	Tue	Last day for add and late registration.
September	13	Tue	Fall 2016 Convocation/Founders' Day.
September	16	Fri	Last day for incomplete grades to be changed and posted in the Registrar's Office.
September	17	Sat	Constitution Day.
October	7	Fri	Last day to file an application with the Registrar's Office for January 2017 graduation.
October	19	Wed	Mid-semester progress reports due in the Academic Success Center.
October	19	Wed	*Last day to withdraw from a traditional semester-based class without incurring an automatic "F".
October	22	Sat	Last day of OL-1 classes.
October	23	Sun	OL-2 classes begin.
November	7-18	Mon- Fri	Early registration for the Spring 2017 semester
November	23- 25	Wed- Fri	Thanksgiving Break – No classes; Offices closed.
December	13- 19	Tue- Mon	Exam week; Classes meet at their regularly scheduled times. Final grades are to be posted in Moodle/Registrar's office within 48 hours of last class.
December	17	Sat	Last day of OL and OL-2 classes.
December	19	Mon	Last day of classes.

****The last day to withdraw from any other class-delivery format without incurring an automatic "F" is 50% into the course duration.***

SPRING 2017 SEMESTER

January	12	Thu	Faculty are on campus for workshops, advising, and department meetings.
January	15	Sun	New and returning students arrive.
January	16	Mon	Orientation and advising of new students.
January	17	Tue	Day, evening, OL, and OL-1 classes begin; add/drop and late registration period begins; tuition refund policy in effect.
January	23	Mon	Last day for add and late registration.
February	3	Fri	Last day for incomplete grades to be changed and posted in the Registrar's Office.
March	3	Fri	Last day to file an application with the Registrar's Office for May or Sep 2017 graduation.
March	8	Wed	Mid-semester progress reports due in the Academic Success Center.
March	8	Wed	*Last day to withdraw from a traditional semester-based class without incurring an automatic "F".
March	11	Sat	Last day for OL-1 classes.
March	12	Sun	OL-2 classes begin.
March	13-17	Mon-Fri	Spring Break – No classes; Offices open.
March/April	3/27-4/7	Mon-Fri	Early registration for the Fall 2017 semester.
April	14	Fri	Good Friday; No classes; Offices closed.
April	27	Thu	Academic Symposium and Honors Convocation
May	2-8	Tue-Mon	Exam week; Classes meet at their regularly scheduled times. Final grades are to be posted in Moodle/Registrar's office within 48 hours of last class.
May	6	Sat	Last day for OL and OL-2 classes.
May	8	Mon	Last day of classes.
May	9	Tue	Rehearsal for Commencement 6-7:00 p.m.
May	10	Wed	Final grades must be posted by the faculty on or before, but no later than 11:00 a.m.
May	13	Sat	Commencement Ceremony.

****The last day to withdraw from any other class-delivery format without incurring an automatic "F" is 50% into the course duration.***

Summer I, 2017

May	15	Mon	Summer I classes begin, tuition refund policy in effect.
May	17	Wed	Last day for add/drop and late registration for Summer I classes.
May	26-29	Fri-Mon	Memorial Day weekend – No classes; Offices closed.

June	1	Thu	*Last day to withdraw from a Summer I class without incurring an automatic “F”.
June	26	Mon	Last day of Summer I classes.
<u>Summer II, 2017</u>			
July	4	Tue	Fourth of July Holiday – No classes; Offices closed.
July	5	Wed	Summer II classes begin; tuition refund policy in effect.
July	7	Fri	Last day for add/drop and late registration for Summer II classes.
July	20	Thu	*Last day to withdraw from a Summer II class without incurring an automatic “F”.
August	15	Tue	Last day of Summer II classes.
<u>Summer Online 2017</u>			
June	4	Sun	Summer 2017 Online courses begin.
July	1	Sat	Last day to withdraw from an online class without incurring an automatic “F”.
July	29	Sat	Summer 2017 Online courses end.

*****The last day to withdraw from any other class-delivery format without incurring an automatic “F” is 50% into the course duration.***

CENTENARY UNIVERSITY

Centenary University Today

Centenary is a true University in the sense that liberal learning is an integral part of its academic philosophy for both its undergraduate and graduate programs. Centenary's programs, especially at the undergraduate level, are designed to provide students with an ideal blend of career preparation options and a solid liberal arts foundation. Centenary is an independent University offering bachelor degree programs and associate degree programs in the liberal arts and career areas; and master degree programs in business, counseling, education, and leadership and public administration. Complementing the academic program at the undergraduate level is an advising program that matches students with faculty members on a one-on-one basis, career planning and placement, and internship opportunities related to a student's major. The total growth of the student, both undergraduate and graduate, is taken into account in planning the Centenary University experience. Specifically, for the undergraduate, the offerings of WNTI, Centenary TV, and the Centenary Performing Arts Guild and other arts organizations add an important cultural dimension to student life. Centenary University offers a variety of extracurricular activities including intercollegiate and intramural sports, clubs and organizations to meet many interests, and social activities round out the undergraduate student life. Centenary University adheres to the values of Student-Centered Learning and Unparalleled Service.

An Historical Note

Centenary University has been related since its founding to the Methodist Church. The name chosen for the University in 1867 commemorated the centennial of the beginning of Methodism in the United States. Today, Centenary, as an independent, New Jersey nonprofit corporation, baccalaureate, masters, and doctorate level institution, proudly continues its relationship with the United Methodist Church and enjoys a student body rich in diversity in religious and ethnic backgrounds.

Centenary University throughout its history has always been ready to adapt to meet the changing needs of its students. Founded in 1867 as the Centenary Collegiate Institute, a coeducational preparatory school, in 1910 it became a preparatory school for girls. Later, junior college courses were offered and in 1940 Centenary Junior College was formed. Centenary College became a four-year institution for women, granting associate and baccalaureate degrees, in 1976. In the same year, Centenary's coeducational Continuing Studies Department was created, offering men the opportunity to pursue degrees at Centenary in the evening and significantly expanding the ability of the College to serve the citizens of Northwest New Jersey. This growth in adult education led to the College's creation of the School for Professional Studies (SPS), originally known as the Center for Adult and Professional Studies (CAPS), an accelerated degree program at both the baccalaureate and master level designed for the working adult whose schedule prevents him/her from attending a more traditional schedule.

In 1988 Centenary admitted men and women to all full-time and part-time programs, returning to its original role as a coeducational institution. Originally men were only admitted as commuter students. By the fall of 1989, residence facilities for men became available, allowing men to participate in the College's full residential programs. In 1992, the College established the Office of International Programs (now the School of International Programs) to coordinate recruitment of international students for study at Centenary, and to develop opportunities for our students to study abroad. These efforts have greatly enhanced diversity at the College.

In the fall of 1995, Centenary College introduced its first master degree program – Master of Arts (MA) in Education: Instructional Leadership. Since then Centenary has added a Master of Arts (MA) in Special Education, a Master of Arts (MA) in Counseling, Clinical Counseling, or School Counseling, a Master of Business Administration (MBA), a Master of Arts (MA) in Leadership and Public Administration, a Master of Arts (MA) in Education: Educational Leadership, an online Master of Education (MEd) in Educational

Practice, and a Master of Education (MEd) in Reading. With the fall 2014 semester, Centenary is adding a Master of Health Administration to its offerings through the School of Professional Studies. All of the graduate programs are coeducational.

In 2016, Centenary continued its evolution as a premier institution of higher education in northeast New Jersey, receiving approval from the New Jersey Commissioner of Education, the New Jersey Commission on Higher Education, and the Middle States Commission on Higher Education as a teaching university. Centenary University is also introducing a Doctor of Education (Ed.D.) in Educational Leadership in the 2016-2017 academic year. The Ed.D. program continues Centenary's long-standing legacy of meeting the changing needs of its students and the State of New Jersey.

Centenary University's Setting

Centenary's attractive 42-acre campus is located in a pleasant, residential area of Hackettstown, a community of 16,000 people in Northwest New Jersey. The University's 65-acre equestrian center is located eight miles from the main campus on scenic Schooley's Mountain. Nearby, in town or at shopping malls, are most of the shops, services, and conveniences to meet students' personal needs. Hackettstown is also close to interstate highways, providing access to major metropolitan areas such as New York City, which is just an hour away. For recreation such as skiing or boating, the scenic Pocono Mountains are less than 30 minutes from campus, and the New Jersey Shore and its many beaches are within an easy drive.

Centenary also has off-campus learning centers located in Parsippany and Metropark, New Jersey. These centers are part of the University's School of Professional Studies' non-traditional degree programs, offering working adults the opportunity to earn associate, bachelor, or master degrees through accelerated on-ground or online programs.

Vision Statement

Centenary University strives to be a leader in career-focused liberal arts studies offering programs to motivated learners seeking a degree, professional development, or lifelong learning. The fundamental belief in the potential of each student drives the educational environment at Centenary University. A strong liberal arts and sciences base combined with compelling career-focused programs will continue to prepare Centenary students for careers today and tomorrow, fostering a commitment to a lifetime of service and learning.

Mission Statement

Centenary University is an inclusive and collaborative learning community dedicated to preparing its students to enter society as professionals and global citizens by providing experiences that foster skills of critical thought and purposeful action. The Centenary experience is distinguished by a fundamental belief in the full potential of each student, a strong liberal arts foundation, career preparation, and a culture of service to the community and to the world.

Campus Ministry

The Campus Ministry program at Centenary is designed to work with all students regardless of their religious background. The program emphasizes cultural pluralism in an interfaith context. This program coordinates all Centenary ministry activities as well as provides students with off-campus activity information, including information on local places of worship.

Centenary University's Faculty

Students discover that Centenary professors are, above all, dedicated teachers. Full professors, department chairpersons, as well as newer faculty members, all teach classes and advise students on an individual basis. Classes are small (the average size is 17 students) and the student-to-faculty ratio is a very desirable 17:1. Although Centenary faculty members are accomplished professionals in their fields, it is their skill as teachers, which is paramount, and which plays an important role in the success of their students. They have

come to Centenary because they want to teach, and they enjoy direct contact with students on a day-to-day basis.

Taylor Memorial Library/Learning Resource Center

The Taylor Memorial Library provides not only traditional print and audio visual materials but also offers a wide range of research databases that can ALL be accessed via the Library website. We also provide a number of public access computers, current periodicals (academic and recreational), quiet and group study space, and a coffee bar. Materials not currently available from the Library may be requested through inter-library loan. The library provides reference and research assistance via phone, emails, and face-to-face consultation. The library staff is trained in research techniques and is always available to assist students.

The Career Development Center

The goal of the Career Development Center is to assist students in connecting academic, co-curricular, and vocational experiences in a meaningful way, leading to successful employment following graduation. Professional career development staff are available for individual appointments, to interpret career assessment results, assist with job search correspondence, and do mock interviews. The Center maintains a variety of job listings from the local and regional area, which are posted on the Career Development Center webpage. The Student Employment and Academic Internship program are also operated by the Career Development Center, providing career-building opportunities for students.

Each year the Career Development Center provides information sessions and special lectures featuring alumni and industry leaders designed to help students fine-tune their job searches and professional skills. The Career Development Center also hosts annual career fairs with local, regional, and national employers open to students, alumni, and the local community.

Counseling Center

University life is full of rich opportunities for intellectual and personal growth. It also can be a stressful time and generate academic, interpersonal, and emotional concerns. At times, even the most resilient and self-reliant student might have difficulties negotiating these concerns and would benefit from speaking with a professional. Recognizing the need for help is a sign of strength and is often the first step toward solving the problem. The counseling process can result in healthier adjustments and personal growth for those that seek it.

It is the mission of the Counseling Center to work directly with students in overcoming difficulties that may interfere with defining and accomplishing educational and personal goals. The counselors strive to provide students opportunities to develop greater self-understanding, to identify and solve problems, and to improve academic performance through the alleviation of psychological and emotional impediments.

Students from all the diverse backgrounds represented in the Centenary University community make use of the services of the counseling center. Students come to the center during times of crisis and high stress, when their usual coping mechanisms are not working well, or when they are faced with making a difficult decision. They may be having problems relating to friends, roommates or family, struggling academically, feeling anxious or depressed, or having difficulty making decisions.

The staff of the Counseling Center has years of experience in dealing with a wide range of problems. We provide crisis intervention, short term counseling, psychiatric and referral services, alcohol and drug evaluations, services to victims of violence, and advocacy on behalf of students. We also provide prevention and education and outreach programs throughout the year. We are available for consultation to students, faculty and staff who are concerned about the well-being of students. Our appointments are free of charge and confidential.

Food Service

Centenary's food services are contracted out to Chartwells, Inc. The Dining Hall is located in the David and Carol Lackland Center. Resident students are required to participate in the meal plan. Guests will be admitted only with a meal ticket. Traditional full-time undergraduate commuter students are welcome to eat five meals per week in the Dining Hall. Please check the "Student Handbook" for hours and rules for the University's dining services.

Health Services

Good health, which includes physical, emotional, and social well-being, is an essential ingredient for the academic success of all students. Maintenance of good health through prevention, education, and treatment of illness is the primary goal of the Health Services Office. To accomplish this goal, the Health Services Office must have an accurate and complete set of health forms on file prior to admission. In addition, the Health Services Office prepares students to be informed health care consumers. The Health Services Office is located on Grand Avenue. It is staffed by two Registered Nurses certified in college health, one full-time and one part-time. The University physician is on campus twice a week and referral to outside resources and agencies is provided when necessary. All services are confidential.

Security

Centenary strives to ensure a safe, secure campus environment. Information regarding campus crime statistics is available through the Student Life Office. Centenary security personnel are on duty twenty-four hours, seven days per week. Security officers conduct safety tours and routine checks. An escort service is available by calling Security through the operator with your name and location. The Residence Life on-duty staff may be reached for assistance at any time by dialing 0. Please check the "Student Handbook" for additional information and policies regarding safety and security on- and off-campus.

Office of Veteran Services

The Office of Veteran Services at Centenary University has been established on firm ground to provide valuable services and resources to student veterans, veterans' dependents, active military, and reservists in the Centenary community. It is designed as a One-Stop location where you can ask questions and get answers. We are dedicated to assisting you in navigating internal and external systems, obtaining educational goals, developing initiatives, and helping to facilitate a seamless transition to the academic arena and successful integration to the campus community

Orientations for new student veterans and veterans' dependents are held in August of each year before the start of the fall semester and in January of each year prior to the start spring semester. Sessions are held in the Veteran Resource Center (VRC) and hosted by the Director of Veteran Services. Orientations are designed to be informative with the intent of acclimating students to the campus as well as providing information about internal and external services and resources. Representatives from various external support services, i.e. VA Healthcare Outreach, the VetCenters, etc. are on-hand to answer questions, to provide information on services and resources, and to help with the application processes, if required.

Deployment/Readmit Policy

Called to Active Duty

If you are called to active duty or receive emergency activation/full deployment orders to active duty during a semester in progress or after admission but prior to the start of the semester for which you are admitted, please notify the Director of the Office of Veteran Services. This can be done in person or via email. The active duty orders must include the date you are to report for duty and the length of time of service. The official documentation is required in order to receive a military withdrawal. A military withdrawal results in the assignment of "MW" for all classes, which does not factor into the GPA and allows for a full refund of tuition and fees. Military withdrawal may impact Satisfactory Academic Progress and may adversely affect federal and state financial aid. You cannot receive a military withdrawal or a refund

for semesters that have already been completed. Standard or scheduled military training exercises do not qualify or meet the above established policy guidelines for obtaining a military withdrawal during any semester. Please contact the Office of Student Life to initiate the process to formally withdraw from the University.

Centenary University will waive the advance notice requirement if such notice is precluded by military necessity (classified mission, operation, or exercise, etc.). If you did not submit advance notice previously you can, subsequently, submit it at the time of readmission. Documentation must attest to uniformed service that necessitated absence from the University.

Returning Service Member

If you are returning to Centenary University following Active Duty in the military you are eligible for readmission into the same degree major, dependent upon whether that degree and/or major is still active, you were pursuing or admitted to pursue at the time you were called to active duty. You will be assigned an academic advisor to ensure completion of degree requirements. You must notify the Office of Transfer Admissions (Undergraduate Students) or the Office of Graduate Admissions (Graduate Students) at least 20 business days prior to the beginning of the semester for which you intend to enroll. It is recommended that you begin the readmission process at your earliest convenience.

Please contact the Office of Veteran Services and be prepared to submit a copy of your DD214 Member-4 reflecting honorable discharge. If you fail to apply for readmission within five (5) years after completion of your Active Duty requirement, then you will be subject to the institution's established readmission policy and general practices in effect at the time. Centenary University will make a concerted effort to work with you on readmission to the institution when circumstances deviate from the norm.

Contact information for the Office of Veteran Services is noted below:

Margie Pavlichko
Director of Veteran Services
Phone: (908) 852-1400, ext. 2318
Fax: (908) 979-4277
pavlichkom@centenaryuniversity.edu
Hours of Operation
Monday to Friday
8:30am - 4:30pm EST
<http://www.centenaryuniversity.edu/cms/en/military-education-benefit/>

Services for Students with Disabilities

Centenary University is committed to full academic participation for persons with disabilities. It is the policy that no qualified person will be excluded from participating in any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity. This policy derives from the commitment to non-discrimination for all persons in employment, access to facilities, student programs, activities, and services. Achieving full participation and integration of people with disabilities requires the cooperative efforts of all departments, offices and personnel. To this end, Centenary University continues to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all members of its campus community. Assurance of equal academic participation rests upon legal foundations established by federal law, specifically the Rehabilitation Act of 1973 including Section 504, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008. By federal law, a person with a disability is any person who: 1. has a physical or mental impairment; 2. has a record of such impairment; 3. is regarded as having such an impairment which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning. Any student who has a disability is encouraged to identify him/herself and seek assistance through the Disabilities Services Office.

The Disabilities Services Office

In accordance with federal mandates, Centenary University provides reasonable accommodations and ensures accessibility for all students with disabilities through its Disabilities Services Office (DSO), located in the Harris and Betts Smith Learning Center. We recognize and challenge the potential of every student. Therefore, the mission of our Disabilities Services Office is to provide students with disabilities the necessary tools, reasonable accommodations and support services to fully participate in the academic environment. The staff assists each student to help maximize his or her potential for success while promoting self-awareness, independence and self-advocacy. They also work closely with eligible students to afford each individual equal access to employment, educational opportunities, activities and programs.

What Services are Available?

Services are determined on an individual basis and may include, along with others, arranging for academic accommodations such as access to classrooms or extended time testing; providing instructional support, tutorial assistance, academic counseling; arranging for auxiliary aides such as audio books or note taking services, and specialized computer equipment and software.

Determining Eligibility for Services

Prior to the provision of accommodations and related services, students must self-identify and provide appropriate documentation to the Director of Disability Services. Depending on the nature of the disability and the accommodation requested, the amount of advanced notice may impact upon the University's ability to provide reasonable accommodations in a timely fashion. For this reason, students are encouraged to arrange for accommodations at the beginning of each semester.

Contact Information for the Disability Services Office:

Michelle Meyer
Director of Disability Services
Phone: (908)852-1400, ext. 2251
FAX: (908)979-4277
meyerm02@centenaryuniversity.edu
Hours of Operation:
Monday through Friday
8:30am-4:30pm EST

School of International Programs

Centenary University draws a large percentage of its student population from many countries around the world. The School of International Programs serves as a connecting point to meet the needs of these students as they adjust to a new culture far from the accustomed support systems of home. The School of International Programs assists students in establishing and maintaining their legal status as international students in the United States in compliance with the regulations of the United States Citizenship and Immigration Services; organizes free professional and peer tutoring for international students in all subjects; offers cross-cultural counseling and support in academic and social matters for individuals and small groups; assists students in making arrangements for banking, driver's licenses, and Social Security identification; coordinates the University-wide voluntary Conversation Partners Program; guides students to internships and community service opportunities; provides academic advising and registration assistance to all international students; serves as a liaison, as needed, between international students and administrative and academic departments of the University; and supports and promotes the activities of Centenary Alumni Association chapters abroad. Any Centenary international student may wish to take advantage of the opportunities provided by this office, including shopping excursions, cultural activities, and escorted visits to the Social Security Office or the N.J. Division of Motor Vehicles. The staff of the School of International Programs is available for consultation or advising on intercultural issues and can arrange

for presentations by international students on a wide range of intercultural topics for classes or extra-curricular groups. All students who would like to increase their intercultural awareness are encouraged to participate in activities sponsored by the School of International Programs and the International Student Organization.

Accreditation

Centenary University is accredited by the Middle States Commission on Higher Education, the University Senate of the United Methodist Church, the International Assembly for Collegiate Business Education (IACBE), and the Council for the Accreditation of Educator Preparation (CAEP). Centenary University's Department of Business Administration has the following degree programs accredited by IACBE: Master of Business Administration, Bachelor of Science degree in Accounting, and the Bachelor of Science degree in Business Administration with concentrations in Finance, Management, Marketing, and Sports Management. Centenary University's Education Department has the following programs accredited by CAEP: the Undergraduate Teacher Certification Programs, the Master of Arts in Instructional Leadership, the Master of Arts in Educational Leadership, The Master of Education in Educational Practice, the Master of Education in Reading with the New Jersey Reading Specialist Certification, and the Master of Arts in Special Education. The Bachelor of Social Work Degree is accredited by the Council on Social Work Education (CSWE). To inquire about the accreditation status of Centenary University's programs, you may contact the above agencies as follows:

Middle States Commission on Higher Education

3462 Market Street
Philadelphia, PA 19101-2680
Telephone: (215) 662-5606

International Assembly for Collegiate Business Education

PO Box 25217
Overland Park, Kansas 66225
Telephone: (913) 631-3009

Council for the Accreditation of Educator Preparation

2010 Massachusetts Ave., NW
Suite 500
Washington, D.C. 20036
Telephone: (202)223-0077

Council on Social Work Education

1725 Duke Street, Suite 500
Alexandria, VA 22314-3457

Graduate Studies Programs

Business Administration	(M.B.A.) Traditional, Accelerated, Online, Blended*
Clinical Counseling	(M.A.) Traditional
Counseling	(M.A.) Traditional
Educational Leadership	(Ed.D) Traditional/Blended
Educational Leadership	(M.A.) Traditional (Principal Licensure)
Educational Practice	(M.Ed.) Online
Instructional Leadership	(M.A.) Traditional
Leadership and Public Administration	(M.A.) Traditional, Online
Reading	(M.Ed.) Traditional/Blended (Specialist Certification)
School Counseling	(M.A.) Traditional
Special Education	(M.A.) Traditional
Student Assistance Coordinator	(Certification) Traditional
Supervisor Licensure	(Licensure) Traditional
Teacher of Students with Disabilities	(Certification) Traditional

**Students in the Accelerated, Online or Blended MBA please refer to the SPS catalog*

Business

The Master of Business Administration is designed to provide graduates with the skills needed to function in upper-management positions, critically analyze an organization's performance, use technology in problem solving and communication, and understand and appreciate the legal and cultural realm of the workplace, as well as the global business environment.

Counseling

The Master of Arts in Clinical Counseling is designed to promote student appreciation for the role of the professional counselor, develop a thorough understanding of the theory and practice of counseling, and acquire mastery of the skills inherent to the profession. Students completing this program acquire the academic preparation that is prerequisite for completion of the National Counselor Examination (NCE) and the academic qualifying criteria for the New Jersey Professional Counselor licensure.

The Master of Arts in Counseling is designed to provide graduates with fundamental competencies in the theory and practice of counseling.

The Master of Arts in School Counseling is designed to provide students with the knowledge and skills commonly used by school counselors. This program meets the requirements for certification as a New Jersey School Counselor.

The Student Assistance Coordinator (SAC) Certification program prepares counselors to help students cope with emotional, psychological, and behavioral issues to prevent these difficulties from interfering with success in school. This program meets the requirements for completion of the N.J. Department of Education Certification in this field.

Education

The Doctor of Education in Educational Leadership is a 51 credit program. The ever changing landscape of K-12 education is creating a demand for school leaders with a wide breadth of experience and

education. Centenary University strives to develop leaders who will successfully guide educational institutions into an uncertain future.

The Master of Arts in Education: Educational Leadership is designed to prepare educators for leadership roles in the public schools. The program will assist students in developing a thorough understanding of the theory and practice of educational leadership, developing the skills necessary to function as an educational leader and to support effective teaching and learning, acquiring the necessary evaluative skills to critically analyze a learning organization's performance, understanding the uses of technology in education and the skills to use educational technology effectively, developing an appreciation of the legal, cultural and ethical issues that influence the nation's educational institutions, and developing educational leaders at the K-12 level who are qualified for certification as school building administrators (supervisors and principals).

Supervisor Licensure prepares students for academic department supervision. To receive the supervisor's licensure, the State of New Jersey requires that an individual earns a master's degree and incorporate the four supervisor licensure courses into, or take them in addition to, that master's degree. Therefore, students without a master's degree who would like to earn their supervisor's licensure can complete the Master of Arts in Education: Instructional Leadership, Master of Arts in Educational Leadership, or Master of Education in Reading with a NJ Reading Specialist certification and incorporate the four supervisor licensure courses into their course of study. Students already holding a master's degree and teaching certification can decide to take the four required courses to obtain their supervisor licensure.

The Master of Arts in Education: Instructional Leadership is designed to enhance the competencies, knowledge, and skills of educational professionals in the areas of design, implementation, practice, and assessment of instructional programs. Furthermore, the program is designed to equip professional educators with the skills necessary to become instructional leaders in their institutions and/or organizations, thus enabling them to return to their institutions and/or organizations as facilitators, advocates, and evaluators of instructional programs.

The Master of Education in Educational Practice is a unique and innovative online graduate program, specifically designed to meet the distinctive needs of the K-12 school teacher – preparing them to address the challenges of the 21st century classroom. The M. Ed. in Educational Practice is comprised of 12 courses, totaling 36 credits. Understanding the busy lives of professional educators, the courses are scheduled to coordinate with the public school calendar. Technology will be effectively integrated within the program experience through Internet-based discussion forums, e-mail, video conferencing and other appropriate online applications. Ultimately, this experience will serve to provide instruction and leadership that will best align to the critical needs of the 21st century learner. The program is based on a cohort of students that progress through the program together. As members of a cohort, students will work with other teachers in a collaborative way. All classes are online, asynchronous, and accelerated, providing the flexibility to juggle the demands of teaching, extra-curricular responsibilities, mandated professional development, and family life. The learning outcomes are achieved through course work and learning experiences that are cohort based. Courses are designed around authentic project based activities, action research, and reflective practices. Each course has activities, strategies, and techniques that are immediately applicable to the classroom. As a result, you will be able to comfortably achieve your personal professional goals in a flexible, convenient, and practical online environment.

The Master of Education in Reading with a NJ Reading Specialist Certification is designed to prepare those teachers with a deeper understanding of the reading process, which considers children of different abilities and diverse backgrounds. This program will assist teachers and instructional leaders in developing a thorough understanding of current literacy theory and practice as it relates to the K-12 reading and writing process. Reading Specialists, both current and future, need the comprehensive background that the

program will provide and need to understand and apply research to their instructional practice. The Masters of Education in Reading at Centenary University will enable the students to meet the State requirements for the New Jersey Reading Specialist Certification while completing a Masters of Education degree. This certification enables a teacher to provide reading/literacy instruction in Kindergarten through grade 12.

The Master of Arts in Special Education is designed to provide its students with the ability to understand and embrace diversity and to become leaders who guide others toward change in creating a learning environment in which all individuals are allowed and encouraged to maximize their potential.

Teacher of Students with Disabilities Certification is designed to comply with the New Jersey State Code and the Council for Exceptional Children Standards. Students seeking Teacher of Students with Disabilities Certification on the graduate level must already possess a B.A. in an academic area and hold a general education certification in either: Elementary, Middle or Subject Area Certification. The program consists of seven three-credit courses.

Leadership and Public Administration

The Master of Arts in Leadership and Public Administration is designed to provide baccalaureate-level students with a means to continue to develop their careers in public service. The program will assist the student in developing the advanced management and administrative skills necessary to function in managerial positions in the public sector, acquiring the necessary skills to perform as leaders and managers in the public sector, developing an understanding of current personnel administration methodologies, and acquiring an understanding of the processes of and the need for organizational change.

GRADUATE ADMISSION POLICIES

ADMISSIONS INFORMATION

Admission Requirements

Centenary University seeks to provide students with the ability to demonstrate True Learning, Global Citizenship, Service Leadership, Team Building and a Values-Centered Life. Therefore, the University considers students for admission on the basis of their ability to successfully complete the academic curriculum while upholding the above core values and contributing positively to the broader academic community.

All candidates for admission must have successfully completed an undergraduate degree in the appropriate discipline or completed course work providing appropriate preparation for graduate studies in their chosen field. The specific admission requirements for each graduate program of study are delineated under the respective program's description.

General Admission Procedures:

1. Complete and submit an online application for admission to the Office of Graduate Enrollment
2. Submit official undergraduate transcripts from all colleges or universities previously attended to the Office of Graduate Enrollment
3. Submit official graduate transcripts (if any) from all colleges or universities previously attended to the Office of Graduate Enrollment
4. Refer to the descriptions of the individual graduate programs below for additional requirements and procedures, if any, specific to that program.

Program Specific Admission Requirements:

Master of Business Administration

- Bachelor's Degree
- Minimum cumulative undergraduate GPA 2.5
- Essay/Personal statement
- No GRE/GMAT required

Master of Arts in Clinical Counseling

- Bachelor's Degree in Psychology or applicants with an undergraduate degree in another discipline will be required to take a series of prerequisite undergraduate psychology courses.
- Minimum cumulative undergraduate GPA 3.0
- Personal Statement
- Interview
- GRE required (if GPA less than 3.0)

Master of Arts in Counseling

- Bachelor's Degree in Psychology, or applicants with an undergraduate degree in another discipline will be required to take a series of prerequisite undergraduate psychology courses
- Minimum cumulative undergraduate GPA 3.0
- Personal Statement
- Interview
- GRE required (if GPA is below 3.0)

Master of Arts in School Counseling

- Bachelor's Degree in Psychology or, applicants with an undergraduate degree in another discipline will be required to take a series of prerequisite undergraduate psychology courses
- Minimum cumulative undergraduate GPA 3.0
- Personal Statement
- No GRE required

Student Assistant Coordinator Certification

- Master's Degree in Counseling or a related field
- Minimum GPA 3.0
- Personal Statement
- Interview

Doctor of Education in Educational Leadership

- Master's Degree in Educational Leadership or a related field
- Minimum cumulative Masters GPA 3.0 or better
- New Jersey teaching certificate (Standard) or Educational Services certificate (Standard)
- Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores
- Three professional letters of recommendation, including one from a College faculty member attesting to your ability to pursue doctoral level studies.
- Essay of no more than 750 words, describe your personal philosophy of education.

Master of Arts in Education: Educational Leadership

- Bachelor's Degree.
- Minimum cumulative undergraduate GPA 3.0.
- Teaching Certification or Educational Services Certificate - Please send a copy of your standard certificate or your Certificate of Eligibility with Advanced Standing with your application. (If you do not have a teaching certification please contact the Transfer Admissions Office regarding the Post Baccalaureate teaching certification program)
- Two professional or educational letters of recommendation.
- No GRE/GMAT required.

Master of Education in Educational Practice

- Bachelor's Degree.
- Minimum cumulative undergraduate GPA 3.0
- Must be a certified, currently employed teacher in an Elementary, Middle, or High School setting. Teaching Certification - Please send a copy of your standard certificate or your Certificate of Eligibility with Advanced Standing with your application. (If you do not have a teaching certification, please contact the Transfer Admissions Office regarding the Post Baccalaureate teaching certification program).
- No GRE/GMAT required.

Master of Arts in Education: Instructional Leadership

- Bachelor's Degree.
- Minimum cumulative undergraduate GPA 3.0.
- Teaching Certification or Educational Services Certificate - Please send a copy of your standard certificate or your Certificate of Eligibility with Advanced Standing with your application. (If you do not have a teaching certification please contact the Transfer Admissions Office regarding the Post Baccalaureate teaching certification program).
- No GRE/GMAT required.

Master of Arts in Special Education

- Bachelor's Degree
- Minimum cumulative undergraduate GPA 3.0
- Teaching Certification - Please send a copy of your standard certificate or your Certificate of Eligibility with Advanced Standing with your application. (If you do not have a teaching certificate please contact the Transfer Admissions Office regarding the Post Baccalaureate teaching certification program at 1-877-236-4723.)
- Personal statement
- No GRE/GMAT required.

Master of Education in Reading with Reading Specialist Certification

- Bachelor's Degree
- Minimum cumulative undergraduate GPA of 3.0
- Personal statement
- Resume
- Two professional or educational letters of recommendation
- Teaching Certification-Please send a copy of your standard certificate or your Certificate of Eligibility with Advanced Standing with application. (If you do not have a teaching certificate please contact the Transfer Admissions Office regarding the Post Baccalaureate teaching certification program).

Supervisor Licensure

- Master's Degree
- Minimum cumulative undergraduate GPA of 3.0;
- Teaching Certification or Educational Services Certificate – Please send a copy of your standard certificate or your Certificate of Eligibility with Advance Standing with your application. (If you do not have a teaching certificate please contact the Transfer Admissions Office.)

Teacher of Students with Disabilities Certification

- Bachelor's Degree
- Minimum cumulative undergraduate GPA of 3.0;
- Personal statement
- Teaching Certification – Please send a copy of your standard certificate or your Certificate of Eligibility with Advance Standing with your application. (If you do not have a teaching certificate please contact the Transfer Admissions Office regarding the Post Baccalaureate teaching certification program).

Master of Arts in Leadership and Public Administration

- Bachelor's degree in social sciences (e.g., Criminal Justice, Health/Human Services, Psychology, Political Science, Sociology); bachelor degrees in other fields will be evaluated on a case-by-case basis
- Minimum 2.5 undergraduate GPA
- A 500 word essay on your reasons and motivations for entering this degree program
- Approval of the program Director

Transfer Admission Applicants

Students who have previously enrolled in a graduate program may apply for admission to a graduate program at Centenary University and request transfer of credits.

Transfer credits

Students may request transfer of credits from previous graduate work. All credits eligible for transfer must come from a regionally accredited graduate program, have posted grades of “B-” or better, and have been earned within 10 years of the date of credit transfer approval. All credits in transfer must be approved by the Program Director of the graduate program in which the student is enrolling and must be determined at the time of the student’s initial enrollment. Courses accepted in transfer must be similar to required or elective courses offered by Centenary University and are accepted at the discretion of the Program Director.

A maximum of six credits may be transferred for the MA in Education: Educational Leadership, MA in Education: Instructional Leadership, MA in Special Education, M.Ed. in Reading with a NJ Reading Specialist Certification, M.Ed. in Educational Practice, MA in Leadership and Public Administration, and Master of Business Administration

A maximum of nine credits may be transferred for the Doctor of Education in Educational Practice. A maximum of 12 credits may be transferred for the MA in Counseling, MA in Clinical Counseling, and MA in School Counseling.

Readmission

Students who have not enrolled in a course for a period of one year or longer must be readmitted to the university. After a one-year absence, students seeking readmission from a leave-of-absence, withdrawal or dismissal for academic reasons must reapply through the Graduate Admissions Office. The Graduate Admissions Office and the appropriate Graduate Director will review each application on a case-by-case basis. Readmission is not automatic and the decision is final.

Deployment/Readmit Policy

Called to Active Duty

If you are called to active duty or receive emergency activation/full deployment orders to active duty during a semester in progress or after admission but prior to the start of the term for which you are admitted, please notify the Director of the Office of Veteran Services. This can be done in person or via email. The active duty orders must include the date you are to report for duty and the length of time of service. The official documentation is required in order to receive a military withdrawal. A military withdrawal results in the assignment of “MW” for all classes, which does not factor into the GPA and allows for a full refund of tuition and fees. Military withdrawal may impact Satisfactory Academic Progress and may adversely affect federal and state financial aid. You cannot receive a military withdrawal or a refund for semesters that have already been completed. Standard or scheduled military training exercises do not qualify or meet the above established policy guidelines for obtaining a military withdrawal during any semester. Please contact the Office of Student Life to initiate the process to formally withdraw from the university.

Centenary University will waive the advance notice requirement if such notice is precluded by military necessity (classified mission, operation, or exercise, etc.). If you did not submit advance notice previously you can, subsequently, submit it at the time of readmission. Documentation must attest to uniformed service that necessitated absence from the University.

Returning Service Member

If you are returning to Centenary University following Active Duty in the military you are eligible for readmission into the same degree major, dependent upon whether that degree and/or major is still active, you were pursuing or admitted to pursue at the time you were called to active duty. You will be assigned an academic advisor to ensure completion of degree requirements. You must notify the Office of Transfer Admissions (Undergraduate Students) or the Office of Graduate Admissions (Graduate Students) at least 20

business days prior to the beginning of the term for which you intend to enroll. It is recommended that you begin the readmission process at your earliest convenience.

Please contact the Office of Veteran Services and be prepared to submit a copy of your DD214 Member-4 reflecting honorable discharge. If you fail to apply for readmission within five (5) years after completion of your Active Duty requirement, then you will be subject to the institution's established readmission policy and general practices in effect at the time. Centenary College will make a concerted effort to work with you on readmission to the institution when circumstances deviate from the norm.

Graduate Admission Procedures for Non-Matriculated Education Students

A student enrolling in a graduate education course, but not intending to complete an education graduate degree program at Centenary University is classified as non-matriculated. Students will be limited to graduate education courses designated by the prefix GED. Should a student decide on continuing to complete a degree at Centenary, the student must meet the required 3.0 minimum cumulative GPA. In addition he/she must also provide any other documentation that is required for full matriculation, including but not limited to, letters of recommendation, personal statements, official transcripts, etc.

As a non-matriculated student, the information required for admission is a completed application designating non-matriculated status, an official transcript from your bachelor degree granting institution, a minimum 3.0 cumulative GPA from your degree granting institution, and a copy of your teaching certification or Educational Services Certificate (Standard Certificate or Certificate of Eligibility with Advanced Standing). Acceptance as a non-matriculated student does not guarantee admission into a graduate degree program. For more information, please contact the Graduate Admissions Office at 1-877-236-4723.

Non-Matriculated Counseling Students

Non-matriculated students are admitted into the graduate counseling programs on a case-by-case basis and must meet the admissions requirements of the specific program as well as any prerequisites of the course or courses they are seeking to take.

Non-matriculated students may be eligible for limited financial aid. For information on financial aid, students are encouraged to contact the Financial Aid Office at extension 2350 or to visit the financial aid website at www.centenaryuniversity.edu/finaid.

International Student Admission

International students must meet the admission requirements for the specific program of study to which they are applying, and must additionally provide:

- ❖ Certification of English proficiency – official TOEFL, IELTS, or PTE examination results.
- ❖ English translations of all college transcripts through the World Education Services (WES).
- ❖ Certification of Finances Form.
- ❖ Documentation of appropriate health and accident insurance.

Note: For more complete information, international students should contact the Office of International Programs.

No admission decision will be made until all steps in the application procedure have been completed. Applications and all associated information should be addressed to: The Office of Graduate Programs, Centenary University, 400 Jefferson Street, Hackettstown, NJ 07840.

FINANCIAL INFORMATION

Financial Aid

Centenary University provides information and counseling related to federal, state, and institutional financial aid programs. Anyone seeking financial assistance should submit the **Free Application for Federal Student Aid (FAFSA)** online at www.fafsa.gov. When completing the FAFSA, enter Centenary University's school code, **002599**. Centenary University administers federal, state, and institutional financial aid without regard to gender, race, color, handicap, age, and national or ethnic origin.

Students who qualify for financial assistance will not be awarded aid over the estimated cost of attendance.

Federal Loans include:

- Federal Direct Unsubsidized Loans
- Federal Direct Graduate PLUS Loans

For more information about these and other financial aid opportunities, please visit the financial aid website at www.centenaryuniversity.edu/finaid.

Student Employment

Centenary University offers need-based Federal Work Study and Institutional College Work Study funds to eligible students. Opportunities exist to work at various locations on and off campus including designated community service locations.

Students are paid monthly for their hours worked. In order to maintain eligibility, students must maintain half- time enrollment each semester.

For more information about Student Employment, please visit www.centenaryuniversity.edu and search student employment.

Financial Aid Eligibility

To be eligible for federal and state financial aid programs, students must:

- be accepted as a student in an eligible associates, bachelors, or graduate degree program;
- be making satisfactory academic progress for financial aid purposes;
- have a high school diploma, General Education Development (GED) certificate;
- be a U.S. citizen or eligible non-citizen (this includes green card holders);
- have a valid Social Security Number;
- register with Selective Service if required; and
- not be in default on a previously awarded student loan or owe a refund on a previously awarded grant.

Different types of financial aid may have additional eligibility criteria. Many forms of financial aid are available for students in study abroad or study away programs as well. Please visit our website at www.centenaryuniversity.edu for more information about how financial aid can be applied to your study abroad or study away program.

Satisfactory Academic Progress

The Financial Aid Office measures Satisfactory Academic Progress (SAP) at the end of each award year for aid eligibility for the following award year. Students who are denied eligibility for financial aid based on their failure to maintain satisfactory academic progress have the right to an appeal. All appeals must be submitted in writing. Our full SAP Policy is available under the Policies section of our website at www.centenaryuniversity.edu/finaid.

Withdrawal Policy for Financial Aid

Should a student withdraw from any or all courses (officially or unofficially), his/her aid may be adjusted in accordance with Federal, State, and institutional regulations. Tuition and other charges will be adjusted according to the institution's refund policy. Withdrawal could impact aid that has been awarded for tuition and living expenses. To initiate a withdrawal, a "withdrawal form" must be completed in the Office of Graduate Enrollment. Our full Withdrawal Policy is available under the Policies section of our website at www.centenaryuniversity.edu/finaid. Please contact the Office of Graduate Enrollment at 908-852-1400, ext. 2073, to complete the withdrawal form.

Veterans Benefits

Educational benefits may be available to eligible veterans and veteran's dependents. Students who believe that they are eligible for such benefits should contact the Director of Veteran Services, Margie Pavlichko, at 908-852-1400, ext. 2318, or by e-mail at pavlichkom@centenaryuniversity.edu.

Centenary University Institutional Refund Policy

The following is a summary of Centenary University's refund policies with regards to tuition, room and board, and fees. This policy is used to determine the adjusted costs the student is obligated to pay the College after the percentage to be refunded has been applied. This policy is not to be confused with Federal and State regulations regarding the return of Federal and State aid funds when a student receiving Federal and state financial aid withdraws. (Federal and State aid includes all aid identified on a student's financial aid award as a Federal or state scholarship, grant and/or loan.) A separate calculation, to determine the aid that must be returned, if any, is done according to Federal and state regulations. However, the percentage of funds that must be returned, as prescribed by the regulations, may not match the percentage used to determine costs. This may then create a balance owed by the student to the university above any prior unpaid balance or a balance due on federal grants that must be repaid directly to the federal government. For detailed information or examples of the application of these policies, please contact the Student Billing Office at 908-852-1400, ext. 2365, or bursar@centenaryuniversity.edu.

Institutional Refund Policy for Traditional Graduate Program Students for the Fall and Spring Semesters*

Refunds of semester charges will be made in accordance with the following schedule:

Withdrawal prior to the 1st day of semester classes	...	100%
Withdrawal during the 1st week of classes	...	75%
Withdrawal during the 2nd week of classes	...	50%
Withdrawal during the 3rd week of classes	...	25%
Withdrawal after the 3rd week of classes	...	0%

The date used to calculate the specific period of enrollment shall be the date on which the student notifies the Registrar's Office, in writing on an Add/Drop Form, of his/her intent to withdraw or take a leave of absence from the University. The written notification date, **not** class attendance, is used to determine refund percentage. Refunds will be made in accordance with any federal and/or state loan or grant program regulations.

Institutional Refund Policy for Traditional Graduate Students for the Summer Sessions*

Refund of Summer Session charges will be made in accordance with the following schedule:

Withdrawal prior to the 1st day of summer session classes	...	100%
Withdrawal during the 1st week of classes	...	75%
Withdrawal during the 2nd week of classes	...	50%
Withdrawal after the 2nd week of classes	...	0%

The date used to calculate the specific period of enrollment shall be the date on which the student notifies the Registrar's Office, in writing on an Add/Drop Form, of his/her intent to withdraw or take a leave of absence from the University. The written notification date, **not** class attendance, is used to determine refund percentage. Refunds will be made in accordance with any federal and/or state loan or grant program regulations.

Institutional Refund Policy for on-ground and online Accelerated Graduate Programs

Refund of a course's charges will be made in accordance with the following schedule:

Withdrawal prior to the start date of the course/session	...	100%
Withdrawal during the first week of the course/session	...	75%
Withdrawal during the second week of the course/session	...	50%
Withdrawal after the end of the second week of the course/session	...	0%

The date used to calculate the specific period of enrollment shall be the date on which the student notifies the Registrar's Office or the Online/Graduate Office, in writing on a Drop Form, of his/her intent to withdraw or take a leave of absence from the university or the course. Refunds will be made in accordance with any federal and/or state loan or grant program regulations as applicable.

Note: Any student receiving federal/state grants or loans is strongly encouraged to contact the Financial Aid Office (extension 2350) and the Bursar's Office (extension 2365) before withdrawing or taking a leave-of-absence.

Institutional Refund Policy for Maryland Residents Taking Online Courses

The following refund policy applies only to Maryland residents taking online courses: Minimum refund Centenary University shall pay a Maryland student who withdraws or is terminated after completing only a portion of an online course, program, or term within the applicable billing period is as follows:

Proportion completed as of the date of Withdrawal or Termination

Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

Refund due to a Maryland student shall be based on the date of withdrawal or termination and paid within 60 days from date of withdrawal or termination. If an instant occurs where Centenary's refund policy is more beneficial to Maryland students, Centenary shall follow its refund policy and provide for refunds of tuition to Maryland students as provided in that policy.

Exceptions to Refund Policy

The following pertains to all University refund policies. Exceptions to the University refund policy may be made based on documentation of extraordinary circumstances, such as medical condition/emergency or accident. Requests for extraordinary circumstances should be submitted immediately; however, no request will be considered 30 days beyond the end of the term in question. In most cases, the exception will be to pro-rate the costs of the term based on number of weeks attended prior to withdrawing or taking a leave-of-absence.

To apply for an exception, you will need to submit a brief written statement of explanation and documentation to:

Centenary University
Bursar's Office
400 Jefferson Street
Hackettstown, NJ 07840
FAX: 908-850-8313
bursar@centenaryuniversity.edu

Payment of Bills

All financial obligations to the University must be paid at the beginning of each semester or term. Payment must be made in full, with one-half upon registration and the balance to be paid by the mid-point of the semester, and/or Financial Aid sufficient to cover the cost of the semester. If payment criteria are not met before the start of the semester, the student may be dropped from his/her course(s). Once payment or satisfactory payment arrangements have been completed, the student will be allowed to re-register but will not be guaranteed placement in his/her originally scheduled course(s). A late payment fee will be charged prior to the student being allowed to re-register. Also, if prior payment is not completed the student's account will be considered past due and charged a late payment fee. Past due accounts will prevent a student from registering for the next semester. No grade report or transcript will be issued to any student, and no person may participate in Commencement or receive a degree if all financial obligations owed the University have not been met. A student whose grade report is withheld due to an unmet financial obligation may view his or her grades in person in the Registrar's Office. The financial obligations include tuition, room and board, and all other forms of indebtedness to the University such as special course fees, parking fines, library fines, and return of library books.

Any financial obligations outstanding the semester after the one for which a student was billed may be submitted to an outside collection agency. The student will then be responsible for all past due charges as well as collection agency contingency fees (up to a maximum of 50% of the delinquent account balance) plus late payment penalties, reasonable attorney's fees and court costs the University incurs in the process of collecting on a delinquent account. A delinquent account may also be reported to a national credit bureau.

All checks should be made payable to Centenary University and not to any individual officer. Returned checks and ACH payments are subject to a \$25 service fee. The University and its agents, representatives, attorneys, and contractors (including collection agencies) have the right to contact a student through his/her mobile phone, home phone and e-mail, including by way of text, automated message calls, and or auto dialer.

For the latest and most up-to-date information on tuition and fees, please contact the Student Billing Office or visit www.centenaryuniversity.edu

GRADUATE ACADEMIC POLICIES AND PROCEDURES

Catalog

Students are governed by the catalog under which they were admitted. This applies to first-time students and readmitted students (the readmit date will determine the catalog). If a student feels that a subsequent catalog would provide them with an advantage, they may request of the Vice President for Academic Affairs to be moved under a more recent catalog. A student may not request to be governed by a previous, or older, catalog.

Academic Advising

Although Centenary University believes that all students are responsible for their own education, academic programs, and successful completion of program degree requirements, the Graduate Director of each specific graduate program is the designated academic advisor responsible for assisting students in making appropriate decisions about their academic programs and courses. Throughout their course of study, students are encouraged to meet often with their advisors, who monitor the student's academic progress, help the students clarify career goals and relate these to their academic goals, share and disseminate information, and advise students on university policies and degree requirements.

Registration

Students are expected to register for courses in the first semester following their acceptance. Requests to defer an acceptance date must be made in writing to the Office of Graduate Admissions. Centenary will not retain applications and supporting documents of those who do not register within a two-year period.

Students are expected to register for all courses by the published registration date. Registration forms may be obtained from the Registrar's Office, or graduate students may register online. Students who plan to continue their studies in the following semester are encouraged to register for courses during the early registration period specified in the academic calendar.

Course Changes and Withdrawals from a Course(s)

Adjustments (add/drop) to a graduate student's semester schedule of courses will be permitted for five business days from the start of the semester, or by the day of the second class meeting for summer courses. To add/drop a course, students must complete an Add/Drop Form available in the Office of the Registrar. It is the responsibility of a student to submit this form with all requisite signatures on or before but no later than the deadline for schedule adjustments. A student will not be permitted to add a course after the end of the Add/Drop period.

If a graduate student just drops or withdraws from a course after the first day of the semester, the University's Official Refund Policy will be applied (see page 19 for the Official Refund Policy). Graduate students who withdraw from a course or courses after the course(s) have met will have a grade of "W" (withdrew) posted on their transcripts. If a graduate student withdraws from a class or classes after the date posted on the Academic Calendars allowing for withdrawals, an automatic grade of "F" will be recorded. Remember, failure to attend any class or verbal notification to the instructor, faculty advisor, and/or Student Services does not constitute an official withdrawal. Failure to withdraw officially by following the above procedures may result in a permanent grade of "F" for the course(s).

Semester Course Loads

By definition, a graduate student registered for 9 credit hours is considered a full-time graduate student. No more than 12 Graduate Studies credit hours may be taken in a given semester. Graduate students who carry less than 9 semester credit hours per term are classified as part-time. The normal course load for a part-time graduate student is 3 to 6 credit hours per semester.

Academic Standing

For more details on a specific program's definition of good academic standing students are asked to refer to each programs specific policies.

Grading Policy for Graduate Studies

Graduate students enrolled in a master degree program must maintain good academic standing to continue in their respective program of study. Graduate students are required to have a GPA of 3.0 in order to receive a degree. **The academic standing and grading policy for each graduate program is listed under that department.** A graduate student who has received a grade of C may appeal to the Academic Review Board. (The student is not required to make such an appeal; however, in some cases, it will be necessary for a student to raise the grade for certification or licensure requirements, or to obtain the 3.0 GPA necessary for graduation.) Decisions will be made on a case-by-case basis. No grades of D will be given (anything lower than a C- is an F). A grade of F will result in dismissal from the program.

If a student repeats a course in which a grade of C has been received, both the original grade and the repeated grade will count in the GPA. Both grades will also be used to determine eligibility to stay in or to be removed from the program.

Graduate Course Listing and Graduate GPA

All graduate courses for which a student registers (including repeated courses) are listed on the transcript and are used to calculate the student's grade point average whether or not they are taken to fulfill degree requirements.

Degree Completion

Graduate students must complete the degree within 8 years. If a student does not complete the degree within the stated time, s/he will need to reapply. Upon readmission, the student will be responsible for completing the program currently in effect. Where applicable, such as in the Education Department, state regulations must also be met.

Students who do not take courses for one year or more must also reapply. Upon readmission, the student will be responsible for completing the program currently in effect. Where applicable, such as in the Education Department, state regulations must also be met.

Graduate Grading System

The value of grades may generally be described as follows:

<u>Letter Grade</u>	<u>Quality</u>	<u>Point Value</u>
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
F	Failure	0.0
I	Incomplete	0.0
MD	Medical Withdrawal	0.0
MW	Military Withdrawal	0.0
W	Withdrawal	0.0

Pluses and minuses may be used in reporting grades and they are computed in the grade average. Their use is optional with the instructor.

Determination of Grades

Each instructor is responsible for determining the grading and examination policy for his/her class. This policy includes how the instructor arrives at the semester grade for each student, the proportion of grade given for papers, tests, hourly exams, semester examinations, or other requirements of his/her course. The instructor must provide a written copy of his/her policy, along with a course syllabus, to his/her class, and he/she must file a copy of the policy with his/her Department Director of the Graduate Program, the Faculty Office, and the Academic Affairs Office. Once grades are posted in the Registrar's Office, they are considered final and cannot be changed by the instructor unless there was an error in the posting or calculation of a specific grade.

Incomplete

An incomplete is not computed in the grade point average. When the course is completed, the cumulative average will be recalculated, replacing the "I" with the value for the grade received. A grade of "I" must be completed within two weeks of the start of the next semester; otherwise a permanent grade of "F" will be recorded for the course(s).

Independent Study

Graduate students may apply for independent study credit. A maximum of six graduate credits in independent study may be applied to a student's program. Independent study requests should be made to the Director of the Graduate Program under which the student is studying. Approval of requests for independent study will be determined by the rationale for the request, the student's academic standing, and the availability of faculty to conduct the independent study.

Leave of Absence and Withdrawal

Leave of Absence

Leaves of absence are permitted under special circumstances with the permission of the Vice President for Student Engagement and the Chief Academic Officer. Please refer to the "Student Handbook" on the university's web site www.centenaryuniversity.edu for further details, or see the Vice President for Student Engagement.

Withdrawal from the University

Graduate students who deem it necessary to withdraw from the University at any time should begin the process in the Registrar's Office where they would complete the appropriate documentation. Students who do not formerly withdraw from the University will be administratively withdrawn from Centenary as soon as the University becomes aware that the student is no longer participating in his/her classes and after outreach efforts have failed.

Attendance Policy

Students are expected to attend all scheduled classes. It is especially important for students to attend classes during the first week of each semester and to attend the scheduled class preceding or following a holiday (Thanksgiving, Christmas, Spring Holiday, etc.). A student who finds it necessary to be absent from class should, as a matter of courtesy, inform the instructor in advance of the absence. If absences occur, it is the student's responsibility to make up the work missed and to contact the instructor in regard to the missed work. Permission to make up any type of course assignments may be granted at the discretion of the instructor. Each faculty member is required to establish and monitor the attendance policy for each of the assigned courses he or she teaches. The attendance policy must be stated in the syllabus and distributed the first day of class, or stated on a separate attendance policy sheet and distributed the first day of class. An instructor may lower a student's grade due to excessive absences, because in many classes

the student's presence and participation are important in completing the work of the class and achieving success in the course. In some instances, excessive absences will result in poor grades or failure.

Before withdrawing a student from a class due to absences, it is advisable for the instructor to notify the student. However, attending classes and monitoring the number of absences accumulated are the responsibility of the student.

Students who are administratively withdrawn from a class may, within five business days from the date of the withdrawal, file an appeal with the Academic Review Board (ARB) through the Senior Director of the Academic Success and Advising Center (ASAC). Upon receipt of the appeal, the Senior Director of the ASAC will notify the respective faculty member or members, and the student, by policy, will be allowed to attend and participate in the class or classes until the appeal is heard. Both the student and the faculty member or members will be notified of the hearing and invited to attend said meeting. The student is required to attend the appeal meeting except in unusual circumstances. If either the instructor or student is unable to attend the appeal meeting, they are expected to submit in writing relevant information to the ARB. At the hearing, the student is entitled to be accompanied by his/her academic advisor and/or an appropriate member of the University's support staff. After hearing the appeal, the ARB will make its decision in executive session. The decision of the ARB is final.

Note: Online – In order to be considered present in an online classroom, students must log into and participate in the Learning Management System classroom a minimum of three days per week.

Grievance of a Grade

If a student has a grievance in regard to the misapplication or arbitrary application of an instructor's grading policy for a course, he/she must begin the following procedures on or before but no later than the fifteenth (15th) business day following the semester in which the grievance occurred: To initiate a grievance, a student must follow the appropriate process as indicated below:

- (1) the student first must make an appointment with the instructor in question to discuss the manner in which the grading policy was administered;
- (2) if still dissatisfied, the student must then make an appointment with the Department Chairperson to discuss the issue in an attempt to resolve the conflict;
- (3) if the instructor in question is the Department Chairperson, then the student must make an appointment with the Provost/Chief Academic Officer to discuss his/her concerns;
- (4) If still dissatisfied, the student then must file a written appeal explaining his/her situation to the Senior Director of Academic Success and Advising Center (ASAC) and request a hearing with the Academic Review Board (ARB), clearly stating the reason for the request, and provide, when appropriate, supporting documentation.

If the Senior Director of ASAC in consultation with the Department Chairperson and/or the Provost/Chief Academic Officer feels that there is no merit in the complaint, the original decision of the faculty member will stand. If the Director feels there is enough reason to question the misapplication or arbitrary application of the grading policy, the Director will refer the grievance to the Academic Review Board for a hearing. The hearing will be held at the next regularly scheduled meeting. Both the student and the instructor are required to attend the grievance hearing. If the instructor is unable to attend, the Department Chairperson at his/her discretion may choose to attend instead. The Department Chairperson may also attend with the instructor if he/she chooses to do so. The student may request that his/her academic advisor and/or an appropriate member of the University's support staff be allowed to accompany her/him to the hearing to provide support and consultation. The student will have approximately fifteen minutes to present his/her case. The decision of the Academic Review Board is final. Students who have a question about the grievance process may schedule an appointment with the Director of ASAC to discuss the grievance process.

Dismissal from the University

Any student who displays a systematic pattern of failure to maintain proper academic progress in one or more semesters, who is on probation for an academic semester, or who violates the University's "Academic Code of Conduct" may be academically dismissed from the University by the Academic Review Board. Dismissals from the University for academic reasons are noted on a student's transcript: "Academic Dismissal." Students who violate the University rules and regulations regarding social conduct may be suspended or dismissed by the Judicial Committee in accordance with procedures set forth in the University's *Student Handbook*.

Appeals of Dismissals

Any student who has been dismissed by the University may appeal in writing to the ARB through the Senior Director of the Academic Success and Advising Center (ASAC). Letters requesting an appeal must be postmarked or received by the University on or before, but no later than, fifteen calendar days of the date on the letter of dismissal. Grounds for appeal may include technical error, changes in temporary grades, extenuating circumstances, and/or additional information not previously available to the committee. Letters of appeal must state the reason for appeal and, where possible, should be accompanied by appropriate documentation. As part of the appeals process, the student may request that his/her academic advisor and/or an appropriate member of the University's support staff be allowed to accompany her/him to the hearing to provide support and consultation. As this hearing is part of the internal due process procedures of the University, legal representation at this time is neither recommended nor allowed. The decision of the ARB is final. Students will be notified in writing within three weeks of the action taken. A second dismissal is final.

Academic Code of Conduct

As an academic community, Centenary University endorses the pursuit of knowledge through open and honest discourse. Therefore, the University expects students to conduct themselves honestly in all academic activities. Any action, which compromises this integrity or otherwise attempts to discredit the knowledge a student has acquired is inappropriate and unacceptable. Through continued participation in the academic code of conduct, students demonstrate respect for Centenary's commitment to academic excellence. It is the intent of the University faculty and trustees that each student acknowledges and adheres to the code. The following definitions of academic code violations encompass misrepresentations of fact and falsification of any portion of the academic process:

1. Plagiarism is knowingly copying published or unpublished material without acknowledging the source.
2. Duplicate course assignment is submitting the same assignment without the instructor's approval for more than one course, or submitting an assignment based on another student's work.
3. Collusion is working with one or more students without the approval of the instructor to complete a project that is expected to be the result of individual effort.
4. Unacceptable classroom conduct includes (a) disruptive and disrespectful behavior; (b) cheating during examinations and laboratory projects by sharing material, looking at another's work, use of unauthorized books, sources, or memory aids, and/or communicating verbally or non-verbally in order to attain assistance; (c) other types of inappropriate actions that impede the learning process.
5. Falsifying information is intentionally giving fraudulent information for the purpose of (a) avoiding negative sanctions; (b) seeking special privileges; (c) assisting another in these purposes.
6. Computer interference is causing damage to or disruption of on-line databases housed on campus, including piracy of copyrighted material and inappropriate duplication of computer disk information. Sanctions for the violation of the "Academic Code of Conduct" are determined by the instructor, but they are limited to academic sanctions pertaining to the course in

question – e.g., resubmitting the assignment, grade reduction, failure of the course, etc. Recommendations for more severe sanctions are to be forwarded to the Academic Review Board. Students have the right to appeal sanctions to the Academic Review Board in compliance with the policies of Centenary University and the “Academic Code of Conduct.” Copies of the “Academic Code of Conduct,” in its entirety and with appeal procedures, may be secured from the Registrar's Office.

All students are expected to adhere to Centenary University’s policy concerning Academic Honesty. Any student found cheating, plagiarizing, submitting non-original work, etc., will receive a grade of zero (0) for that work. Flagrant cases of academic dishonesty may result in the student’s being dismissed from the class and referred to the Academic Review Board for further action or sanction as deemed appropriate, up to and including dismissal from Centenary University.

Individual instructors or departments may impose additional penalties. Check the syllabus for the policy that applies to each class.

Transcripts

The University issues two types of transcripts – unofficial (given to the student) and official (issued directly to a university or an employer) upon written request of the student or alumni. The official transcript bears the University Seal. Requests for transcripts should be directed to the Registrar's Office. No transcript will be issued unless a student's final account has been paid in full. Students who request transcripts must pay a fee for each transcript requested.

Degree Applications

All students who plan to graduate with a degree from Centenary are required to complete a Candidate for Degree Application Form in the Registrar's Office. This form must be completed a minimum of one semester prior to their anticipated graduation. Students should check the Academic Calendar for the exact deadline dates for filing.

Commencement

Centenary University awards degrees three times during the year: May, September, and January. There is one Commencement ceremony in May as designated in the Academic Calendar. **Candidates for a graduate degree** (Master or Doctorate) must have completed all of their degree requirements in order to participate in the May Commencement ceremony.

To be eligible to participate in the Commencement ceremony all students must be in good academic standing. Graduate students must have an overall minimum cumulative grade point average of 3.000.

Any students who have not met their financial obligations to Centenary University in full, or who have not made satisfactory arrangements with the Business Office for payment, will be denied the privilege of participating in the Commencement ceremony.

Graduation applications must be completed and delivered to the Registrar’s Office by the date specified in the Academic Calendar along with the graduation fee. **Graduation applicants who do not meet the specified application date will be moved to the next graduation date following completion of the application and payment of the graduation fee.**

Issuance of Diplomas

Diplomas are issued following the time in which a student’s degree is conferred. To assure the integrity of Centenary’s diplomas, the University does not, subject to the circumstances in the policy on “Replacement

of Diplomas” below, issue a duplicate of an outstanding original. Diplomas are issued in accordance with the name on the University’s student information system. If a student wishes to process a change-of-name with the University, he/she must submit a “Change-of-Name” request with the Registrar’s Office.

Replacement of a Diploma

If a student loses or damages his/her diploma, the University will provide, upon proper deposition and the payment of a fee to cover the cost, a replacement diploma. Prior to issuing the replacement diploma, the University requires the return of the damaged diploma or, in the case of a lost or completely destroyed diploma, the submission of a notarized affidavit signifying such. A check or money order in the amount of \$50, payable to Centenary University, must accompany the replacement order. For a replacement diploma, please contact the Office of the University Registrar, 400 Jefferson Street, Hackettstown, NJ 07840.

Change of Name

A request for a change-of-name by a Centenary student is made through the Office of the University Registrar. A change-of-name request will be considered for any of the following reasons: marriage; divorce; naturalization; court-ordered change. All requests for a change-of-name must be accompanied by the proper documentation as well as a state issued driver’s license or ID. Change-of-name forms can be accessed through the Registrar’s Office in the Seay Building.

Requests from Centenary graduates for a change-of-name after graduation will be reviewed on an individual basis. Typically, requests for a change-of-name due to marriage, divorce, naturalization, or a court-ordered change-of-name will be considered. In making this request, the student should state the basis for the name change. Photocopies of relevant legal documents should be included. If the request is approved, the original diploma must be returned together with a check or money order in the amount of \$50 payable to Centenary University. The name will be changed on the student’s academic record (SIS) and the new diploma with the same name will be ready for delivery within three to four weeks.

Family Educational Rights and Privacy Act (FERPA) Policy

I. Purpose

The Family Educational Rights and Privacy Act (“FERPA” - 20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to students who are at least eighteen years old or who attend or attended a post-secondary institution, even if they have not reached the age of eighteen.

II. Policy

It is the policy of Centenary University (“University”) to comply with all provisions of FERPA.

III. FERPA Summary

Below is a summary of the important rights granted to students under FERPA. To view the definitive set of regulations and for other helpful information, please visit:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

A. Definitions

1. Education Record

Education Record means any record (1) directly related to a student and (2) maintained by the University or a party acting for the University. There are several important categories of records that are specifically exempted from the definition of an Education Record:

- a. Records of instructional, supervisory, administrative, and certain educational personnel, which are in the sole possession of the maker of the records, and are not accessible or revealed to any other individual except a substitute who performs on a temporary basis the duties of the individual who made the records,
- b. Records maintained by a law enforcement unit of the University that were created by that law enforcement unit for the purpose of law enforcement,
- c. Records relating to individuals who are employed by the University, which are made and maintained in the normal course of business, relate exclusively to individuals in their capacity as employees, and are not available for use for any other purpose,
- d. Records relating to a student, which are: (1) created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, acting in his/her professional capacity or assisting in a paraprofessional capacity; (2) used solely in connection with the provision of treatment to the student; and (3) not disclosed to anyone other than individuals providing such treatment.
- e. Records that only contain information about an individual after he or she is no longer a student at the University.

2. **University Official**

University Official means a person employed by the University in an administrative, supervisory, academic or research, or support staff position, including health or medical staff; a trustee, public safety officer, or outside contractor such as an attorney or auditor acting as an agent for the University; a student serving on an official committee, such as a disciplinary or grievance committee or who is assisting another University Official in performing his or her tasks; and any contractors, consultants, volunteers or other party to whom to whom the University has outsourced institutional services or functions as long as the individual: (1) performs a service for which an institution would otherwise have to use its own employees; (2) is under the direct control of the University with respect to the use and maintenance of the education record; and (3) is subject to the same conditions on use and re-disclosure of education records that apply to other University Officials.

3. **Directory Information**

Directory Information means the following student information:

- Student name
- Local address and telephone number
- Campus e-mail address
- Dates of attendance at the University
- Registration status
- Graduating Class
- University or University

- Major field of study
- Awards
- Honors
- Degree(s) conferred and date(s) received
- Past and present participation in officially recognized sports and activities
- Physical characteristics (height, weight) of NCAA athletes
- Previous educational institutions attended

Legitimate Education Interest

Legitimate Education Interest means an interest that a University Official has in the protected records when the University Official is performing a task that is:

- Specified in his or her position description or contract agreement;
- Related to a student's education; or
- Related to the discipline of a student.

Personally Identifiable Information

Personally Identifiable Information includes, but is not limited to:

- The student's name
- The name of the student's parent or other family members
- The address of the student or student's family
- A personal identifier, such as the student's social security number, student number, or biometric record
- Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
- Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the University community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
- Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

STUDENT RIGHTS UNDER FERPA RIGHT OF INSPECTION AND REVIEW

- a. Current and former students have the right to inspect and review their Education Records within 45 days of the date that the University receives a request for access.
- b. A request that identifies the Education Record(s) to be reviewed or inspected must be submitted in writing by the student to the University Registrar, a Dean, a Chair, or other appropriate University Official. That University Official will make arrangements for access to the records with the University Registrar and will notify the student of the time and place where the records may be inspected. If the records are not maintained by the University Official to whom the request was made, that University Official shall advise the student of the correct individual to whom the request should be made.

Right to Request Amendment of Education Record

The University provides a student with an opportunity to request amendment to the contents of an Education Record, which he/she considers to be inaccurate, misleading, or otherwise in violation of his/her privacy or other rights. A University Official who receives such a request will coordinate with the University Registrar and they will decide within a reasonable period of time whether corrective action consistent with the student's request will be taken. The student must be notified of the decision. If the decision is in agreement with the student's request, the appropriate record(s) must be amended. A student who is not provided full relief sought by his/her challenge must be informed by the appropriate University Official, in writing, of the decision and his/her right to a formal hearing on the matter.

Right to Consent to Disclosure of Education Records

The University will disclose information from a student's Education Records only with the written consent of the student, unless one of the following exceptions apply:

- a. Directory Information may be made available to anyone who makes a request for such information, without first notifying the student, unless a Request for Non-Disclosure of Directory Information form is completed by a student while he/she is enrolled and the form is submitted to the Office of the University Registrar.
- b. The disclosure is to authorized federal and state representatives for audit or evaluation or compliance activities.
- c. The disclosure is to University Officials who are in the process of carrying out their assigned educational or administrative responsibilities and have a legitimate educational interest. The determination as to whether or not a legitimate educational interest exists will be made by the University Registrar, who serves as the FERPA Officer for the University. When the FERPA Officer has any questions regarding the request, the FERPA Officer should withhold disclosure unless he or she obtains consent from the student or the concurrence of a supervisor or other appropriate official that the record may be released.
- d. The disclosure is to provide a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
- e. The disclosure is to maintain the health or safety of the student or others on or off campus. When the University discloses personally identifiable information under the health or safety emergency exception, the University must record the significant threat to the health or safety of a student or other individuals and the parties to whom the information was disclosed. This documentation must be done within a reasonable period of time after (but not necessarily prior to) the disclosure and must be maintained with the student's education records. This documentation should identify the underlying facts the University relied upon in determining there was a defined and significant threat.
- f. The disclosure is to officials of other institutions in which a student seeks or intends to enroll, as long as the disclosure relates solely to the purposes of the transfer, on the condition that the issuing institution makes a reasonable

attempt to inform the student of the disclosure, unless the student initiates the transfer.

- g. The disclosure is in connection with financial aid for which a student has applied or received, if the information is necessary for the determination of eligibility, amount and conditions of aid or to enforce the terms and condition of aid.
- h. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, and administer predictive tests, to administer student aid programs or to improve instruction, provided that individual identity of students is not made and that the disclosure is restricted to the representatives of the organization that have a legitimate interest in the information. Information may only be disclosed per a written agreement between the University and the organization conducting the study on the University's behalf that:
 - i. Identifies the purpose, scope, and duration of the study; ii.) Requires the organization to use personally identifiable information from education records only to meet the purpose of the study as noted in the agreement; iii.) Requires that the organization conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and iv.) Requires the organization to destroy or return the personally identifiable information to the University when the information is no longer need and specifies the time period in which the destruction or return must occur.
 - ii. Requires the organization to use personally identifiable information from education records only to meet the purpose of the study as noted in the agreement;
 - iii. Requires that the organization conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and
 - iv. Requires the organization to destroy or return the personally identifiable information to the University when the information is no longer need and specifies the time period in which the destruction or return must occur.
- i. The disclosure is to accrediting organizations carrying out their accrediting functions.
- j. The disclosure is to comply with a judicial order or a lawfully-issued subpoena, provided that the University makes a reasonable attempt to notify the student in advance of compliance. If a contractor receives a subpoena for a student's information, the contractor is required to provide the appropriate notice. The University is not required to notify the student if a federal grand jury subpoena or any other subpoena issued for a law enforcement purpose orders the institution not to disclose the existence or contents of the subpoena. In addition, the University is not required to notify the student if disclosure is necessary to comply with an ex-parte court order obtained by the U.S. Attorney General or an Assistant Attorney General concerning certain criminal investigations and prosecutions.
- k. The disclosure is to a victim of an alleged crime of violence or a non-forcible sex offense or to the alleged victim's next of kin (if the victim dies as a result of the crime or offense). The disclosure may only include the final results of

the disciplinary proceeding conducted by the institution, regardless of whether the University concluded a violation was committed or not. The University may not require students who are sexual assault victims to sign confidentiality pledges to protect from further disclosure the disciplinary proceedings.

- l. The disclosure is to the parents of a student under 21 years of age who has been found responsible for a violation involving the use or possession of alcohol and/or drugs.
- m. The disclosure is related to a student registered sex offender and is information that was provided to the University pursuant to the Wetterling Act and other applicable federal guidelines. In addition, the University may make available to the campus community additional information about a student who is also a registered sex offender where the information is relevant to protecting the public.
- n. The disclosure is one where all personally identifiable information has been removed. Written record of such a disclosure is not required.

In the event that a student wants to provide ongoing access to their Education Records to an individual such as a parent or family member, they must first complete a FERPA waiver. This will allow the individual named by the student to have complete or limited access to the student's Education Record until such permission is revoked by the student.

Right to File a Complaint

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, DC 20202-5920

Contact Information

In the event of questions or concerns regarding this policy or other matters pertaining to FERPA, a student can contact the Office of the University Registrar at 908-852-1400, ext. 2214, or email at registrar@centenaryuniversity.edu.

Program Specific Graduate Studies Policies

Master of Business Administration – Traditional, Accelerated, Online, Blended

Purpose

The Master of Business Administration is designed to prepare students to successfully pursue leadership positions in business. The program builds on the strong reputation of Centenary’s undergraduate business degree program, focusing on the development and enhancement of the perspectives, knowledge, and skills required for a career in business. Students who complete the MBA program will have developed the advanced skills necessary to function in an upper managerial position, acquired the necessary evaluative skills to critically analyze an organization’s performance, utilized technology skills in problem solving and communication, developed an appreciation of the legal and cultural realm of the workplace, and demonstrated an understanding of the global business environment.

Centenary University offers four concentrations within the MBA program in Management, Marketing, Health Administration, and Leadership. These areas of concentration emphasize the understanding and utilization of the latest technology as a way to evaluate performance and create management solutions. Critical thinking is vital to today’s manager, and Centenary’s MBA program strives to provide this to each student so that all graduates have the necessary evaluative skills to analyze an organization critically and understand the legal and cultural marketplace in which that organization functions.

The Centenary MBA Program is conscious of the unique learning experience that Master’s level students undergo. Learning is truly a shared experience; that is why we strive to have a diverse body of business students, domestic and international, drawn from various industries such as pharmaceutical, financial, consumer products, technology, and health care. This diverse group not only allows for cross-fertilization of ideas and practices across various industries, but also provides students with a wonderful opportunity for networking.

In order to be successful in the MBA program, students should be capable of good oral and written communication skills as well as the ability to succeed in quantitatively oriented programs, including the completion of courses in Accounting, Statistics, and Economics at the undergraduate level with a grade of “B” or better.

Program Requirements

Students are required to complete the seven foundation courses before moving on to the next five courses, which can be taken in any order. A capstone strategy course is taken at the end of the program. Upon successful completion of the following foundation courses, with a grade of B- or better in each course, students enrolled in the program will attain the status of “Candidate for the Degree of Master of Business Administration.” Students who fail to complete these courses successfully with a grade of B- or better may be dismissed from the program.

Required Master of Business Administration Foundation Courses-21 credits

These seven courses (21 credits) must be taken before moving on to the final six courses (18 credits)

GBA 500	Leadership
GBA 505	Business Communication
GBA 510	Managerial Economics
GBA 520	Financial Accounting
GBA 530	Management Information Systems

GBA 550	Marketing Management
GBA 560	Legal and Social Environment of Business

Five additional courses must be taken (in any order) before proceeding to the Capstone course.

Required for all:

GBA 610	Financial Management
GBA 640	Quantitative Analysis

Traditional MBA (no concentration)

GBA 540	Global Business Environment
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Select two:

GBA 620	Human Resource Management
GBA 660	Organizational Theory
GBA 670	Problems in Marketing

Concentration Courses-9 credits

Management:

GBA 540	Global Business Environment
GBA 620	Human Resources Management
GBA 660	Organizational Theory

Marketing*:

GBA 671	International Marketing Management
GBA 672	Product Management
GBA 670	Problems in Marketing

Health Administration*:

GBA 650	Ethics Contemporary Health Environment
GBA 651	Health Organizational Design and Behavior
GBA 652	Health Economics Policy and Population Health Management

Leadership*:

GBA 680	Leading Change and Managing Projects Teams
GBA 681	Conflict Resolution and Negotiation
GBA 682	Leadership Strategy, Integrity and Ethics

*Marketing, Health Administration, and Leadership concentration courses are online only

Capstone Course-3 credits (Final Course)

GBA 690	Business Strategy and Policy
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Grading policy for the MBA Program

Graduate students must have a GPA of 3.0 in order to receive a degree. Any MBA student who receives one grade of C (to include C+, C, and C-) must meet with the MBA Program Director and is subject to dismissal. Any graduate student who receives more than one grade of C (to include C+, C, or C-) will be dismissed from the program. A graduate student who has received a grade of C may appeal to the Academic Review Board to request a determination of eligibility to repeat the course.* Decisions will be made on a case-by-case basis. No grades of D will be given (anything lower than a C- is an F). A grade of F will result in dismissal from the program.

*If a student repeats a course in which a grade of C has been received, both the original grade and the repeated grade will count in the GPA. The original grade of C will be used to determine eligibility to stay in or to be removed from the program.

MBA audit sheet

Prereqs (can be taken with GBA505, GBA500, and GBA560, but must be completed before any other courses are taken)		<input type="checkbox"/> Accounting <input type="checkbox"/> Economics <input type="checkbox"/> Business Statistics			
Category	Traditional	Management Concentration	Marketing Concentration	Health Admin Concentration	Leadership Concentration
Core (complete first in any order)	GBA505 Business Communications				
	GBA500 Leadership				
	GBA510 Managerial Economics				
	GBA520 Financial Accounting				
	GBA530 Management Information Systems				
	GBA550 Marketing Management				
	GBA560 Legal & Social Environment of Business				
Required	GBA540 Global Business Environment	GBA540 Global Business Environment			
	GBA640 Quantitative Analysis	GBA640 Quantitative Analysis	GBA640 Quantitative Analysis	GBA640 Quantitative Analysis	GBA640 Quantitative Analysis
	GBA610 Financial Management	GBA610 Financial Management	GBA610 Financial Management	GBA610 Financial Management	GBA610 Financial Management
(Traditional: select any two)	GBA620 Human Resources Management	GBA620 Human Resources Management	GBA671 International Marketing Management	GHA501 Ethics: Contemporary Health Environment	GBA680 Leading Change and Managing Team Projects
	GBA660 Organizational Theory	GBA660 Organizational Theory	GBA672 Product Management	GHA520 Health Organizational Design and Behavior	GBA681 Conflict Resolution and Negotiation
	GBA670 Problems in Marketing		GBA670 Problems in Marketing	GHA521 Health Economics Policy and Population Health Management	GBA682 Leadership, Strategy, Integrity, and Ethics
Capstone (final semester)	GBA690 Business Strategy & Policy				

Counseling

Grading Policy for Counseling Programs

Graduate students must have a GPA of 3.0 or above in order to receive a degree. Any graduate student who receives more than one grade of C (to include C+, C, and C-) will be dismissed from the program. No grades of D will be given (anything lower than a C- is an F). **A grade of F will result in dismissal from the program.**

Audit

Students who are required to complete undergraduate foundation courses may request that they be taken as an official audit. **Students choosing this option must designate such at the time of registration or by the end of the first week of the respective semester in which the courses are taken.** Audited courses are recorded on the student's permanent record as an "AUD," and cannot be converted to a letter grade.

Master of Arts in Clinical Counseling – 60 Credits

Purpose

The Clinical Counseling program is a 60-credit program structured to promote student appreciation for the role of the professional counselor, to develop a thorough understanding of the theory and practice of counseling, and to acquire mastery of the skills inherent to the program. This program meets the prerequisites for completion of the National Counselor Examination and the criteria for the New Jersey Professional Counselor Licensure.

Program Goals

- Gain a thorough understanding of and competence in the practice of individual and group counseling.
- Acquire an appreciation for the role of the counselor in society and an understanding of the ethical and legal responsibilities associated with that role.
- Acquire a comprehensive understanding of the theories of adaptive and maladaptive human behavior and their applicability to assessment and promotion of improved human functioning.
- Develop competency in the design, conduct, and evaluation of counseling research; and acquire professional skills.
- Acquire extensive practical experience in counseling under supervision in appropriate field settings.

Program Requirements

- Comply with the academic policies and procedures of Centenary University
- Complete 60 program prescribed graduate credit hours
- Maintain a cumulative grade point average of "B" (3.0) or better in courses completed for the degree
- Complete a residency requirement consisting of minimally 48 credit hours at Centenary University
- Complete the program within 8 years from the date of initial enrollment
- After completing a total of 33 credits and as a prerequisite for engaging further graduate study, successfully pass the comprehensive assessment consisting of a review and evaluation of student academic performance, clinical competencies, and demonstration of professionalism
- Demonstrate throughout the program course of study behavior consistent with the American Counseling Association (ACA) Code of Ethics and Code of Conduct and the National Board for Certified Counselors Code of Ethics

Course Requirements:

Counseling Theory and Practice-15 credits

GCO 501 Counseling: The Profession

GCO 502 Ethics for the Counseling Profession
GCO 505 Counseling Theory & Practice I
GCO 506 Counseling Theory & Practice II
GCO 510 Clinical Interviewing

Counseling Groups-6 credits

GCO 520 Group Dynamics I
GCO 525 Counseling Consultation

Research, Evaluation and Assessment-9 credits

GCO 541 Statistical Analysis
GCO 544 Research Methods in Counseling
GCO 546 Diagnostic Assessment

Development, Behavior and Diversity-12 credits

GCO 561 Human Growth & Development
GCO 562 Social & Cultural Foundations of Behavior
GCO 566 Personality Theory
GCO 568 Maladaptive Behavior I

Counseling Specialization-6 credits

GCO 584 Life Span Counseling
GCO 586 Career Counseling

***Field Experience-6 credits**

GCO 601 Field Experience I
GCO 602 Field Experience II

*If you are **combining** both Clinical Counseling and School Counseling, you will be **required** to take the following: GCO 601 Field Experience I (400 clinical hours) and GCO 603 School Practicum I (600 school practicum hours). Also, your required electives will be GCO 593 and GED 601.

****Selected Electives-6 credits (choose two)**

GCO 530 Marriage and Family Counseling
GCO 581 Fundamentals of SAC
GCO 582 Crisis Intervention
GCO 590 Substance Abuse Counseling
GCO 591 Substance Abuse in the School Setting
GCO 592 Psychopharmacology
GCO 593 Prevention Planning, Program Evaluation, and Community Resources
GCO 594 Substance Abuse and the Family

MA in Clinical Counseling audit sheet

Course ID	Title	Credit	Semester	Course ID	Title	Credit	Semester
Counseling Theory and Practice: 15 credits				Counseling Specializations: 6 Credits			
GCO 501	Counseling: The Profession	3		GCO 584	Life Span Counseling	3	
GCO 502	Ethics for the Counseling Profession	3		GCO 586	Career Counseling	3	
GCO 505	Counseling: Theory & Practice I	3					
GCO 506	Counseling: Theory & Practice II	3		Field Experience: 6 Credits (Taken at end of program)			
GCO 510	Clinical interviewing	3		GCO 601	Field Experience I	3	
				GCO 602	Field Experience II	3	
Counseling Groups: 6 Credits				Selected Electives: 6 Credits (Choose two)			
GCO 520	Group Dynamics I	3		GCO 530	Marriage & Family Counseling	3	
GCO 525	Counseling Consultation	3		GCO 581	Fundamentals of SAC	3	
Research, Evaluation and Assessment: 9 Credits				GCO 582	Crisis Intervention	3	
GCO 541	Statistical Analysis	3		GCO 590	Substance Abuse Counseling	3	
GCO 544	Research Methods in Counseling	3			Substance Abuse in the School		
GCO 546	Diagnostic Assessment	3		GCO 591	Setting	3	
				GCO 592	Psychopharmacology	3	
					Prevention Planning and Program		
Development, Behavior and Diversity: 12 Credits				GCO 593	Evaluation	3	
GCO 561	Human Growth & Development	3		GCO 594	Substance Abuse and the Family	3	
GCO 562	Social & Cultural Foundations in Behavior	3		Total Program Credits			
GCO 566	Personality Theory	3		60			
GCO 568	Maladaptive Behavior I	3		revised 7/19/16 sw			

Master of Arts in Counseling – 45 Credits

Purpose

The Master of Arts in Counseling program is designed to provide graduates with fundamental competencies in the theory and practice of counseling. Opportunities are provided for acquiring skills and experience specific to counseling and consultation in organizations and environments such as business, education, criminal justice, and community service.

Program Goals

- Demonstrate a thorough understanding of and competence in the practice of individual and group counseling.
- Acquire an appreciation for the role of the counselor in society and an understanding of the ethical and legal responsibilities associated with that role.
- Acquire a comprehensive understanding of the theories of adaptive and maladaptive human behavior and their applicability to assessment and promotion of improved human functioning.
- Develop competency in the design, conduct, and evaluation of counseling research.
- Acquire professional skills and practical experience in the provision of counseling services in settings relevant to the student's career focus.

Program Requirements

- Comply with the academic policies and procedures of Centenary University
- Complete 45 program prescribed graduate credit hours
- Maintain a cumulative grade point average of "B" (3.0) or better for courses completed for the degree
- Complete a residency requirement consisting of minimally 24 credit hours at Centenary University
- Complete the program within 8 years from the date of initial enrollment
- After completing a total of 33 credits and as a prerequisite for engaging further graduate study, successfully pass the comprehensive assessment consisting of a review and evaluation of student academic performance, clinical competencies, and demonstration of professionalism.
- Demonstrate throughout the program course of study behavior consistent with the American Counseling Association (ACA) Code of Ethical Principles and Code of Conduct, and the National Board for Certified Counselors Code of Ethics.

Course Requirements:

Counseling Theory and Practice-15 credits

GCO 501 Counseling: The Profession
GCO 502 Ethics for the Counseling Profession
GCO 505 Counseling Theory and Practice I
GCO 506 Counseling Theory and Practice II
GCO 510 Clinical Interviewing

Counseling Groups-3 credits

GCO 520 Group Dynamics I

Research, Evaluation and Assessment-9 credits

GCO 541 Statistical Analysis
GCO 544 Research Methods in Counseling
GCO 546 Diagnostic Assessment

Development, Behavior and Diversity-12 credits

GCO 561 Human Growth & Development
GCO 562 Social & Cultural Foundations of Behavior
GCO 566 Personality Theory
GCO 568 Maladaptive Behavior I

Field Experience-3 credits

GCO 601 Field Experience I

Selected Electives-3 credits (choose one)

GCO 525 Counseling Consultation
GCO 530 Marriage and Family Counseling
GCO 582 Crisis Intervention
GCO 584 Life Span Counseling
GCO 586 Career Counseling
GCO 590 Substance Abuse Counseling
GCO 591 Substance Abuse in the School Setting
GCO 592 Psychopharmacology
GCO 593 Prevention Planning, Program Evaluation, and Community Resources
GCO 594 Substance Abuse and the Family

MA in Counseling audit sheet

Course Number	Title	Credit	Semester				
Counseling Theory and Practice: 15 credits							
GCO 501	Counseling: The Profession	3					
GCO 502	Ethics for the Counseling Profession	3					
GCO 505	Counseling: Theory & Practice I	3					
GCO 506	Counseling Theory and Practice II	3					
GCO 510	Clinical Interviewing	3					
Counseling Groups: 3 Credits							
GCO 520	Group Dynamics I	3					
Research, Evaluation and Assessment: 9 Credits							
GCO 541	Statistical Analysis	3					
GCO 544	Research Methods in Counseling	3					
GCO 546	Diagnostic Assessment	3					
Development, Behavior and Diversity: 12 Credits							
GCO 561	Human Growth & Development	3					
GCO 562	Social & Cultural Foundations of Behavior	3					
GCO 566	Personality Theory	3					
GCO 568	Maladaptive Behavior I	3					
Selected Electives: 3 Credits (Choose one)							
GCO 525	Counseling Consultation	3					
GCO 530	Marriage & Family Counseling	3					
GCO 582	Crisis Intervention	3					
GCO 584	Life Span Counseling	3					
GCO 586	Career Counseling	3					
GCO 590	Substance Abuse Counseling	3					
GCO 591	Substance Abuse in the School Setting	3					
GCO 592	Psychopharmacology	3					
GCO 593	Prevention Planning and Program Evaluation	3					
GCO 594	Substance Abuse Counseling and the Family	3					
Field Experience: 3 Credits							
GCO 601	Field Experience I	<u>3</u>					
Total Program Credits		45					

Master of Arts in School Counseling – 48 Credits

Purpose

The Master of Arts in School Counseling program trains individuals to perform school counseling services such as the study and assessment of individual pupils with respect to their status, abilities, interest and needs. It trains students to counsel with administrators, teachers, students and parents regarding personal, social, educational, and vocational plans and programs. This degree also trains students to develop cooperative relationships with community agencies in assisting children and families. **This program has been approved by the New Jersey State Department of Education for certification as a New Jersey School Counselor.**

Program Goals

- Develop a thorough understanding of and competence in the practice of individual and group counseling.
- To acquire an appreciation for the role of the counselor in society and an understanding of the ethical and legal responsibilities associated with that role.
- To acquire a comprehensive understanding of human growth and development.
- Develop competency in understanding of psychological testing and evaluation.
- To acquire professional skills and practical experience in the provision of counseling services in a school setting.

Program Requirements

- Comply with the academic policies and procedures of Centenary University
- Complete 48 program prescribed graduate credit hours
- Maintain a cumulative grade point average of “B” (3.0) or better for courses completed for the degree
- Complete a residency requirement consisting of minimally 36 credit hours at Centenary University
- Complete the program within 8 years from the date of initial enrollment
- After completing a total of 24 credits and as a prerequisite for engaging further graduate study, successfully pass the comprehensive assessment consisting of a review and evaluation of student academic performance, clinical competencies, and demonstration of professionalism
- Demonstrate throughout the program course of study behavior consistent with the American Counseling Association (ACA) Code of Ethical Principles and Code of Conduct, and the National Board for Certified Counselors Code of Ethics
- Complete a supervised counseling practicum in a school setting

Course Requirements:

Guidance and Counseling-21 credits (Required)

GCO 501 Counseling: The Profession
GCO 502 Ethics for the Counseling Profession
GCO 505 Counseling Theory & Practice I
GCO 506 Counseling Theory & Practice II
GCO 510 Clinical Interviewing
GCO 520 Group Dynamics I
GCO 586 Career Counseling

Testing and Evaluation-3 credits

GCO 546 Diagnostic Assessment

Psychology-6 credits

GCO 561 Human Growth & Development

GED 601 Nature & Needs of Individuals with Disabilities

Sociological Foundations-6 credits

GCO 562 Social & Cultural Foundation of Behavior

GCO 593 Prevention Planning, Program Evaluation, and Community Resources

Statistical and Research Methods-6 credits

GCO 541 Statistical Analysis

GCO 544 Research Methods in Counseling

Field Experience-6 credits

Requires students to participate in a supervised counseling practicum in a school setting

GCO 603 School Counseling Practicum I

GCO 604 School Counseling Practicum II

*If you are **combining** both Clinical Counseling and School Counseling, you will be **required** to take the following: GCO525, GCO566, GCO568, GCO584, GCO601 Field Experience I, and GCO603 School Counseling Practicum I.

MA in School Counseling audit sheet

Course Number	Title	Credit	Taken
Guidance and Counseling (Core Courses): 21 Credits			
GCO 501	Counseling: The Profession	3	
GCO 502	Ethics for the Counseling Profession	3	
GCO 505	Counseling: Theory and Practice I	3	
GCO 506	Counseling: Theory and Practice II	3	
GCO 510	Clinical Interviewing	3	
GCO 520	Group Dynamics I	3	
GCO 586	Career Counseling	3	
Testing and Evaluation: 3 Credits			
GCO 546	Diagnostic Assessment	3	
Psychology: 6 Credits			
GCO 561	Human Growth & Development	3	
GED 601	Nature & Needs of Individuals with Disabilities	3	
Sociological Foundations: 6 Credits			
GCO 562	Social & Cultural Foundation of Behavior	3	
GCO 593	Prevention Planning, Program Evaluation & Community Resources	3	
Statistical and Research Methods: 6 Credits			
GCO 541	Statistical Analysis	3	
GCO 544	Research Methods in Counseling	3	
Field Experience: 6 Credits			
Supervised counseling practicum in school setting.			
GCO 603	School Counseling Practicum I	3	
GCO 604	School Counseling Practicum II	3	
Program Credits			
		48	

Student Assistance Coordinator (SAC) Certification - 27 Credits

Purpose

The Student Assistance Coordinator (SAC) Certification is a 27-credit program for counseling professionals preparing them to assist K-12 students in coping with emotional, psychological, and/or behavioral issues. The SAC provides in-school assessment, crisis intervention, and counseling and referral services to any student who may be experiencing personal, family, and/or peer difficulties. The goal is to support the students and prevent personal difficulties from interfering with their success in school. **This program meets the certification requirements for the New Jersey Department of Education.**

Program Goals

- Demonstrate a thorough understanding of the role of SAC, the expectations of the position and how to implement policies and programs with other professionals in the school.
- Acquire an appreciation for the role of the counselor in society and an understanding of the ethical and legal responsibilities associated with that role.
- Evaluate programs and the available resources of the SAC
- Demonstrate an understanding of the statistics of substance abuse and the resources available to the students in their community.
- Understand effective communication between parents, administrators, and staff members and an understanding of the documentation required.
- Evaluate case studies and applying the law, policies and counseling strategies.
- Acquire extensive practical experience in counseling under supervision in appropriate field settings

Program Requirements

- Comply with the academic policies and procedures of Centenary University
- Maintain a cumulative grade point average of "B" (3.0) or better in courses completed for the degree
- Complete a residency requirement consisting of a minimum of 21 credit hours at Centenary University
- Complete the program within 4 years from the date of initial enrollment
- Demonstrate throughout the program course of study behavior consistent with the American Counseling (ACA) Code of Ethical Principles and Code of Conduct, and the National Board for Certified Counselors Code of Ethics.

CENTENARY UNIVERSITY
STUDENT ASSISTANCE COORDINATOR (SAC) REQUIREMENTS
27 CREDITS REQUIRED

Child and Adolescent Development-3 credits

GCO 561 – Human Growth and Development

Curriculum Planning, Implementation & Staff Dev I Chemical Health Ed.-3 credits

GCO 581 – Fundamentals of SAC

School law related to substance abuse and related problems-3 credits

GED 619 – Students, Teachers, Social Policy, and the Law

Coordination, delivery of intervention and referral services in school setting, including multidisciplinary intervention teams-6 credits

GCO 582 – Crisis Intervention

GCO 591 – Substance Abuse in the School Setting

Fundamentals of drug/alcohol abuse and dependency & related problems-3 credits

GCO 590 – Substance Abuse Counseling

Assessment & counseling of drug and alcohol affected students & families-3 credits

GCO 594 – Substance Abuse Counseling and the Family

Coordination of research-based prevention program services in school and community settings-3 credits

GCO 593 – Prevention Planning, Program Evaluation, and Community Resources

University-supervised SAC practicum (150 hours)-3 credits

GCO 605 – School Assistance Coordinator Practicum

Student Assistance Coordinator certification audit sheet

Course Number	Title	Credit	Semester
Child and Adolescent Development 3 Credits			
GCO 561	Human Growth and Development	3	
Curriculum Planning, Implementation & Staff Dev. I Chemical Health Ed. 3 Credits			
GCO 581	Fundamentals of SAC	3	
School Law Related to Substance Abuse and Related Problems 3 Credits			
GED 619	Students, Teachers, Social Policy and the Law	3	
Coordination, delivery of intervention and referral services in the school setting, including multidisciplinary intervention teams 6 Credits			
GCO 582	Crisis Intervention	3	
GCO 591	Substance Abuse in the School Setting	3	
Fundamentals of drug/alcohol abuse and dependency & related problems 3 Credits			
GCO 590	Substance Abuse Counseling	3	
Assessment & counseling of drug and alcohol affected students & families 3 Credits			
GCO 594	Substance Abuse Counseling and the Family	3	
Coordination of research-based prevention program services in school and community settings 3 Credits			
GCO 593	Prevention Planning and Program Evaluation	3	
College-Supervised SAC Practicum (150 hours) 3 Credits			
GCO 605	School Assistance Coordinator Practicum	3	
revised 7/19/16 sw			

Graduate Education (All Programs)

Graduate Grading Policy for Education Degrees

Graduate students must achieve a grade of "B" or higher in each course and must have a GPA of 3.0 in order to receive a degree. Any graduate student who receives more than one grade of "C" will be dismissed from the program. A graduate student who has received a grade of "C" must repeat the course.* No grades of "D" will be given (anything lower than a C- is an F). A grade of "F" will result in dismissal from the program.

*If a student repeats a course in which a grade of "C" has been received, both the original grade and the repeated grade will count in the GPA. The original grade of "C" will be used to determine eligibility to stay in or to be removed from the program.

Doctor of Education in Educational Leadership program - 51 Credits

This program is approved by the New Jersey Department of Education to grant School Administrator Certification. The Doctor of Education in Educational Leadership program is a 51 credit program. The ever changing landscape of K-12 education is creating a demand for school leaders with a wide breadth of experience and education. Centenary University strives to develop leaders who will successfully guide educational institutions into an uncertain future. By understanding and appreciating the multiple constituencies and stakeholders that form school communities, Centenary graduates will lead in a transformational style- not just to guide in a linear fashion, but to completely envelop the larger community into their mission. Mindful of the many resources under their care and direction, Centenary leaders will embrace challenges, build positive coalitions, craft and sustain positive change and create safe and stable learning environments for their students, staffs, parents and public.

Program Goals:

- Possess outstanding knowledge of curriculum, instruction and assessment for all students
- Cherish each and every student under their care and direction as a valued person, able to learn
- Demonstrate an unsurpassed ability to identify challenges, solutions and build consensus
- Unique ability to elucidate solutions that are creative and make best use of diminishing resources
- Value human capital and resources as the primary ingredient for successful schools
- Understand and apply the value of network knowledge, with an understanding that teaching and learning is a team effort
- Serve as an ethical and moral role model and inspiration for all constituents within the organization
- Understand larger global, economic and social trends and demands and assist staff and students to meet new and unprecedented change

Program Requirements:

- In order to qualify for a Certificate of Eligibility as a School Administrator, candidates must have at least 30 credits of coursework encompassing the specialty area generally framed by the New Jersey Professional School Leader Standards.
- Students are required to take 51 credits and all courses that are listed.
- 150 hours of field experience
- Students must achieve a grade of "B" or higher in each course. Students who do not achieve a "B" or higher in each course shall be dropped from the program.
- Students in the program without their principal certificate will need to apply to the state for their school administrator certificate on their own.

Course Requirements-51 Credits

GED 700	Communications and Public Relations	3 Credits
GED 710	Conflict Resolution	3 Credits
GED 720	Development and Supervision of Special Education Programs	3 Credits
GED 730	Critical Thinking, Moral Education, and Ethics	3 Credits
GED 735	Administering Educational Technology Programs	3 Credits
GED 740	Managing Education Change and Innovation	3 Credits
GED 745	Continuous School Improvement	3 Credits
GED 750	Human Resources Management/Advanced Law Seminar	3 Credits
GED 755	Facility Management	3 Credits
GED 760	Negotiations in the Public Sector	3 Credits
GED 765	Comparative Educational Systems	3 Credits
GED 770 *	Administrative Internship	3 Credits
GED 780	Data Driven Decision Making	3 Credits
GED 785	Advanced School Finance	3 Credits
GED 795 **	Special Topics in Educational Administration	3 Credits
GED 800	Dissertation Seminar	3 Credits
GED 810	Dissertation Advisement I	3 Credits
GED 820	Dissertation Advisement II	3 Credits

*Candidates who DO NOT currently hold the certificate for NJ School Administrator (Standard or CE or CEAS) are required to take GED 770 Administrative Internship.

**Candidates who currently hold the certificate for NJ School Administrator (Standard or CE or CEAS) are required to take GED 795 in lieu of GED 770 Administrative Internship.

Please note: The NJ Department of Education requires students applying for School Administrator certification have a minimum of 5 years of successful educational experience in a school district, non-public school or regionally accredited college or university.

Please note that if you have already been admitted to the program please contact Dr. Timothy Frederiks at (908)852-1400 ext. 2285 for clarification as to how to progress towards earning your degree.

EdD in Educational Leadership audit sheet

<u>Course Number</u>	<u>Title</u>	<u>Credit</u>	<u>Semester</u>
GED 700	Communications and Public Relations	3 Credit	
GED 710	Conflict Resolution	3 Credit	
GED 720	Development and Supervision of Special Education Programs	3 Credit	
GED 730	Critical Thinking, Moral Education, and Ethics	3 Credit	
GED 735	Administering Educational Technology Programs	3 Credit	
GED 740	Managing Education Change and Innovation	3 Credit	
GED 745	Continuous School Improvement	3 Credit	
GED 750	Human Resources Management/Advanced Law Seminar	3 Credit	
GED 755	Facility Management	3 Credit	
GED 760	Negotiations in the Public Sector	3 Credit	
GED 765	Comparative Educational Systems	3 Credit	
GED 770 *	Administrative Internship	3 Credit	
GED 780	Data Driven Decision Making	3 Credit	
GED 785	Advanced School Finance	3 Credit	
GED 795 **	Special Topics in Educational Administration	3 Credit	
GED 800	Dissertation Seminar	3 Credit	
GED 810	Dissertation Advisement I	3 Credit	
GED 820	Dissertation Advisement II	3 Credit	
Total Program Credits		51	
7/20/16 sw			
*Candidates who DO NOT currently hold the certificate for NJ School Administrator (Standard or CE or CEAS) are required to take GED 770 Administrative Internship			
**Candidates who currently hold the certificate for NJ School Administrator (Standard or CE or CEAS) are required to take GED795 in Lieu of GED 770 Administrative Internship			

Master of Arts in Education: Educational Leadership – 39 Credits

This program is approved by the New Jersey Department of Education to grant Principal Licensure. The Master of Arts in Education: Educational Leadership is a 39-credit program designed to prepare educators for leadership roles in the public schools. It is designed to enhance the competencies, knowledge, and skills of educational leaders in the areas of school leadership and administration as well as the design, implementation, practice, and assessment of instructional programs.

Program Goals

- Develop a thorough understanding of the theory and practice of educational leadership.
- Learn the skills necessary to function as an educational leader and to support effective teaching and learning.
- Acquire the necessary evaluative skills to critically analyze a learning organization's performance.
- Develop an appreciation of the legal, cultural and ethical issues that influence the nation's educational institutions.

Program Requirements

- Graduate students must achieve a grade of "B" or higher in each course and must have a minimum GPA of 3.0 in order to receive a degree. Any graduate student who receives more than one grade of "C" (to include C+, C, or C-) will be dismissed from the program. A graduate student who has received a grade of "C" must repeat the course. No grades of "D" will be given (anything lower than a C- is a F). A grade of "F" will result in dismissal from the program. Note: If a student repeats a course in which a grade of "C" has been received, both the original grade and the repeated grade will count in the GPA. The original grade of "C" will be used to determine eligibility to stay in or to be removed from the program.
- Students are required to take 39 credits in Educational Leadership.
- **Recommended: GED697 should be taken in the semester prior to taking GED698. The thesis proposal should be approved in GED697 and completed in GED698.
- It is strongly suggested that students who are working full time do not take another course while they are taking GED 698. If due to extenuating circumstances, a student feels it is necessary to take GED 698 and another course in the same semester, he/she has to obtain a signed waiver from the graduate director.
- Please note: The NJ Department of Education now requires that individuals working towards their Principal Licensure complete 300 mandatory hours of field experience (courses GED670 and GED671). To be sure all students accomplish this and to ensure a thorough educational experience Centenary University has built this requirement directly into the program to obtain your degree in Educational Leadership.

Educational Leadership Core Requirements (39 credits)-Traditional

GED 510		Educational Administrative Theory	3 credits
GED 550	SL	Seminar in Curricular Evaluation and Assessment Strategies	3 credits
GED 560		Seminar in Instructional Leadership	3 credits
GED 619	*	Students, Teachers, Social Policy, and the Law	3 credits
GED 642	SL	Case Studies in Supervision	3 credits
GED 650	*SL	Principles and Practices of Supervision	3 credits
GED 651	*SL	Curriculum Development and Evaluation	3 credits
GED 660		The Principalship	3 credits
GED 670		Field Supervision Internship	3 credits

GED 671		Field Supervision Internship II	3 credits
GED 680	*	Finance and Facilities	3 credits
GED 697		Educational Research	3 credits
GED 698	**	Special Topics: Research in School and Instructional Leadership	3 credits

*Required for Principal Licensure

•Please note: The NJ Department of Education requires that students applying for Principal Licensure have a minimum of 5 years of successful educational experience under a valid provisional or standard NJ or equivalent out-of-state certificate.

SL: Required for Supervisor Licensure.

Please note: The NJ Department of Education requires students applying for Supervisor Licensure have a minimum of 3 years successful, full-time teaching and/or educational services experience.

If you have already been admitted to this program, please contact the Program Director, Dr. Timothy Frederiks, for clarification as to how to progress towards earning your degree.

MA in Education: Educational Leadership audit sheet

Course Number	Title	Credit	Semester Sequence**	Semester Completed
Core Requirements - 39 credits (All must be taken)				
GED 510	Educational Administrative Theory	3	FA	
GED 550#*	Seminar in Curricular Evaluation and Assessment Strategies	3	FA	
GED 560	Seminar in Instructional Leadership	3	FA	
GED 619#	Students, Teachers, Social Policy and the Law	3	SP	
GED 642*	Case Studies in Supervision	3	SP	
GED 650*	Principles and Practices of Supervision	3	FA	
GED 651#*	Curriculum Development & Evaluation	3	SP	
GED 660	The Principalship	3	SP	
GED 670#	Field Supervision Internship I (150 hours of field experience)	3	FA/SP	
GED 671#	Field Supervision Internship II (150 hours of field experience)	3	FA/SP	
GED 680#	Finance & Facilities	3	SP	
GED 697	Educational Reasearch	3	FA/SP	
GED 698	Research in Instructional Leadership***	3	FA/SP	
Total Program Credits		39		
* Required for New Jersey Supervisor Licensure- Three years of successful educational experience under a standard NJ certificate				
# Required for New Jersey Principal Licensure- Five years of successful educational experience under a standard NJ certificate.				
**Semester sequence is subject to change.				
***Recommended: GED 697 should be taken in the semester prior to taking GED 698.				
The thesis proposal should be approved in GED 697 and completed in GED 698.				
Please note that if you have already been admitted to the program please contact your advisor for clarification as to how to progress towards earning your degree.				

Master of Education in Educational Practice – 36 Credits (Online)

The program is specifically designed to meet the distinctive needs of the contemporary K-12 school teacher – preparing them to address the challenges of the 21st century classroom. The M.Ed. in Educational Practice program is comprised of twelve courses, totaling 36 credits. Understanding the busy lives of professional educators, Centenary University has scheduled the M.Ed. in Educational Practice to coordinate with the public school calendar. Your learning outcomes are achieved through course work and learning experiences that are cohort based. As a member of a cohort, you will work with teachers in a collaborative way. Courses are designed around authentic project based activities, action research, and reflective practices. Each course has activities, strategies, and techniques that are immediately applicable to your classroom. As a result, you will be able to comfortably achieve your personal professional goals in a flexible, convenient, and practical online environment. You will join in a cohort of students and progress through the program together. All classes are online, asynchronous and accelerated, providing you with the flexibility to juggle the demands of teaching, extra-curricular responsibilities, mandated professional development, and family life. You will also be provided with a friendly introduction to online learning, your fellow cohort members, and your instructor prior to the beginning of the first course. You may be surprised to learn how easy and how much fun it is to learn online.

Program Features

- Designed using best practices in online adult education for practicing teachers.
- Online classes, which allow you to work at times and places convenient to your schedule.
- Cohort model, where the same group of students progress through the entire program together.
- Accelerated, eight-week courses, scheduled to fit within the K-12 school calendar.

Program Advantages

- Project-based activities, techniques, and strategies that you can immediately use in your classroom
- Small classes that strongly emphasize participation, interaction, and practical application in your classroom
- Highly relevant, accessible, and efficient program
- Highly qualified faculty
- Unsurpassed student service
- Opportunity to complete your degree no matter where you live, whatever hours you work, how often you travel or relocate
- Complete 100% of your education online, including all administration, registration, and book purchasing

Program Requirements

Students are required to successfully complete the following program of study comprised of twelve courses, totaling 36 credits.

Graduate students must achieve a grade of “B” or higher in each course and must have a minimum GPA of 3.0 in order to receive a degree. Any graduate student who receives more than one grade of “C” (to include C+, C, or C-) will be dismissed from the program. A graduate student who has received a grade of “C” must repeat the course. No grades of “D” will be given (anything lower than a C- is an F). A grade of “F” will result in dismissal from the program. Note: If a student repeats a course in which a grade of “C” has been received, both the original grade and the repeated grade will count in the GPA. The original grade of “C” will be used to determine eligibility to stay in or to be removed from the program.

GED 621 A Prologue to Contemporary Educational Practice

3 credits

GED 622 Collaborative Teaching Concepts	3 credits
GED 623 Assessment and Evaluation: Relevant Instructional Design Models	3 credits
GED 624 Teachers as Change Agents and Educational Researchers	3 credits
GED 625 Curriculum Design and Development	3 credits
GED 626 Educational Technology Integration Strategies	3 credits
GED 627 Action Research Based Thesis Proposal	3 credits
GED 629 Applications of Contemporary Educational Practice	3 credits
GED 633 The Art and Science of Teaching & Learning: Brain Compatible Practices for the Elementary Classroom	3 credits
GED 634 Innovative Approaches to Literacy Instruction	3 credits
GED 636 Inquiry Instruction in the Classroom	3 credits
GED 638 Action Research Based Thesis Implementation	3 credits

Note: If you have already been admitted to the program, please contact the Program Director, Dr. Simon Saba, for clarification as to how to progress towards earning your degree.

MEd in Educational Practice audit sheet

Title	Credit	
GED 621 - A Prologue to Contemporary Educational Practice	3	
GED 622 - Collaborative Teaching Concepts	3	
GED 623 - Assessment and Evaluation: Relevant Instructional Design Models	3	
GED 624 - Teachers as Change Agents and Educational Researchers	3	
GED 625 - Curriculum Design and Development	3	
GED 626 - Educational Technology Integration Strategies	3	
GED 627 - Action Research Based Thesis Proposal	3	
GED 629 - Applications of Contemporary Educational Practice	3	
GED 633 - The Art & Science of Teaching & Learning: Brain Compatible Practices	3	
GED 634 - Innovative Approaches to Literacy Instruction	3	
GED 636 - Inquiry Instruction in the Classroom	3	
GED 638 - Action Research Based Thesis Implementation	3	
revised 7/19/16 sw		
Total Program Credits	36	

Master of Arts in Education: Instructional Leadership – 36 Credits

The Master of Arts in Education: Instructional Leadership is designed to enhance the competencies, knowledge and skills of educational professionals in the areas of design, implementation, practice and assessment of instructional programs. The MA is designed to equip professional educators with the skills necessary to become instructional leaders in public and private schools as well as corporate and non-profit organizations. This program is designed to be utilized by public and private school teachers, as well as by corporate and nonprofit institution educational personnel.

Program Goals

- To develop instructional leaders
- To enhance the instructional competencies and knowledge of members of the education profession
- To provide educational institutions and/or organizations with instructional leaders skilled in the art of designing, implementing, delivering, and assessing instructional programs
- To enrich and foster an understanding of individual differences and how they can be addressed
- To foster collaboration among instructional professionals from educational institutions and corporate organizations
- To develop an understanding of outcome and performance based assessment
- To enable individuals to understand, interpret and extend research in the field of educational psychology, instructional leadership, staff development and curriculum development

Program Requirements

- Students are required to take 24 credits in Instructional Leadership and 12 elective credits.
- Graduate students must achieve a grade of “B” or higher in each course and must have a minimum GPA of 3.0 in order to receive a degree. Any graduate student who receives more than one grade of “C” (to include C+, C, or C-) will be dismissed from the program. A graduate student who has received a grade of “C” must repeat the course. No grades of “D” will be given (anything lower than a C- is a F). A grade of “F” will result in dismissal from the program. Note: If a student repeats a course in which a grade of “C” has been received, both the original grade and the repeated grade will count in the GPA. The original grade of “C” will be used to determine eligibility to stay in or to be removed from the program.
- **Recommended: GED697 should be taken in the semester prior to taking GED698. The thesis proposal should be approved in GED697 and completed in GED698.
- It is strongly suggested that students who are working full time do not take another course while they are taking GED 698. If due to extenuating circumstances, a student feels it is necessary to take GED 698 and another course in the same semester, he/she has to obtain a signed waiver from the appropriate graduate director.

Instructional Leadership Core Requirements-24 Credits

GED 550	SL*	Seminar in Curriculum Evaluation and Assessment Strategies	3 credits
GED 560		Seminar in Instructional Leadership	3 credits
GED 619		Students, Teachers, Social Policy, and the Law	3 credits
GED 632		Technology in the Classroom	3 credits
GED 651	SL*	Curriculum Development and Evaluation	3 credits
GED 680		Finance and Facilities	3 credits
GED 697	**	Educational Research	3 credits
GED 698	**	Special Topics: Research in Instructional Leadership	3 credits

Graduate Electives-12 Credits

GED 552		Development and Supervision of Special Education Programs	3 credits
GED 637		Critical Thinking, Moral Education, and Ethics	3 credits
GED 642	SL*	Case Studies in Supervision	3 credits
GED 643		Conflict Resolution	3 credits
GED 650	SL*	Principles and Practices of Supervision	3 credits
GED 661		Managing Educational Change and Innovation	3 credits

SL* These courses are required in order to obtain your NJ Supervisor Licensure with the Master degree.

Please note: The NJ Department of Education requires students applying for Supervisor Licensure have a minimum of 3 years successful, full-time teaching and/or educational services experience.

Please note that if you have already been admitted to the program please contact the Program Director, Dr. Timothy Frederiks, for clarification as to how to progress towards earning your degree.

MA in Education: Instructional Leadership audit sheet

<u>Course Number</u>	<u>Title</u>	<u>Credit</u>	<u>Semester Sequence**</u>	<u>Semester Completed</u>		
Instructional Leadership Core Requirement: 24 credits						
GED 550*	Seminar in Curricular Evaluation and Assessment Strategies	3	FA/SU1			
GED 560	Seminar in Instructional Leadership	3	FA			
GED 619	Students, Teachers, Social Policy, and the Law	3	SP			
GED 632	Educational Technology	3	SU1			
GED 651*	Curriculum Development and Evaluation	3	SP			
GED 680	Finance and Facilities	3	SP			
GED 697	Educational Research	3	FA/SP			
GED 698	Special Topics: Research in Instructional Leadership	3	FA/SP			
Graduate Electives: 12 credits (select 4 from below)						
GED 552	Development and Supervision of Special Education Programs	3	SP			
GED 637	Critical Thinking, Moral Education, and Ethics	3	FA			
GED 642*	Case Studies in Supervision	3	SP			
GED 643	Conflict Resolution	3	FA			
GED 650*	Principles and Practices of Supervision	3	FA			
GED 661	Managing Educational Change and Innovation	3	SU1			
Total Program Credits		36				
* Required for New Jersey Supervisor Licensure- Three years of successful educational experience under a standard NJ certificate.						
**Semester offering is subject to change.						
***Recommended: GED 697 should be taken in the semester prior to taking GED 698.						
The thesis proposal should be approved in GED 697 and completed in GED 698						
Please note that if you have already been admitted to the program, please contact your advisor for clarification as to how to proceed towards earning your degree						
Revised - 7/18/16						

Masters of Arts in Special Education

39 Credits for Students working towards Teacher of Students with Disabilities Certification

36 Credits for Students who enter the program with Teacher of Students with Disabilities Certification

The Master of Arts in Special Education is designed to provide students with the ability to understand and embrace diversity, the ability to meet the needs of exceptional learners and the ability to guide individuals to maximize their educational potential. They will be able to lead others toward change in creating a learning environment in which all individuals are allowed and encouraged to maximize their potential. This degree reflects upon the commitment of Centenary University to produce “broadly educated” graduates who are committed to personal values, to their communities, and to their profession and its standards of excellence.

Program Goals

- Provide current and relevant preparation in the midst of major changes in the field of special education
- Prepare students so that they will act as role models/change agents in the field
- Prepare students who can accommodate diversity
- Offer a broad-based program of study that will allow graduates to understand the needs of diverse learners from multiple perspectives

Program Requirements

- Graduate students must achieve a grade of “B” or higher in each course and must have a minimum GPA of 3.0 in order to receive a degree. Any graduate student who receives more than one grade of “C” (to include C+, C, or C-) will be dismissed from the program. A graduate student who has received a grade of “C” must repeat the course. No grades of “D” will be given (anything lower than a C- is a F). A grade of “F” will result in dismissal from the program. Note: If a student repeats a course in which a grade of “C” has been received, both the original grade and the repeated grade will count in the GPA. The original grade of “C” will be used to determine eligibility to stay in or to be removed from the program.
- All courses are designed as graduate level courses to meet the Council for Exceptional Children standards and New Jersey State Code. To that end, the requirements remain consistent. Please be aware that summer courses are shorter in duration but still must meet the same requirements as courses offered during the semester.

Courses specifically for students who enter the program with Special Education Certification (36 Credits)

GED 602	Ethical Issues	3 credits
GED 607	Assessment for Instruction in Special Education	3 credits
GED 615	Collaborative Practices	3 credits
GED 620	Inclusive Practices	3 credits
GED 652	Current Issues in Special Education	3 credits
GED 656	Communication and Literacy in Special Education	3 credits
GED 658	Social Issues for Children with Special Needs	3 credits
GED 659	Children at Crossroads: Life Issues that Affect Young Lives	3 credits
GED 697	Educational Research	3 credits
GED 699	Special Topics in Special Education	3 credits
GED 699	Special Topics in Special Education	3 credits

Capstone Course

GED 618	**	Seminar in Research and Application in Special Education	3 credits
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Note: As a special topics course, GED699 may be repeated once, with a different topic, as part of the requirements for this program.

M.A. Courses for students who enter the program without Special Education Certification (39 Credits)

Certification Courses:

GED 601	Nature & Needs of Individuals with Disabilities	3 credits
GED 604	Behavior Management	3 credits
GED 605	Characteristics of Diverse Learners	3 credits
GED 606	Approaches to Instruction for Special Education	3 credits
GED 607	Assessment for Instruction in Special Education	3 credits
GED 608	Family, Society and Children with Special Needs	3 credits
GED 620	* Inclusive Practices	3 credits

Master in Special Education Courses:

GED 615	Collaborative Practices	3 credits
GED 658	Social Issues for Children with Special Needs	3 credits
GED 659	Children at Crossroads: Life Issues that Affect Young Lives	3 credits
GED 697	Educational Research	3 credits
GED 699	Special Topics in Special Education	3 credits

Capstone Course:

GED 618	** Seminar in Research and Application in Special Education	3 credits
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*Student following this program can substitute a second semester of GED 699, with a different special topic, for GED 620 if they so choose.

**It is strongly recommended that students who are working full-time do not take another course while they are taking GED 618 Seminar in Research and Application in Special Education. If due to extenuating circumstances a student feels it is necessary to take GED 618 and another course in the same semester, she/her must obtain a signed waiver from the Graduate Director for Special Education.

MA in Special Education with Teacher of Students with Disabilities certification audit sheet

<u>Course Number</u>	<u>Title</u>	<u>Credit</u>	<u>Semester</u>
Certification Courses			
GED 601	Nature & Needs of Individuals with Disabilities	3	FA/SP/SU1
GED 604	Behavior Management	3	SP/SU2
GED 605	Characteristics of Diverse Learners	3	FA/SP
GED 606	Approaches to Instruction for Special Education	3	FA/SP
GED 607	Assessment for Instruction in Special Education	3	SP/SU2
GED 608	Family, Society and Children with Special Needs	3	SU1
GED 620	Inclusive Practices	3	FA/SP
Master in Special Education Courses			
GED 615	Collaborative Practices	3	FA
GED 699	Special Topics in Special Education (1)	3	FA/SP/SU1
GED 658	Social Issues for Children with Special Needs	3	SU1
GED 659	Children at Crossroads: Life Issues that Affect Young Lives	3	SP
GED 697	Educational Research	3	FA/SP
Capstone Course			
GED 618	Seminar in Research & Application in Special Education	3	FA/SP
Total Program Credits		39	
revised 7/19/16 sw			

MA in Special Education audit sheet

<u>Course Number</u>	<u>Title</u>	<u>Credit</u>	<u>Semester</u>
Master in Special Education Courses			
GED 602	Ethical Issues	3	SU2
GED 607	Assessment for Instruction in Special Education	3	SP/SU2
GED 615	Collaborative Practices	3	FA
GED 699	Special Topics in Special Education (1)	3	FA/SP/SU1
GED 620*	Inclusive Practices *	3	FA/SP
GED 652	Current issues in Special Education	3	FA
GED 656	Communication & Literacy in Special Education	3	SP
GED 658	Social Issues for Children with Special Needs	3	SU1
GED 659	Children at Crossroads: Life Issues that Affect Young Lives	3	SP
GED 697	Educational Research	3	FA/SP
GED 699	Special Topics in Special Education	3	FA/SP/SU1
Capstone Course			
GED 618	Seminar in Research & Application in Special Education	3	FA/SP
Total Program Credits		36	
Updated 7/19/16 sw			
Please see the Graduate Catalog for detailed information regarding this master program.			

Master of Education in Reading With a NJ Reading Specialist Certification 33 Credits (Blended/Traditional graduate program)

The Masters of Education in Reading degree is designed to prepare teachers with a deeper understanding of the reading process, which considers children of different abilities and diverse backgrounds. This program will assist teachers and instructional leaders in developing a thorough understanding of current research-based best practices in literacy instruction and literacy leadership. Reading Specialists, both current and future, need the comprehensive background that the program offers to understand and apply research to their instructional practice.

The Masters of Education in Reading at Centenary University will enable the students to meet the State requirements for the New Jersey Reading Specialist Certification while completing a Masters of Education degree. This certification enables a teacher to provide reading/literacy instruction in Kindergarten through grade 12.

This program is offered in a *blended* format with some classes delivered alternating weeks in a classroom and online and the remainder of the courses in a traditional classroom setting. If the course is blended it is listed next to the course title (blended classes are subject to change).

Program Goals:

- Develop an understanding by applying literacy theory/research to in-service training and coordination of instruction for students or groups of students who are having difficulty learning to read.
- Learn the skills necessary to be able to recommend methods and materials to be used in the district's literacy program and contribute to the evaluation of the reading and writing achievement of students.
- To "integrate community service...with the curriculum to create a powerful learning and developmental experience through the practice of reflective inquiry." Our teachers will complete a practicum in reading in which they will work with struggling readers in the community. Through this outreach program, teachers will explore activities, strategies and techniques that are immediately applicable in the classroom. This program will also help our teachers become more reflective practitioners. Other courses will be designed around authentic project-based activities. The courses will be designed to accommodate the 21 st century learner.

Additional Reading Specialist Certification Requirements:

Individuals working towards their Reading Specialist Certification will need to present the following additional requirements to the Education Department at the time of application for certification:

1. An original letter from the principal, on the school's official letterhead.
Included should be dates of employment and the positions held during those specific dates.
2. Must have at least two years of successful, fulltime teaching experience

Please note that if you have already been admitted to the program contact Professor Lexis McCoy at (908)852-1400 ext. 2276 for clarification as to how to progress towards earning your degree.

Program Requirements:

- 45-60 hours of mandatory field experience while in course GED 644 Supervised Practicum in Reading
- Graduate students must achieve a grade of “B” or higher in each course and must have a minimum GPA of 3.0 in order to receive a degree. Any graduate student who receives more than one grade of “C” (to include C+, C, or C-) will be dismissed from the program. A graduate student who has received a grade of “C” must repeat the course. No grades of “D” will be given (anything lower than a C- is a F). A grade of “F” will result in dismissal from the program. Note: If a student repeats a course in which a grade of “C” has been received, both the original grade and the repeated grade will count in the GPA. The original grade of “C” will be used to determine eligibility to stay in or to be removed from the program.

Recommended course sequence:

The first four classes (*) must be taken in order and only one core requirement may be taken per semester

Core Requirements: (15 Credits)

*GED 634 Innovative Approaches to Literacy Instruction (Blended)	3 credits
*GED 639 Diagnosis & Correction of Reading and Writing Difficulties I: Diagnosis (Blended)	3 credits
*GED 640 Diagnosis & Correction of Reading and Writing Difficulties II: Correction (Blended)	3 credits
*GED 644 Supervised Practicum in Reading (Final Course)	3 credits
GED 624 Teachers as Change Agents and Educational Researchers- Literacy (Blended)	3 credits

Elective Areas of Study: (12 Credits)- Select 4 of the following courses-

GED 550 Seminar in Curriculum Evaluation and Assessment Strategies**	3 credits
GED 623 Assessment and Evaluation: Relevant Instructional Design Models (Online)	3 credits
GED 646 Children’s Literature for the Graduate Student (Blended)	3 credits
GED 649 Literacy in Content Areas (Blended)	3 credits
GED 650 Principles and Practices of Supervision **	3 credits
GED 656 Communications and Literacy in Special Education	3 credits
GED 662 Literacy Curriculum and Common Core Standards** (Blended)	3 credits

Additional Graduate Education Electives: (6 Credits)

Additional Courses: 6 additional graduate credits- (prior approval needed by Professor Lexis McCoy). Students should consult with Professor McCoy on the second course needed to secure this license.

GED 642 Case Studies in Supervision**	3 credits
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**These courses are required in order to obtain your NJ Supervisor Licensure with the Master Degree. Please note: The NJ Department of Education requires students applying for Supervisor Licensure have a minimum of 3 years successful, full-time teaching and/or educational services experience.

Note: If you have already been admitted to the program, please contact the Program Director, Professor Lexis McCoy, for clarification as to how to progress towards earning your degree.

MEd in Reading with Reading Specialist Certification

Course Number	Title	Credit	Semester Completed
Core Requirement: 15 credits			
GED 634 (1)	Innovative Approaches to Literacy Instruction (Blended)	3	
GED 639 (2)	Diagnosis & Correction of Reading and Writing Difficulties I: Diagnosis(Blended)	3	
GED 640 (3)	Diagnosis & Correction of Reading and Writing Difficulties II: Correction(Blended)	3	
GED 644 (4)	Supervised Practicum in Reading (Final Course)	3	
GED 624	Teachers as Change Agents and Educational Researchers-Literacy (Blended)	3	
Graduate Electives: 12 credits (select 4 from below)			
GED 550	Seminar in Curriculum Evaluation and Assessment Strategies **	3	
GED 623	Assessment and Evaluation: Relevant Instructional Design Models (online)	3	
GED 646	Children's Literature for the Graduate Student(Blended)	3	
GED 649	Literacy in Content Areas(Blended)	3	
GED 650	Principles and Practices of Supervision **	3	
GED 656	Communications and Literacy in Special Education	3	
GED 662	Literacy Curriculum and Common Core Standards** (Blended)	3	
Additional Graduate Education Electives: 6 Credits			
Prior elective approval is needed by Program Advisor			
GED 642	Case Studies in Supervision**	3	
	1 Elective	3	
Total Program Credits		<u>33</u>	
Recommended Course Sequence: The first four classes must be taken in order and only one core requirement may be taken per semester			
If a course has ** at the end of the title, then it is a required in order to obtain your NJ Supervisor Licensure with the Master Degree.			
Please see the Graduate Catalog for detailed information regarding this master program.			
Please note that if you have already been admitted to the program, please contact your advisor for clarification as to how to proceed towards earning your degree			

Licensures

Supervisor Licensure-12 Credits

The Supervisor's Licensure prepares students for department supervision. To receive the supervisor's licensure, the State of New Jersey requires an individual to earn a Master's degree and incorporate the following courses into, or take them in addition to, that Master's degree.

Therefore, students without a Master's degree, who would like to earn a supervisor's licensure, can complete the Master's in Instructional Leadership, Educational Leadership, or Reading program and incorporate these courses into their course of study.

Students already holding a Master's degree, and a teaching certificate or Educational Services Certificate, can decide to take the following additional four courses to obtain their supervisor's licensure.

Required Courses:

GED 550	Seminar in Curricular Evaluation and Assessment Strategies	3 credits
GED 642	Case Studies in Supervision	3 credits
GED 650	Principles and Practices of Supervision	3 credits
GED 651	Curriculum Development and Evaluation	3 credits

Please note: The NJ Department of Education requires students applying for Supervisor Licensure have a minimum of 3 years successful, full-time teaching and/or educational services experience.

Note: If you have already been admitted to the program, please contact the Program Director, Dr. Timothy Frederiks, for clarification as to how to progress towards earning your degree.

Supervisor Licensure audit sheet

Course Number	Title	Credit	Semester			
GED 550	Seminar in Curricular Evaluation and Assessment Strategies	3	FA			
GED 651	Curriculum Development and Evaluation	3	SP			
GED 642	Case Studies in Supervision	3	SP			
GED 650	Principles and Practices of Supervision	3	FA			
Total Program Credits		12				
# Required for New Jersey Supervisor Licensure- Three years of successful educational experience under a standard NJ certificate.						

Teacher of Students with Disabilities Certification Requirements-21 Credits

Students seeking Teacher of Students with Disabilities Certification on the graduate level must already possess a Bachelor's degree in an academic area and hold a general education certification. The program consists of seven 3 credit-courses, designed to comply with the New Jersey State Code and the Council for Exceptional Children Standards. It is designed for graduate students currently certified in another area seeking special education certification.

Required Courses

GED 601	Nature and Needs of Individuals with Disabilities	3credits
GED 604	Behavior Management	3credits
GED 605	Characteristics of Diverse Learners	3credits
GED 606	Approaches to Instruction for Special Education	3credits
GED 607	Assessment for Instruction in Special Education	3credits
GED 608	Family, Society, and Children with Special Needs	3credits
GED 620	Inclusive Practices	3credits

Note: If you have already been admitted to the program, please contact the Program Director, Dr. Kathleen Prystash, for clarification as to how to progress towards earning your degree.

Teacher of Students with Disabilities Certification

Course Number	Title	Credit	Semester
GED 601	Nature & Needs of Individuals with Disabilities	3	SP/FA/SU1
GED 604	Behavior Management	3	SP/SU2
GED 605	Characteristics of Diverse Learners	3	FA/SP
GED 606	Approaches to Instruction for Special Education	3	FA/SP
GED 607	Assessment for Instruction in Special Education	3	SP/SU2
GED 608	Family, Society and Children for Special Education	3	SU1
GED 620	Inclusive Practices	3	FA/SP
Total Program Credits		21	

Master of Arts in Leadership and Public Administration

30 Credits

Purpose

The Master of Arts in Leadership and Public Administration is designed to prepare participating students for successful advancement into supervisory and management positions, and is offered in a traditional and online (accelerated) format. This program is designed to meet the needs of the public and private sectors to enhance their leadership and management skills. Emphasis is placed on the understanding of quality leadership skills, the interaction of public offices and agencies, and individual development of actual leadership abilities. Through course work and associated research, students explore and gain an understanding of public sector management while mastering the skills necessary for exceptional leaders of the future.

Students develop an understanding of the concepts of and differences between management and leadership; requisite skills for effective personnel management and administration; the ability to perform effective employee evaluations; hands on strategies to design an employee development program; acquire a true understanding of the importance of quality leadership and embrace a desire to become a true leader of people.

Graduate Grading Policy for Leadership and Public Administration

Graduate students must have a final GPA of 3.0 or higher in order to receive a degree:

- Any graduate student who receives more than one grade of C (to include C+, C, and C-) will be dismissed from the program. A graduate student who has received one grade of C may appeal to the Academic Review Board to request a determination of eligibility to repeat the course. Academic Review Board decisions will be made on a case-by-case basis.
- Any graduate student who receives a second grade of C (to include C+, C, and C-) will be dismissed from the program; regardless of repeating a course.
- No grades of D will be given (anything lower than a C- is an F).
- A grade of F will result in immediate dismissal from the program.

Program Goals

- Understanding of the concepts of and differences between management and leadership
- Develop requisite skills for effective personnel management and administration
- Develop the ability to perform effective employee evaluations
- Learn hands-on strategies to design an employee development program
- Develop a true understanding of the importance of quality leadership and embrace a desire to become a true leader of people

A Program Targeted to Public Sector and More:

- Mid-level and executive-level police and fire service managers
- Municipal, county, state, and federal government managers
- Healthcare, hospital, and counseling service managers
- Private sector managers
- Managers of non-profit organizations
- Those interested in acquiring leadership and managerial skills

Government Benefits

- All full-time federal, state, and local government employees are eligible for a 30% tuition reduction.
- Up to six graduate credits may be transferred into this program for appropriate educational programs (e.g., NJ, CPM, FBI NA, and West Point Leadership Program)

Traditional On-Ground Program

Course Requirements:

Primary Course (this course must be taken first).

GLP 602 Advanced Written Communication

Required Core Courses-24 credits

GLP 510 Introduction to Leadership

GLP 520 Introduction to Public Administration

GLP 530 Personnel Administration

GLP 540 Effective Management Practices

GLP 610 Professional Leadership Development

GLP 620 Ethical Issues in the Public Sector

GLP 623 Conflict Resolution

GLP 630 Employee Evaluation and Development

Electives-3 credits (Choose one)

GLP 603 Organizational Behavior

GLP 640 Organizational Communication & Decision-Making

GLP 650 Topical Issues in Leadership

Online Program

The Master of Arts in Leadership and Public Administration program is offered in an online format where the courses are delivered in the following sequence:

- Two 15-week simultaneous fall/spring courses, which introduce learners to the online course format, followed by
- two 8-week consecutive courses in the following fall/spring, and
- two 8-week summer courses.

Learners complete the program in less than 24 months, depending on their particular fall or spring start dates. There is no elective in the online format and courses are taken in this sequence: GLP 602 and GLP 510 (simultaneously), followed consecutively by GLP 520, GLP 530, GLP 540, GLP 620, GLP 630, GLP 623, GLP 603, and GLP 610.

Master of Arts in Leadership and Public Administration audit sheet
Traditional

<u>Course Number</u>	<u>Title</u>	<u>Credit</u>	<u>Taken</u>
Core Courses: (All must be taken) 27 Credits			
GLP 602	Advanced Written Communication	3	
GLP 510	Introduction to Leadership	3	
GLP 520	Introduction to Public Administration	3	
GLP 530	Personnel Administration	3	
GLP 540	Effective Management Practices	3	
GLP 623	Conflict Resolution	3	
GLP 610	Professional Leadership Development	3	
GLP 620	Ethical Issues in the Public Sector	3	
GLP 630	Employee Evaluation and Development	3	
Elective Courses: (Choose One) 3 Credits			
GLP 603	Organizational Behavior	3	
GLP 640	Organizational Communication & Decision Making	3	
GLP 650	Topical Issues in Leadership	3	
revised 7/19/16 sw			
Total Program Credits		30	

Online

<u>Course Number</u>	<u>Title</u>	<u>Credit</u>	<u>Taken</u>
Core Courses: (All must be taken) 30 Credits			
GLP 602	Advanced Written Communication	3	
GLP 510	Introduction to Leadership	3	
GLP 520	Introduction to Public Administration	3	
GLP 530	Personnel Administration	3	
GLP 540	Effective Management Practices	3	
GLP 620	Ethical Issues in the Public Sector	3	
GLP 630	Employee Evaluation and Development	3	
GLP 623	Conflict Resolution	3	
GLP 603	Organizational Behavior	3	
GLP 610	Professional Leadership Development	3	
revised 7/19/16 sw			
Total Program Credits		30	

GRADUATE PROGRAMS COURSE DESCRIPTIONS

GRADUATE BUSINESS (MBA)

GBA 500 Leadership

3 Credits

This course explores the catalytic function of leadership in the 21st century. Leadership is viewed as the capacity for individuals and groups to bring about organizational change. Issues are explored from both a theoretical and practical standpoint with an emphasis on the formation of personal leadership styles.

GBA 505 Business Communication

3 Credits

This course addresses research and writing techniques required in a graduate program and for success in the business environment. Scholarly research, article reviews, report preparation, and ethical standards are covered, along with APA style. Preparation of team research projects is also included.

GBA 510 Managerial Economics

3 Credits

This course explores the tools of microeconomics analysis with an emphasis on decision-making in domestic and international management settings. Topics include demand theory, supply, the price system, cost analysis, market structures, factor pricing, decision criteria, and international economics. The course integrates economic reasoning with statistical techniques in order to facilitate decision-making conditions of uncertainty.

GBA 520 Financial Accounting

3 Credits

This course addresses accounting as a business tool that assists management in communicating information to stockholders. The course deals with analysis of the various components of the financial reporting process, and the preparation and understanding of financial statements.

GBA 530 Management Information Systems

3 Credits

This course examines the effective use of information systems in organizations. Topics include the use of information systems to support strategies of the firm, using information technology for competitive advantage, technical foundations of informative technology, information systems in a global environment, issues of ethics and privacy, and future trends.

GBA 540 The Global Business Environment

3 Credits

Prerequisite: MBA Core

This course focuses on understanding the global environment in terms of interrelated geopolitical, legal, cultural, economic, and competitive issues.

GBA 550 Marketing Management

3 Credits

This course examines the processes involved in the creation, distribution, and marketing of products and services to the consumer. The focus is on the tasks and decisions facing market managers. Topics include market and competitive analysis, transition from product to product management, customer behavior, the design and implementation of marketing strategies in domestic and international markets.

GBA 560 Legal and Social Environment of Business

3 Credits

This course examines the interrelations between the business sector and other societal institutions with the view of clarifying to whom and for what the corporation is responsible.

GBA 610 Financial Management**3 Credits**

Prerequisite: MBA Core

This course is a study of the control of the resources of business enterprises in order to maximize the value of the investment for the owners. Topics include the budgeting process, investment valuation and the cost of capital inventory and cash management and global activities.

GBA 620 Human Resources Management**3 Credits**

Prerequisite: MBA core

This course examines the expanding and developing role of the Human Resources department in today's organizations. In addition to functional areas, this course focuses on HR strategy development in a changing environment, managing employees in global markets, HR processes and systems, and other contemporary practices of today's preeminent Human Resources organizations.

GBA 640 Quantitative Analysis**3 Credits**

Prerequisite: MBA Core

The principal focus of the course is to explore the use of quantitative analysis as a decision-making tool. Topics include decision analysis, linear and integer programming, sensitivity analysis, inventory management, time series analysis and forecasting and schedule control for project management.

GBA 650 Ethics: Contemporary Health Environment**3 Credits**

Prerequisite: MBA Core

This course provides a foundation in personal, professional, and organizational ethics in diverse healthcare settings, including an investigation of philosophical theories and principles for ethical decision-making. Encouraging critical thinking, this course investigates ethical issues related to the challenges of the current health environment, including establishing working relationships that are sensitive to differing cultural, ethnic, and social backgrounds. The interconnectivity of ethics, communication, and evidence-based management is also considered. Designed to be taken concurrently with GHA500 Graduate Writing Across Academic Spaces.

GBA 651 Health Organizational Design and Behavior**3 Credits**

Prerequisite: MBA Core

This course applies theories and principles of leadership, management, and organizational design to the current health environment. The influence of economics, health policy, and population health management issues on organizational design and behavior are probed. Organizational dynamics and governance, innovation, and the ethical application of human resources, personnel, team, conflict, and project management are investigated in this writing intensive course. GHA520 is designed to be taken concurrently with GHA521 Health Economics, Policy, and Population Health Management.

GBA 652 Health Economics Policy and Population Health Management**3 Credits**

Prerequisite: MBA Core

This course applies economic theories to the analysis of the health environment from a managerial perspective. It includes consideration of the interrelationship of economics and the evolving U.S. health policy. Particular attention is given to the challenge of population health management, healthcare organizational design and behavior, access, quality of healthcare, and leadership and management issues in light of the broader healthcare environment including local and regional community health values and needs, and cultural, global, and social contexts. GHA521 is designed to be taken concurrently with GHA520 Health Organizational Design and Behavior.

GBA 660 Organizational Theory**3 Credits**

Prerequisite: MBA Core

This course examines the foundations, theories, and models of organizational configuration used to analyze the structural and behavioral aspects of organizations. Topics encompass areas such as organizational life

cycle, communications, and planned change. Systems thinking and open systems theory are addressed, along with measurements, technology, and cultural analysis. Students learn how to conduct meaningful analysis for diagnosis and recommendations for appropriate organizational change.

GBA 670 Problems in Marketing

3 Credits

Prerequisite: MBA Core

This course involves the investigation, analysis, and discussion of selected emerging problems relevant to strategic marketing decision-making in dynamic markets and environments. Through analysis of past marketing mistakes and lost opportunities, insight is provided for strategic marketing planning.

GBA 671 International Marketing Management

3 Credits

Prerequisite: MBA Core

This course examines the marketing problems and opportunities arising from various degrees of foreign involvement (exports, licensing, foreign subsidiaries). Subjects include marketing research, product planning and development, pricing, promotion, distribution, and organization for international marketing, with emphasis on the management response to parameters that differ from those in domestic marketing, i.e., international economic factors, foreign cultures, nationalism and government influences, and economic development.

GBA 672 Product Management

3 Credits

Prerequisite: MBA Core

This course investigates the conceptualization, development, and commercialization of new products. The basic point of view is one of strategy in that new product marketing is an integral part of the ongoing marketing operation. Primary focus necessarily goes to deciding what to develop (merging market needs with corporate resources), how to develop it (proper direction and deployment of resources), and how to market it (integrating with the programs of established products). Inter-functional management aspects are given particular attention.

GBA 680 Leading Change and Managing Project Teams

3 Credits

Prerequisite: MBA Core

This course provides an overview of change theories and project management practices, emphasizing the challenges and opportunities when enacting organizational change and directing projects. Application of change management tools, research, and methodologies are considered, along with project planning, execution, and constraints. The skills required by change agents and project managers to work with, lead, and influence teams to achieve high quality results within organizations are also addressed.

GBA 681 Conflict Resolution and Negotiation

3 Credits

Prerequisite: MBA Core

This course covers negotiation theories, strategies, and styles, addressing situations such as conflict management, mediation, investigation, and arbitration. Students will learn how to manage interpersonal conflicts so that it can be beneficial, rather than destructive.

GBA 682 Leadership Strategy, Integrity, and Ethics

3 Credits

Prerequisite: MBA Core

This course connects morality, ethics, and values with leadership and influence, providing a framework to identify, analyze, and resolve ethical issues in the workplace. The course also covers how leaders incorporate ethics into business strategies.

GBA 690 Business Strategy and Policy (Capstone Course)

3 Credits

Prerequisite: MBA Core and must be taken in final semester

This capstone course examines advanced management techniques and theories combining important elements from organizational and strategic studies. The major focus of the course will be the development

of strategic actions in response to issues emanating in the external environment as well as those found within the organization. Application of current and emerging strategic theory through case analysis and computer simulations are emphasized.

GRADUATE COUNSELING (MA)

GCO 501 Counseling: The Profession

3 Credits

This course introduces the student to counseling as a profession. Students will acquire an understanding of the historical development of the counseling profession, the role of the counselor and human services in society, and the legal, ethical and psychological implications associated with the practice of the profession.

GCO 502 Ethics for the Counseling Profession

3 Credits

This course covers the ethical guidelines and accepted practices of the counseling profession. Course content will cover the current Ethical Code of the American Counseling Association as well as the ethical codes for other counseling specialties such as school counseling and addictions counseling. Ethics and laws relevant to New Jersey and Pennsylvania counselor licensure will also be covered. Emphasis will be on application of the ethical codes through case studies and discussion.

GCO 505 Counseling: Theory and Practice I

3 Credits

This course introduces the student to the fundamentals of the individual counseling process. Students will gain an appreciation for counseling as a process and acquire the skills necessary for planning, implementing, and evaluating this process. A focus on the person-centered theory of counseling as a model for the helping relationship is emphasized through an integration of theory with practice. **An integration of theory with practice is promoted through a 50-hour supervised practicum experience.**

GCO 506 Counseling: Theory and Practice II

3 Credits

Prerequisite: GCO 501 and GCO 505

This course introduces the student to the cognitive behavioral theory of individual counseling. Students will acquire an understanding of this counseling model and develop practical skills in its implementation. **An integration of theory with practice is promoted through a 50 hour supervised practicum experience.**

GCO 510 Clinical Interviewing

3 Credits

Prerequisite: GCO 505

This course introduces students to the practice of clinical interviewing as an assessment process for initial client contact. Students will develop skills in fostering client cooperation, addressing negative reactions, taking a life history, making behavioral observations, setting interview parameters, and summarizing findings.

GCO 520 Group Dynamics I

3 Credits

This course introduces the student to the historical development, fundamental concepts, and theories of small group counseling. The development of basic group counseling skills is emphasized and acquired within a supervised practicum experience.

GCO 525 Counseling Consultation

3 Credits

This course introduces the student to the role of the counselor as consultant. Students will develop psychological self-awareness and an appreciation for their influence on the quality of professional communication and relations, acquire an understanding of the principles of effective individual and group communication, and develop the skills of effective interpersonal communication, problem definition, interpretation, and consultation. An integration of theory with supervised practice is emphasized.

GCO 530 Marriage and Family Counseling**3 Credits**

This course introduces the student to the major theoretical approaches to counseling couples and families. The development of an appreciation of the family as an interdependent system and the acquisition of systemic intervention strategies are emphasized.

GCO 541 Statistical Analysis**3 Credits**

Prerequisite: One undergraduate course in Statistics or permission of the instructor.

This course provides the student with a conceptual and practical understanding of the application of statistics to the description and analysis of counseling-related research. Topics include the use of descriptive statistics and such inferential statistics as t-test, correlation, analysis of variance and multiple regression.

GCO 544 Research Methods in Counseling**3 Credits**

Prerequisite: GCO 541

This course provides the student with an understanding of the application of basic research methodologies in counseling research. Practical experience in the design, conduct and evaluation of research is emphasized.

GCO 546 Diagnostic Assessment**3 Credits**

Prerequisite: GCO 505

This course combines a focus on psychological measurement with a thorough examination of the use of tests and measurement in counseling. The student will gain an understanding of psychometric theory within the context of a survey of a variety of objective and projective methods for the assessment of personality and clinical disorders.

GCO 561 Human Growth and Development**3 Credits**

This course is designed to introduce the student to the principle theories of human development from the prenatal to late adolescence stage. The relevance of developmental change in cognition, affect, and behavior are explored with respect to their relevance to an understanding of client behavior.

GCO 562 Social and Cultural Foundations of Behavior**3 Credits**

This course introduces the student to the fundamental concepts and theories of the effect of culture, socialization, and context on the nature of human behavior. Topics include a central emphasis on multicultural counseling with additional attention on the influence of client gender, disability, age and sexual orientation on the practice of counseling.

GCO 566 Personality Theory**3 Credits**

This course is designed to provide the student with an in-depth understanding of human behavior from the perspective of major theories of personality. The application of such theories to the appreciation of client behavior is emphasized. Topics include the cognitive, psychodynamic, humanistic, and trait and factor theories.

GCO 568 Maladaptive Behavior I**3 Credits**

This course is designed to introduce the student to the current classification of psychological disorders. Students will acquire an understanding of the etiology and treatment of such disorders while developing skills in their diagnosis and recognition.

GCO 581 Fundamentals of SAC**3 Credits**

This course introduces the student to the function of the Student Assistance Coordinator (SAC) within the K-12 setting in New Jersey schools. Topics covered include: curriculum planning, implementation of chemical health education programs, school culture, school policy and program development, parental outreach, and the role of the SAC within the child study team.

GCO 582 Crisis Intervention**3 Credits**

Prerequisites: GCO 505

This course introduces the student to crisis counseling as a specialized form of brief counseling employed in emergency situations for the purpose of reestablishing individual functioning. Students will become acquainted with the concept of a crisis, a variety of frequently occurring crises and models of crisis intervention. Practical application of theory under supervision is emphasized.

GCO 584 Life Span Counseling**3 Credits**

This course introduces the student to the application of the counseling process to issues and problems related to the developmental transitions from adolescence to late adulthood. The emphasis in this course is to assist the student in acquiring an appreciation for the nature of the problems related to life span transitions and developing a repertoire of relevant fundamental prevention and intervention counseling strategies.

GCO 586 Career Counseling**3 Credits**

Prerequisites: GCO 505

This course is designed to acquaint the student with the theories of counseling related to career development and occupational choice. Topics include theories of career and vocational development, use of tests and interest inventories in career counseling, and the use of educational and occupational information in career development and selection.

GCO 590 Substance Abuse Counseling**3 Credits**

Prerequisites: GCO 505 and GCO 506

This course introduces the student to the theory and practice of counseling clients with substance-induced and related disorders. Students will develop a familiarity with the diagnostic criteria for substance dependence and the current theories and models of etiology and intervention.

GCO 591 Substance Abuse in the School Setting**3 Credits**

This course covers the practice of substance abuse counseling with the K-12 population as well as identifying and referring the K-12 population for substance abuse community resources and services. Ethical issues of confidentiality will be covered as related to referral practices.

GCO 592 Psychopharmacology**3 Credits**

Prerequisite: GCO 505 and GCO 506

This course is designed to promote student familiarity with the principles and variety of psychopharmacologic treatments for psychological disorders. Topics include a survey of the most commonly prescribed medications including antidepressants, anti-psychotics, anti-anxiety, and mood stabilizers.

GCO 593 Prevention Planning, Program Evaluation, & Community Resources 3 Credits

This course introduces the student to the process of prevention planning to actually designing and implementing programs and interventions. It will also present an overview of community resources and educational services that are available on the local, county, state, and national (private and public) levels. The course will also examine the needs of underserved individuals and their families throughout the course of their lives. Topics will include prevention planning in both the K-112 school system and community, evaluation of community resources, and process and outcome evaluation design, data analysis, and reporting results of community resources.

GCO 594 Substance Abuse Counseling and the Family**3 Credits**

This course covers the theory and skills required to effectively work with families struggling with alcohol and drug problems. Also covered are the counseling and referral skills required to work with a dysfunctional family.

GCO 601 Field Experience I**3 Credits**

Prerequisite: Completion of all required courses or permission of instructor. All students will be required to obtain student liability insurance.

This course provides students with the opportunity to participate under supervision in the actual practice of counseling in an appropriate community, institutional, or organizational setting. The field experience component of this course will consist of a minimum of 500 hours during a maximum period of 15 weeks. An integration of theory with experience will be examined in the academic component of this course.

GCO 602 Field Experience II**3 Credits**

Prerequisite: GCO 601. All students will be required to obtain student liability insurance.

This course is designed to provide students with an additional opportunity to participate, under supervision, in the practice of counseling in an appropriate community, institutional, or organizational setting that may be similar or different from the ones utilized in GCO 601. The field experience component of this course will consist of a minimum of 500 hours during a maximum period of 15 weeks. An integration of theory with experience will be emphasized in the academic component of this course.

GCO 603 School Counseling Practicum I**3 Credits**

Prerequisite: Completion of all required courses. All students will be required to obtain student liability insurance.

This course is designed to provide students with the opportunity to participate, under supervision, in the practice of counseling in an appropriate school setting. The field experience component of this course will consist of a minimum of 300 hours during a maximum period of 15 weeks. An integration of theory with experience will be emphasized in the academic component of this course.

GCO 604 School Counseling Practicum II**3 Credits**

Prerequisite: Completion of all required courses and GCO 603. All students will be required to obtain student liability insurance.

This course is designed to provide students with an additional opportunity to participate, under supervision, in the practice of counseling in an appropriate school setting that may be similar or different from the ones utilized in GCO 603. The field experience component of this course will consist of a minimum of 300 hours during a maximum period of 15 weeks. An integration of theory with experience will be emphasized in the academic component of this course.

GCO 605 School Assistance Coordinator Practicum**3 Credits**

Prerequisite: All courses completed; All students will be required to obtain student liability insurance.

This course is designed to provide students with an additional opportunity to participate, under the supervision of an SAC. The practicum component of this course will consist of a minimum of 150 hours during a maximum period of 15 weeks. An integration of theory with experience will be emphasized in the academic component of this course.

GRADUATE EDUCATION (Ed.D., M.A. or M.Ed.)**GED 510 Educational Administrative Theory****3 Credits**

This course treats both the external and internal issues related to educational administration. External issues such as interactions among local, state and federal agencies are explored, as well as comparisons on a state-to-state level. Internal issues such as how to set up administrative systems that optimize learning

are also explored. This course incorporates, where appropriate, the Common Core State Standards (CCSS) and the New Jersey Professional Standards for School Leaders

GED 550 Seminar in Curricular Evaluation and Assessment Strategies **3 Credits**

This course includes the study of appropriate methods of evaluation and assessment of educational programs with emphasis on evaluative/assessment procedures for developers and users, and consideration of materials and effectiveness of programs.

GED 552 Development and Supervision of Special Education Programs **3 Credits**

Since the number of students with disabilities placed in general education classrooms with aides and supports increases every year, this course is essential for any professional planning to be a school principal, supervisor, or director of special education. This course will explore the federal and state rules and regulations that govern special education, financial aspects of special education, and the need to establish programs in the public school setting, which include occupational therapy, physical therapy, speech-language services, behavior plans, counseling, transportation responsibilities, nursing services, paraprofessionals, and extended school year opportunities. Other topics will include writing the IDEA and NCLB grants, English as a Second Language programs, and the supervision of this diverse group of professionals.

GED 560 Seminar in Instructional Leadership **3 Credits**

This course examines the philosophical and psychological attributes of leadership. The theoretical concepts of leadership will then be applied to education by studying the major “formers and reformers” in America’s educational history. Students will be called upon to identify their own leadership attributes and to develop their philosophy of leadership through the application of conceptual and behavioral skills to the resolution of instructional problems through the utilization of simulated situations, role playing, and case study analysis.

GED 601 Nature and Needs of Individuals with Disabilities **3 Credits**

This course takes an in-depth look at current state and federal legislation that impacts special education. The characteristics and etiology of specific disabilities and placement options for diverse learners is addressed. Field work may be required. Students who hold special education certification and have taken a similar course within the last five years need not take this course, and should substitute a different course in the same category for GED 601.

GED 602 Ethical Issues **3 Credits**

This course will examine ethical issues that affect an individual with special needs throughout his/her life span. Issues will include confidentiality, placement in the least restrictive environment, and the impact of medical ethics on the child and the family. Students will grapple with questions of professional ethics.

GED 604 Behavior Management **3 Credits**

Prerequisite: GED 601 (or taken concurrently with GED 601)

This course examines a variety of models of behavior management for a diverse population. A study of students who exhibit involved and/or disruptive behaviors is included. The purpose of GED 604 is to provide graduate level students who have received teacher certification with a review of behavior management models and research-based strategies for classroom management. The course provides teachers with the knowledge and skills to create learning environments that motivate students through learning and self-management skills along with a repertoire of responsible behaviors. The course considers the role and importance of behavior management for effective teaching and learning.

GED 605 Characteristics of Diverse Learners**3 Credits**

Prerequisite: GED 601

This course examines the learning characteristics of individuals with special needs, and how these are manifested in a variety of environments, with a focus on the relationship between individual characteristics, instructional design, and teacher preparation.

GED 606 Approaches to Instruction for Special Education**3 Credits**

Prerequisite: GED 601 and GED 605

This course explores specific educational techniques and strategies to meet the needs of diverse learners. The focus is on students with mild to moderate disabilities. Students gain practice in assessing student needs, and using this as a basis for choosing, planning, preparing and presenting content, and developing supporting materials.

GED 607 Assessment for Instruction in Special Education**3 Credits**

Prerequisite: GED 601 or Special Education Certification

The focus of this course is the evaluation of children with special needs. Evaluation is studied from a historical perspective and extends to current issues and trends. Issues surrounding legislation, ethical consideration, validity, reliability, and bias are reviewed and discussed throughout the course. Students will examine standardized tests that measure potential, achievement, and how a student learns. The purpose of this course is to familiarize students with the tests that are used in the classification process.

GED 608 Family, Society and Children with Special Needs**3 Credits**

Prerequisite: GED 601 (or taken concurrently with GED 601)

This course addresses the individual with disabilities within the context of the family and society. Lifespan issues, including transition, work, adulthood and medical concerns, will be explored.

GED 615 Collaborative Practices**3 Credits**

Prerequisite: GED601 or Special Education Certificate

This course covers the purpose and the nature of collaboration, and teaches collaborative skills. Students must demonstrate effective collaborative interactions as evaluated by the instructor in order to pass this course and progress further in the program.

GED 618 Seminar in Research and Application in Special Education**3 Credits**

Prerequisite: A minimum of 30 credits completed in the graduate program. GED 697 must be taken in the semester prior to taking this course.

This course is the capstone for the MA in Special Education and is required for graduation.

GED 619 Students, Teachers, Social Policy and the Law**3 Credits**

This course involves the study of the legal aspects of public education, including the influence of social policy as evident in local, state, and federal legislation. Emphasis will be on the rights of students and the rights/responsibilities of teachers in the schools. Case law will be examined as a regular part of the classroom discussion.

GED 620 Inclusive Practices**3 Credits**

This course examines the socio-cultural issues, problems, and trends affecting the educational programming of exceptional children. Topics covered include legislation, least restrictive environment, individualized educational programs, curriculum, assessment, and mainstreaming. Techniques and strategies for curriculum selection, modification, adaptation, and implementation are examined. A major focus of the course is on differentiation of instruction to meet the needs of all learners within the inclusion classroom. Field work may be required.

GED 621 A Prologue to Contemporary Educational Practice**3 Credits**

This course supports the constructivist philosophy of student-centered instruction and relevant, meaningful learning. Students will further develop and apply their understanding of teaching strategies that will serve to maximize the potential of each student through learning models that are specifically organized around content, competencies, communication, collaboration, and connectivity. Each student will be required to design a thematic, interdisciplinary instructional model organized around a global issue that demonstrates how such issues can be used to define meaningful, worthwhile, and effective learning contexts that address the achievement of core curriculum content standards and meet the needs of a diverse group of learners in the classroom.

GED 622 Collaborative Teaching Concepts**3 Credits**

The role of the professional educator is changing and collaboration is becoming an increasingly more important component. The course addresses the purpose and scope of co-teaching situations, examines several of the collaborative models that educators engage in, and explores the interpersonal and communicative skills inherent in effective collaboration. This is about general education teachers, special education teachers, and special education support personnel working together in a classroom to meet the needs of diverse learners. Topics covered in this course include various collaboration models, inclusive practices, technology support for students with special needs, working with paraprofessionals, and administrative support for inclusion practices. This course prepares teachers to meet the challenges of the current educational climate in which collaborative teaching is a common occurrence, as well as challenging them to develop solutions to common collaborative teaching concerns.

GED 623 Assessment and Evaluation: Relevant Instructional Design Models**3 Credits**

This course is designed to introduce the concepts of student assessment and evaluation, and their importance in the field of education. The course provides a theoretical and practical foundation for teachers with emphasis on the relationship among assessment, teaching, and learning, and the implications for standards-based classroom instruction. Students will become knowledgeable as to current trends in assessment, types of assessments and their characteristics and uses, the testing program in New Jersey, analyzing and using assessment data, developing performance objectives outcomes and assessment plans to evaluate lessons and student learning, and developing a classroom-based assessment program and grading/record-keeping system. The course takes an in-depth look at authentic assessment in the context of learning theory, effective educational practices, and the constructivist classroom. In addition, students will be able to better understand and apply their knowledge of ISTE, NCTM, NCTE, Common Core State Standards (CCSS) and other important standards of learning.

GED 624 Teachers as Change Agents and Educational Researchers**3 Credits**

This course is designed to introduce the concepts of different types of research and their importance in the field of education. The course will provide a theoretical and practical foundation for teachers with emphasis on the relationship among leadership; action research; teaching and learning; and their implications for classroom instruction. Students will gain further insight into characteristics of effective instruction and further enhance their ability to serve as effective teacher leaders in the Information Age. Course objectives will be organized within three specific areas of study: teacher leadership, action research, and effective instruction in a standards-based model.

GED 625 Curriculum Design and Development**3 Credits**

This course examines the nature and development of curriculum, assessment procedures and strategies within a contemporary context. Models for curriculum design will include critical thinking, cooperative learning, constructivist instructional strategies, and brain-based concepts. Performance based tasks and assessments will be an additional focus. Issues relating to 21st century learning environments that include relevance and rigor within the context of authentic intellectual work will be addressed. Students will develop a personal view of how to develop curriculum in the twenty-first century using appropriate research methods.

GED 626 Educational Technology Integration Strategies**3 Credits**

This course serves to increase the individual awareness and competencies of teachers and educational leaders as it relates to the seamless integration of technology. The essential characteristics of the 21st century learner and learning environment provide the rationale of the need for effective technology integration strategies. Students are provided the opportunity to use state of the art educational technologies, such as online 3D MUVE (multi-user virtual environments) or simulations, and Web-based e-learning technology applications within their professional practice. Specific functionalities of these innovative technologies will be utilized within an authentic and practical instructional context.

GED 627 Action Research Based Thesis Proposal**3 Credits**

This course serves as a pre-requisite to the school based research project and thesis. Students will examine current research on educational change, qualitative, quantitative, and technological methodologies in school-based action research, and various school improvement and change models. Students will learn how to evaluate school programs for continuous improvement, including curricular and instructional practices, professional development, athletics, co-curricular, technology, support services, and community involvement. Students will extend and reinforce their knowledge, skills, and competencies related to professional and educational practice through identification and preliminary research of an authentic school-based problem, which will be developed and completed during the implementation and thesis segment of the program.

GED 628 Special Education Services and Community**3 Credits**

This course presents an overview of the special education services and community resources available to the individual with special needs and his/her family. The resources of schools and the facilities of other public and private agencies will be emphasized. Field observations are part of the course requirements (and may be made on weekends and evenings).

GED 629 Applications of Contemporary Educational Practice**3 Credits**

Prerequisite: GED621

This course supports the constructivist philosophy of student-centered instruction and relevant, meaningful learning. Students will continue to develop and apply their understanding of teaching strategies that will serve to maximize the potential of each child through learning models that are specifically organized around elementary level content, competencies, communication, collaboration, and connectivity. Each student will be required to design a thematic, interdisciplinary instructional model organized around a global issue that demonstrates how such important issues can be used to define meaningful, worthwhile, and effective learning contexts that address the achievement of core curriculum content standards and meet the needs of a diverse group of learners in the elementary classroom.

GED 630 Improving and Assessing Instructional Strategies**3 Credits**

This course is designed for full-time professionals who will use job experience to plan and evaluate teaching strategies and materials, develop teaching skills based on knowledge of sound learning theory, and develop a “teaching model” or personal philosophy of teaching. Motivation, enrichment or resources, varied pedagogical methods, deeper understandings, creativity, and accommodation for individual student needs and aptitudes are emphasized.

GED 632 Technology in the Classroom**3 Credits**

Examines the role of technology in the classroom, including computers, videotapes, television, and satellite communications. Current and potential resources are covered. Special emphasis focuses on the computer as a teaching-learning tool, with a study of commercially available computer software, and analysis and evaluation of software design and documentation included. This course incorporates, where appropriate, the Common Core State Standards (CCSS) and the New Jersey Professional Standards for School Leaders.

GED 633 The Art and Science of Teaching & Learning: Brain Compatible Practices For the Elementary Classroom

3 Credits

The art and science of teaching is addressed in this course within the context of brain compatible learning environments and strategies at the elementary level. The recent research on learning and the human brain is translated into effective classroom practices and strategies that will serve to meet the needs of all of our young learners. This course provides students with information and practical applications that are supported by extensive research on developmental learning. The biology of readiness, critical and sensitive windows for learning, nutrition and the development of memory space will be addressed and linked to effective instructional practices in the classroom.

GED 634 Innovative Approaches to Literacy Instruction

3 Credits

This course approaches literacy instruction by examining literacy from the cognitive, affective and socio-cultural perspectives. This course introduces participants to the latest research on reading and writing instruction. Participants will discover answers to questions and issues relating to readiness, phonological awareness, metacognition, comprehension and critical literacy skills. An in-depth review of five critical factors (phonemic awareness, phonics instruction, vocabulary instruction, fluency instruction, and comprehension strategies) will be provided. Strategies in reading instruction in elementary classrooms and in content areas will be emphasized throughout this program. Students will also gain additional knowledge and competencies in the critical area of information literacy. Specifically, they will discover ways to help elementary age children locate relevant information in an efficient manner, understand and evaluate information and use the information. Clear communication of that information will be emphasized.

GED 635 Literacy as a Process in Integrated Learning

3 Credits

This course is designed to provide an introduction to the theories of literacy, to develop an understanding of literacy instructional methods and strategies, and to assist teachers in individualizing instruction. Literacy in this course is described as developing an integrative ability to use the modalities of reading, writing, listening, viewing, and visually representing across age and grade levels. Emphasis is placed on accommodating literacy assessment including standardized tests, performing assessment, authentic and alternative assessment, and portfolio assessment. The importance of interpretation of assessment and the practice of diagnostic teaching to improve literacy is addressed.

GED 636 Inquiry Instruction in the Classroom

3 Credits

In science, inquiry refers to “the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world.” (National Research Council. 1996. National science education standards.) Once the domain of the science and mathematics disciplines, inquiry-based instruction can also refer to the diverse ways that any discipline can be explored. In this course, you investigate the use of inquiry-based techniques in many curricular and instructional areas. Students will explore ideas, issues, and practices in an inquiry-based classroom. As a result of this course, students will be able to apply your knowledge to your own classroom activities by analyzing and evaluating activities, and developing activities and assessments, describing inquiry-based methods to your colleagues, investigating the use of inquiry-based techniques with special needs populations, and recognizing that inquiry-based learning occurs outside as well as inside the classroom.

GED 637 Critical Thinking, Moral Education & Ethics in the Classroom

3 Credits

This course promotes the concepts of critical thinking through an historical and philosophical analyses of the value questions that educators and their students confront. Using the constructs of critical thinking, students will study the teaching of moral value systems, will analyze values clarification, and explore various psychological developmental approaches to character education. Students will also provide critical analysis of some of the contemporary value conflicts and moral dilemmas inherent in present-day educational policies and practices.

GED 638 Action Research Based Thesis Implementation**3 Credits**

Prerequisite: GED 627

This course is designed to introduce the concepts of research, specifically applied research/action research, and their importance in the field of education. The course will provide a theoretical and practical foundation for teachers with emphasis on the research; action research; teaching and learning; and their implications for classroom instruction. Students will gain further insight into characteristics of effective research, and further enhance their ability to serve as effective teacher researchers in the Information Age. Models of research that best serve teacher practitioners will be examined and applied. Students will complete a research project within the context of their professional working environment. The emphasis of the project is the improvement of student achievement. The research projects will be supported with a thesis that describes the various chapters of the specific research project.

GED 639 Diagnosis and Correction of Reading and Writing**Difficulties I – Diagnosis (Blended)****3 Credits**

This course is designed to provide teachers who are completing their Reading Specialist certification with skills, knowledge and experience to enhance their analytical skills and to develop their problem solving skills as diagnosticians. The course will examine children who struggle to read and write in grades K-12. Focus will be in the following areas: (1.) A definition of Diagnosis, (2.) How it correlates to reading failure, (3.) Formal reading Diagnostic tests, (4.) Informal reading diagnosis (5.) The Poor reader: child of concern, (6.) Writing Skills and how they relate to reading. Students will be required to work with a child to administer a battery of tests for a case study. The case study will be continued in part II of the class.

GED 640 Diagnosis and Correction of Reading and Writing**Difficulties II – Correction:****3 Credits**

This course will examine corrective measures: Effective Instruction and Remediation; Utilizing Methods of Reading Instruction; Neurolinguistic Applications for Teaching Reading; Remediating Skills in Comprehension; Remediating Skills in Phonic Analysis; Remediating Skills in Sight and Meaning Vocabulary; Remediating Skills in Language; Diagnostic and Remedial Instruction Models; Motivating Children to Read; and Linking Learning with Instruction. Students will complete a case study.

GED 641 Strategies for Collaborative Teaching: Case Studies**3 Credits**

This course is designed to be an interactive seminar using case studies developed by the students. The course focuses on strategies for collaboration and on the skills required of a master teacher for mentoring and/or peer coaching. The building of collaboration skills is the main objective of this class.

GED 642 Case Studies in Supervision**3 Credits**

This course is designed to apply the theories of educational supervision to the application of educational supervision to the through the use of case studies. Students are encouraged to develop “real-life” scenarios or problems and then create strategies to handle the scenarios and/or solve the problems in order to maximize teaching effectiveness.

GED 643 Conflict Resolution**3 Credits**

This course will examine the nature of conflict and develop an understanding that conflict is often necessary to the change process. Emphasis will be placed on the different ways that people deal with conflict. In addition, this course will explore the methods and strategies of conflict resolution; the reasons for conflict; the levels of conflict; and the types of conflict. The strategies for mediation and conflict resolution will be understood, applied, and analyzed. This course will incorporate, where appropriate, the Common Core State Standards (CCSS) and the New Jersey Professional Standards for School Leaders.

GED 644 Supervised Practicum in Reading**3 credits**

This is the capstone course for the program. This course is designed to provide students with a field-based learning opportunity. The course is a three week field experience under the guidance of a Reading

Specialist in the public school. Students will observe him or her in all phases of his/her work. The student will assist the Specialist and gradually assume teaching responsibility for the various instructional groups. The student will be supervised by a Reading Specialist from the Education Department. *45 hours of mandatory field experience while in this course

GED 646 Children's Literature for the Graduate Student **3 credits**

This course explores literature written especially for children. In addition to studying the formal aspects of the genre, students will learn how to select, evaluate, and effectively use literature for children as a pedagogical tool. Contemporary as well as classic literature will be examined.

GED 649 Literacy in the Content Areas **3 credits**

Examination of current research about reading and writing processes for content disciplines, including science, social studies, mathematics, and the humanities; models of composing and comprehension processes; exploration of how literacy may be integrated into content disciplines.

GED 650 Principles and Practices of Supervision **3 Credits**

This course is designed to provide future school supervisors with the skills knowledge and experience to observe, mentor, collaborate, counsel, and support teachers in the classroom. Several currently researched theories of staff supervision will be used as models to maximize teacher learning and to optimize the learning opportunity for their students. The national INTASC-based standards for beginning teachers, national specialty organizational standards, the Highly Qualified Teacher Requirement of the No Child Left Behind (NCLB) legislation, the Common Core State Standards (CCSS), and the New Jersey Professional Standards for School Leaders will provide the foundation for supervisor's training. Principles and problems of supervision will be explored as well as the varied roles of the supervisor in school districts.

GED 651 Curriculum Development and Evaluation **3 Credits**

This course is designed to prepare students to become educational leaders and professional curriculum developers. Students will develop an integrated view of curriculum and instruction at the preschool, elementary, and secondary school levels from the perspective of the teacher and the learner. Students acquire an understanding of the interrelationships between current issues in curriculum development, socio-cultural and political influences, and the needs of each constituency in educational systems. The course emphasizes analysis and evaluation of significant curriculum practices, reforms and innovations including the Common Core State Standards (CCSS), the national INTASC standards and the New Jersey Professional Standards for School Leaders. Emphasis is placed on connecting an understanding of curriculum theory to effective supervision of curriculum development and practice.

GED 652 Current Issues in Special Education **3 Credits**

This course assumes is designed for students who have special education certification and are familiar with special education history, the laws, and characteristics of various disabilities. This course covers the update in the laws and the changes in special education, and will examine those issues that are currently affecting special education teachers in the schools. This course examines special education as an evolving and changing discipline. Students will study current theories, philosophies and practices in the field of special education today.

GED 653 Curriculum Development in Early Childhood and Elementary Education **3 Credits**

This course develops an integrated view of problems of curriculum and instruction at the early childhood and elementary level including analysis and evaluation of significant curriculum practices. The interrelationships between current issues in curriculum development, socio-cultural and political influences, and the needs of the learner is examined and explored. Emphasis is placed on developing curriculum for early childhood programs that are progressive, considerate of the developmental needs of the younger learner, encourage preparation for academic learning and social communication, and

cognizant of the Common Core State Standards (CCSS). Alternative assessment and early childhood readiness assessment is also examined.

GED 656 Communication and Literacy in Special Education

3 Credits

The focus of this course is on language development, communication and literacy as they relate to children with special needs. Literacy instruction is examined, including the use of specialized reading programs. The course also examines students who are nonverbal and emphasizes communication strategies, including assistive technology, to engage these students in academic and nonacademic tasks. Students study individualized strategies, which special educators can use to enhance language development and teach communication.

GED 657 Curriculum Development in Middle and Secondary Schools

3 Credits

The course develops an integrated view of problems of curriculum and instruction at the Middle and Secondary levels including analysis and evaluation of significant curriculum practices. The interrelationships between current issues in curriculum development, socio-cultural and political influences, and the needs of the learner is examined and explored. Emphasis is placed on developing curriculum for middle and secondary school learners that includes consideration of emotional and academic developmental needs of the adolescent learner, encourages school to work transitions, includes college preparatory curriculum development, and evaluates interdisciplinary, disciplinary, and problem focused models. Assessment is addressed relevant to the Common Core State Standards (CCSS), standardized achievement tests, and alternative assessment.

GED 658 Social Issues for Children with Special Needs

3 Credits

Prerequisite: GED 601 or special education certification

This covers social issues for children with special needs. Topics include social skills training programs, bullying, social interactive skills, peer buddies, and a study of best practices and programs that enhance social interaction skills for children with special needs.

GED 659 Children at Crossroads: Life Issues that Affect Young Lives

3 Credits

Prerequisite: GED 601 or special education certification

This course examines issues that children may cope with as they grow up, from the more common issues of childhood to some of the more intense events that can, and often do, touch young lives. The purpose is for special education teachers to develop skills and strategies to cope effectively in a variety of circumstances and with all students. Course topics include children who are experiencing issues within the family, including death, divorce, and/or poverty as well as children who have been affected by a disaster, natural or otherwise. Adoption and foster families are considered as well. Strategies and resources for educators are emphasized. Service learning is a major component of this course. To this end, graduate students develop and implement a one-shot service learning project for their students. This course meets two hours per week in class. The final hour is designated for out-of-class work on the service learning project, including meeting with course professor.

GED 660 The Principalship

3 Credits

This course deals with practices of educational leadership in K-12 settings. Instructional design leadership and implementation, positioning of the school in the district, human resource issues such as motivation and staff development, professional communication practices, and decision-making strategies, qualitative and quantitative, are explored. This course incorporates, where appropriate, the Common Core State Standards (CCSS) and the New Jersey Professional Standards for School Leaders.

GED 661 Managing Educational Change and Innovation

3 Credits

This course develops an awareness and understanding of the dynamics of planned change. Theoretical frameworks from social psychology are utilized to aid students in improving their ability to understand leadership responsibility. Various concepts of managing change and the process of change are considered.

Managerial methods such as continuous quality management, site-based management, total quality management, and strategies for adapting principles from them to the schools and the classroom are discussed. In addition, an analysis is made of teacher and supervisory roles in creating instructional change. Techniques for evaluating instructional change are discussed along with strategies for improving human relations and communications in the change process. This course incorporates, where appropriate, the Common Core State Standards (CCSS) and the New Jersey Professional Standards for School Leaders.

GED 662 Literacy Curriculum and Common Core Standards

3 Credits

This course is designed for school district teachers and literacy professionals who are responsible for integrating the Common Core Standards into their school's English Languages Arts instruction, curriculum, assessment, and intervention practices. The course will also examine how a collaborative model and the Professional Learning Community will help teachers implement and sustain their work. Teachers will examine literacy initiatives already under way in their schools, and develop systems and habits of continuous improvement in literacy curriculum, instruction, and assessment.

GED 670 Field Supervision Internship I

3 Credits

Prerequisites: Departmental application and approval

This course is designed to provide students with field-based learning opportunities. Students are assigned to a public school administrator/mentor. Students assume administrative tasks and responsibilities within the school district for the duration of the 15-week semester. College faculty conduct field site visits and consultations with the assigned mentor.

GED 671 Field Supervision Internship II

3 Credits

Prerequisite: 24 graduate program credits, cumulative GPA of 3.0 or better and application approval

This seminar course is designed to provide students with field-based learning opportunities. Using the clinical approach, students engage in studies of the theoretical context of supervisory practice, methodological techniques, sociology of supervision, and supervision as leadership in curriculum improvement. 150 hours of field experience are required for this course.

GED 680 Finance and Facilities

3 Credits

This course explores the financing of public education. Sources of revenue such as state funding and taxation are dealt with, in addition to grant acquisition and district revenue generating projects. Emphasis is placed on the construction of an average-size district budget and communicating the budget process to stakeholders. This course incorporates, where appropriate, the Common Core State Standards (CCSS) and the New Jersey Professional Standards for School Leaders.

GED 697 Educational Research

3 Credits

This is a survey course of empirical and qualitative research design and research methodologies in education as well as survey techniques, case study reports, and ethnography. Common and unique features of philosophic, aesthetic inquiry and historical methods are also considered. This course incorporates, where appropriate, the Common Core State Standards (CCSS) and the New Jersey Professional Standards for School Leaders. This course should be taken in the semester preceding GED 618.

GED 698 Research in Instructional Leadership (Capstone Research Course)

3 Credits

Prerequisite: GED 697

The primary focus of this course is research: theoretical, action research, empirical, historical or ethnographic. The student develops a proposal for research under the guidance of the professor and completes the approved research project during this course. Students who are pursuing a New Jersey's Department of Education Supervisor's Licensure are required to develop a research topic within the areas of educational supervision or curriculum development. Students who are pursuing a New Jersey Department of Education Principal's Licensure are required to develop a research topic within the areas of educational leadership, and be cognizant of the New Jersey Professional Standards for School Leaders. This

is considered the capstone research course for the Education Department's Master of Arts. To be admitted to the course, students are required to complete GED 697 Educational Research and the Core requirements.

GED 699 Special Topics in Special Education

3 Credits

This course focuses, in depth, on one disability each semester. Each semester a different disability is highlighted. Students have the opportunity to research an aspect of the particular disability that is studied. Students may choose to take this course a second time, in lieu of GED 620, as long as the topic for GED 699 is different each time.

GED 700 Communications and Public Relations

3 Credits

This course will help current and future school administrators understand and develop the skills required for effective communication with their various constituencies within and outside of the school community. Participants will be able to develop effective communication plans and protocols. Various communication modalities will be analyzed including written, oral and electronic. Audience concerns and identification will be emphasized. The effective use of web based communication, newsletters, correspondence with parents and emergency notification protocols will be discussed. Students will gain practical experience as they develop communication plans and samples for their district that are shared and critiqued by the class.

GED 710 Conflict Resolution

3 Credits

This course will examine and build the skills of conflict resolution for a school or district level leader. Students will develop the ability to interpret, analyze, and evaluate ideas and arguments related to conflict, which is inherent in organizations. The issues that will be examined centered ethical practices in a school district. Students will discuss and provide analyses of case studies and provide rationale, which is congruent with current thought and practice in the field.

GED 720 Developmental and Supervision of Special Education Programs

3 Credits

Since the number of students with disabilities placed in general education classrooms with aides and supports increases every year, this course is essential for any professional planning to be a school principal, supervisor, or director of special education. This course will explore the federal and state rules and regulations that govern special education, financial aspects of special education, and the need to establish programs in the public school setting, which include occupational therapy, physical therapy, speech-language services, behavior plans, counseling, transportation responsibilities, nursing services, paraprofessionals, and extended school year opportunities. Other topics will include writing the IDEA and NCLB grants, English as a Second Language programs, and the supervision of this diverse group of professionals.

GED 730 Critical Thinking, Moral Education and Ethics

3 Credits

This course will examine and build the skills of critical thinking. Students will be strengthening the ability to interpret, analyze, and evaluate ideas and arguments. The issues that will be examined center on academic and social proposals and practices. Students will discuss and provide analyses of some of the current value conflicts and moral dilemmas in education using a case study approach.

GED 735 Administering Educational Technology

3 Credits

This course prepares schools to be technology leaders. The organization, design, and evaluation of technology systems for educational settings will be presented. An analysis of district-wide and school-curriculum needs, personnel roles, and services will be conducted through the use of case studies. Budgets, physical facilities, and in-service activities will be examined and the problems of implementing technology systems will be explored. In addition, students will study a wide range of software packages to determine instructional and administrative efficacy and will be required to write documentation and evaluation reports on the packages studied. The administration of educational technology programs in urban school districts will be emphasized. This course will develop students who know how to access resources to maintain emergent technological literacy. Each student will design a project as part of this class.

GED 740 Managing Educational Change and Innovation**3 Credits**

This course develops an awareness and understanding of the dynamics of planned change. Theoretical frameworks from social psychology are utilized to aid students in improving their ability to understand leadership responsibility. Various concepts of managing change and the process of change are considered. Managerial methods such as continuous quality management, site-based management, total quality management, and strategies for adapting principles from them to the schools and the classroom are discussed. In addition, an analysis is made of teacher and supervisory roles in creating instructional change. Techniques for evaluating instructional change are discussed along with strategies for improving human relations and communications in the change process. This course incorporates, where appropriate, the Common Core Curriculum Content Standards and the New Jersey Professional Standards for School Leaders.

GED 745 Continuous School Improvement**3 Credits**

This course will explain the importance of continuous school improvement using data-driven information to make accurate decisions for a learning community. Specifically, decision-making theory and reflective practice, data-driven assessment models and tools, organizational culture, and leadership styles will be examined to understand their interrelated relationships and effect on learning, teaching, and overall student growth.

GED 750 Human Resources management/Advanced School Law Seminar**3 Credits**

With today's diverse workforce it is important for all educational leaders to be actively involved in key human resource decisions and have knowledge of federal and state laws affecting the rights, privileges, and duties of administrators, teachers, pupils, and citizens. This course will focus on the processes of acquiring highly qualified personnel, their development, performance management, career development, and how this impacts the success of the organization, as well as the structural organization of a government body and collective bargaining.

GED 755 Facility Management**3 Credits**

This course is about the interaction of facilities and learning in a public school system. Facilities issues at the building level as well as district-wide issues related to facilities development, planning, and student learning will be covered. Facilities management concepts and processes for schools, grounds, school bus garages and other buildings as well as how to plan for major capital projects will be part of this course.

GED 760 Negotiations in the Public Sector**3 Credits**

This course will familiarize School Administrators with the basic tenets of public sector bargaining and the laws that govern the process. Special emphasis will be placed on NJ statute and code which guides this process. An overview of the historic development of public bargaining along with the legal casework will be presented. School Administrators will become familiar with unit bargaining, contract development and enforcement, arbitration rules, fact finding, mediation, comparability and other devices. Emphasis will be placed on the New Jersey social/legislative framework, which guides this process. Alternative strategies such as privatization will also be explored. Distinctions between monetary wages benefits and other benefits will be examined. School administrators will become familiar with the steps involved in developing a strategy to maximize diminished resources while also addressing overall school improvement and student achievement objectives.

GED 765 Comparative Educational Systems**3 Credits**

In this course, students will analyze conceptual questions underlying comparative and international education. Emphasis will be placed on the interrelationships between education, culture and society from a multi-national perspective. Gender, race, class, socio-political and economic structures will be examined in the context of the public system of education. Special attention will be focused on the globalization of

economies and the impact they have on the educational reform movements throughout the world. Various national systems will be compared from a historical perspective.

GED 770 School Administration Internship

3 Credits

This seminar course is designed to provide students with field-based learning opportunities. Using the clinical approach, students engage in studies of the theoretical context of supervisory practice, methodological techniques, sociology of supervision, and supervision as leadership within the context of a school district leader. 150 hours of field experience accompany this course.

GED 780 Data Driven Decision Making

3 Credits

This course is about the theoretical and applied analysis of the procedures and techniques involved in designing and implementing assessment and evaluation studies of all school programs. Attention will be given to New Jersey and Middle States accreditation procedures, federal and New Jersey legislative requirements, assessment of instructional outcomes – student learning, as well as, curriculum and teaching quality.

GED 785 Advanced School Finance

3 Credits

This course is about the procedures and problems relating to financing public education, theory of taxation, types of taxes, practices of education finance, budget procedures and timelines, financial accounting, purchasing, shared services, insurance, inventories, and school finance. The course will also address federal, state, and local support of public education with significant attention to the New Jersey school finance rules and regulations.

GED 795 Special Topics in Educational Administration (May be substituted for another course with departmental approval.)

3 Credits

This is a learner designed course intended to substitute for another program requirement, which the student has already met. Students will be paired with an department advisor to develop a plan to address a unique problem of practice of their selection. Required elements will include identification strategies, assessment, resource allocation, plan time lines and staffing implications, community engagement and sustainability.

GED 800 Dissertation Seminar

3 Credits

This course is designed to provide candidates an opportunity to identify and prepare an original research topic and to prepare the first draft of a proposal for department approval. Students will select a faculty mentor and start the process of inviting committee members to participate in the review of their original research. Emphasis will be placed on appropriate research strategies and protocols.

GED 810 Dissertation Advisement I

3 Credits

These two courses are designed for independent student work on their chosen topics, with constant assistance and help from their advisors. It is anticipated that most students will complete the dissertation within the scope of these two classes, but extensions can be granted with departmental approval. The courses will culminate in the oral defense of the dissertation, per departmental guidelines.

GED 820 Dissertation Advisement II

3 Credits

These two courses are designed for independent student work on their chosen topics, with constant assistance and help from their advisors. It is anticipated that most students will complete the dissertation within the scope of these two classes, but extensions can be granted with departmental approval. The courses will culminate in the oral defense of the dissertation, per departmental guidelines.

GRADUATE LEADERSHIP AND PUBLIC ADMINISTRATION (MA)

GLP 510 Introduction to Leadership

3 Credits

This course introduces the learner to a working definition of leadership and methods necessary for effective leadership. Learners will be equipped with individual and group leadership skills. Course content includes the difference between “leader,” and “manager,” evaluation of leadership skills, vision, goals, and the role of “followership.”

GLP 520 Introduction to Public Administration

3 Credits

This course examines the administrative branch of government and introduces learners to the concepts, methods, skills, opportunities, and problems in contemporary public administration. Course content will include management of resources, the role of politics in public administration, inter-and intra-organizational operations, union and management relations, and public interaction.

GLP 530 Personnel Administration

3 Credits

This course provides an overview of the personnel functions of public employees. Course content includes personnel administration, personnel policies and procedures, employee-management relations, and employee selection and development.

GLP 540 Effective Management Practices

3 Credits

This course provides learners with an understanding of the principles of management including planning, organizing, leading, and controlling within an organization. Course content includes the role of the manager, management skills and techniques, strategic planning, developing and implementing plans, and span of control.

GLP 602 Advanced Written Communication

3 Credits

This course addresses special stylistic and organizational techniques involved in preparing clear and understandable written information in today’s global business world. Specific emphasis is placed on APA formatting requirements for academic, private, and public sector communications, while simultaneously preparing learners to develop a comprehensive portfolio of their graduate education project material.

GLP 603 Organizational Behavior

3 Credits

This course explores human behavior and the overall functioning of organizational structures on three levels: the individual, the group, and the organization. Issues are explored both from a theoretical and practical standpoint. Topics include group dynamics and group process, organizational structure, conflict management, and organizational change.

GLP 610 Professional Leadership Development

3 Credits

This course is designed to expand the learner’s leadership skills and abilities through the exploration of proven leadership principles. Topics include innovative and creative thinking, team building, using effective communication, problem-solving, supervising and training employees, power and influence, and planning for the future.

GLP 620 Ethical Issues in the Public Sector

3 Credits

This course examines the ethical dimensions of personal and professional judgments in the public sector. Learners will examine the principles, values, and ethical issues that directly impact employees in the public sector. Case studies are used to demonstrate current issues common to public sector ethics.

GLP 623 Conflict Resolution**3 Credits**

This course examines the nature of conflict and the position that conflict is often necessary to the change process. Emphasis is placed on the different ways that people deal with conflict. The course explores the methods and strategies of conflict resolution, reasons for conflict, the levels of conflict, and the types of conflict. The strategies for mediation and conflict resolution are also examined, applied, and analyzed.

GLP 630 Employee Evaluation and Development**3 Credits**

This course provides learners with an understanding of the importance of effectively evaluating employees and working with them toward their continual development. Course content includes evaluating jobs and positions, matching people to vacancies, performance reviews, and career planning and development.

GLP 640 Organizational Communication & Decision-Making**3 Credits**

This course introduces learners to theories and fundamental concepts of communication, feedback, manager and group decision-making, and committing to a decision.

GLP 650 Topical Issues in Leadership**3 Credits**

This course examines current issues in leadership. The specific issues covered will vary, and may include effective approaches to leadership, situational approaches to leadership, contemporary perspectives of leadership, and dynamics of power and politics. Current case studies will be examined to develop a clear understanding of cutting edge leadership.

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John Holt, Associate Professor of English. B.A., Bates College; M.A., University of Kansas (Lawrence); Ph.D., University of Chicago

Anthony Serafini, Professor of Philosophy. A.B., Cornell University; Ph.D., Syracuse University

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Louis Zelman, Adjunct Instructor in Business. B.S., Rider University; M.B.A., New York University

DIRECTORY OF OFFICES

OFFICE	LOCATION	EXTENSION
Academic Affairs	Seay Building	2420
Academic Support Center/Advising	Harris & Betts Smith Learning Center	2168
Admissions Office	Seay Building	2217, 2220
Alumni Office	Seay Building	2250
Athletics	Gymnasium	2297
Book Store	Seay Building	2319
Business Office	Seay Building	2245
Career Center	Seay Building	2388
Centenary Performing Arts Guild	Lackland Center	2203, 2348
Chaplain	Seay Building	2234
Chartwells Food Service	Lackland Center	2205, 2339
University Relations	Seay Building	2379
Community Service	Seay Building	2123, 2127
Computer Center	Seay Building	2362
Counseling Services	Wellness Center, 605 Grand Avenue	2125, 2374
Disabilities Services Office	Harris & Betts Smith Learning Center	2168
Education Department Secretary	Brotherton Hall	2269
Educational Opportunity Fund Program	Seay Building	2307, 2153
Equestrian Center	Long Valley, Califon Road	1-908-832-7010
Faculty Administrative Assistant	Brotherton Hall	2228
Financial Aid Office	Seay Building	2350
Graduate Enrollment	Smith Hall	2073
Health Office	Wellness Center, 605 Grand Avenue	2206
Human Resources	Seay Building	2364
International Student Services	Seay Building	2221
Library	Taylor Memorial Learning Resource Center	2345
Maintenance Office	Maintenance Building	2301, 2302
Post Office	Seay Building	2316
President's Office	Seay Building	2300
Print Shop	Seay Building	2222
Publications	Seay Building	2328
Public Relations	Seay Building	2238, 2075
Registrar's Office	Seay Building	2214
Residence Life	Seay Building	2291
School of Professional Studies	Parsippany	1-973-257-5190
SPS Parsippany Office	Parsippany	1-877-437-3746
Security	Security Building	0, 2260
Special Events Coordinator	Housekeeping	2310
Student Activities	Seay Building	4291
Theatre	Lackland Center	2203, 2348
TV Studio	Lackland Center	2181
Veteran Services	Harris and Betts Smith Learning Center	2318
WNTI Radio Station	Lackland Center	1-908-979-4355

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