



# GRADUATE CATALOG 2012-2013

*Business*

*Education*

*Social  
and  
Behavioral  
Sciences*



HACKETTSTOWN, NJ 07840  
[www.centenarycollege.edu](http://www.centenarycollege.edu)

# CENTENARY COLLEGE

## GRADUATE STUDIES

Every effort has been made to ensure that the information contained in the Program & Policy section of the Centenary College 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 College. The College reserves the right to correct clerical and /or typographical errors.

**Centenary College admits students without regard to race, color, handicap and national or ethnic origin.**



### 2012-2013

Student-Centered Learning...Unparalleled Service

**Please check the College Website ([www.centenarycollege.edu](http://www.centenarycollege.edu)) for the most up-to-date Catalog information.**

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## 2012 – 2013 Academic Calendar

Please note: Every Monday and Wednesday at 3:00 PM to 4:00 PM during both semesters are reserved for College Hour activities – Student Organization Meetings, Faculty Meetings, Academic Departmental Meetings, Faculty Shared Governance Committee Meetings, and Faculty Senate.

### Fall 2012 Semester

August	25	Sat	New students arrive; orientation begins
August	27	Mon	Returning students arrive
August	28	Tue	Faculty are on campus for workshops, advising, and departmental meetings
August	29	Wed	Day and Evening classes begin; Add/Drop and late registration period begins; Tuition refund policy in effect
September	1-3	Sat-Mon	Labor Day Weekend – offices closed; no classes
September	11	Tue	Last day for add/drop and late registrations
September	11	Tue	Fall 2012 Convocation/Founders Day (10:00AM – 11:40AM)
September	14	Fri	Last day for incomplete grades from the Spring and Summer 2012 sessions to be posted in the Registrar's Office
October	5	Fri	Last day to file an application with the Registrar's Office for January 2013 graduation
October	17	Wed	Mid-semester progress reports due in the Academic Success Center;
October	17	Wed	*Last day to withdraw from a traditional semester-based class without incurring an automatic "F"
November	5-15	Mon-Fri	Early registration for the Spring 2013 semester
November	21-24	Wed-Sat	Thanksgiving Break – No classes; Offices closed
December	11-17	Tue-Mon	Exam Week; Classes meet at their regularly scheduled times; Final grades are to be posted in the Registrar's Office within 48 hours of the last class
December	17	Mon	Last day of classes
December	24-31	Mon-Mon	Holiday Break – Offices closed
January	1-2	Tue-Wed	Holiday Break – Offices closed

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

### Spring 2013 Semester

January	3	Thu	Offices reopen
January	12	Sat	January Commencement (Snow date: January 13, 2013)
January	17	Thu	Faculty are on campus for workshops, advising, and department meetings
January	20	Sun	New and returning students arrive
January	21	Mon	Orientation and advising of new students
January	22	Tue	Day and evening classes begin; Add/Drop and late registration period begins; Tuition refund Policy in effect
January	30	Wed	Last day for add/drop and late registration
February	8	Fri	Last day for incomplete grades to be posted in the Registrar's Office
March	1	Fri	Last day to file an application with the Registrar's Office for May 2013 graduation
March	13	Wed	Mid-semester progress reports due in the Academic Success Center
March	13	Wed	*Last day to withdraw from a traditional semester-based class without incurring an automatic "F"



March	25-30	Mon-Sat	Spring Break – No classes
March	29-30	Fri-Sat	Good Friday/Easter Weekend – Offices closed; No classes
April	15-26	Mon-Fri	Early registration for the Fall 2013 semester
May	7-13	Tue-Mon	Exam Week; Classes meet at their regularly scheduled times; Final grades are to be posted in the Registrar's Office within 48 hours of last class
May	13	Mon	Last day of classed
May	14	Tue	Rehearsal for Commencement 5:30 – 7:00 PM
May	15	Wed	All grades must be posted by the faculty in the Registrar's Office on or before but no later than 11:00AM
May	18	Sat	Commencement Ceremony

### **Summer I, 2013**

May	20	Mon	Summer I classes begin; Tuition refund policy in effect
May	22	Wed	Last day for add/drop and late registration for Summer I classes
May	24-27	Fri-Mon	Memorial Day Weekend – Offices closed; No classes
June	7	Fri	*Last day to withdraw from a Summer I class without incurring an automatic "F"
July	3	Wed	Last day of Summer I classes
July	4	Thu	Fourth of July Holiday – Offices closed; No classes

### **Summer II, 2013**

July	8	Mon	Summer II classes begin; Tuition refund policy in effect
July	10	Wed	Last day for add/drop and late registration for Summer II classes
July	26	Fri	*Last day to withdraw from a Summer II class without incurring an automatic "F"
August	2	Fri	Last day to file an application with the Registrar's Office for September 2013 graduation
August	16	Fri	Last day of Summer II classes

### **Summer 2013 Online Calendar**

June	2	Sun	Online courses begin
June	29	Sat	*Last day to withdraw from an online class without incurring an automatic "F"
July	27	Sat	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 COLLEGE**

### **Centenary College Today**

Centenary is a true college 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 college offering bachelor degree programs and associate degree programs in the liberal arts and career areas; and master degree programs in business administration, counseling, counseling psychology, school counseling, education, leadership and public administration, and special education. 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 College 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 College 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 College adheres to the values of Student-Centered Learning and Unparalleled Service.

### **An Historical Note**

Centenary College has been related since its founding to the Methodist Church. The name chosen for the College in 1867 commemorated the centennial of the beginning of Methodism in the United States. Today, Centenary, as an independent, baccalaureate and masters 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 College 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 Center for Adult and Professional Studies (CAPS), and accelerated degree program 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 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.

By 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, Counseling Psychology, or School Counseling, a Master of Business Administration (MBA), a Master of Arts(MA) in English Literature (deactivated effective July

2011), a Master of Arts (MA) in Leadership and Public Administration, a Master of Arts (MA) in Education: Educational Leadership, and an online Master of Education (M.Ed.) in Educational Practice. All of the graduate programs are coeducational.

### **Centenary College'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 College'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.

### **Vision Statement**

Centenary College 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 College. 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 College 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 College'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.

### **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, email, and face to face consultation. . The library staff is trained in research techniques and is always available to assist students.

### **Counseling Center**

Centenary College offers all students the opportunity to participate in individual counseling with a professional counselor. Group counseling is also offered as needed. Whether students are having difficulty adjusting to college or experiencing uncertainty or lack of direction in certain aspects of their life, counseling can help them develop decision making skills that can be helpful. The Counseling Center is actively involved in many facets of campus life, including the Residence Life Program, the Fresh Start Program, New Student Orientation, and faculty and staff and student education in the area of mental health issues. Educational programs dealing with such topics as Wellness, Eating Disorders, Issues of Diversity, Substance Abuse, and Dating Violence are sponsored by the counseling department on an ongoing basis. Counseling services are available without charge and all sessions are strictly confidential. Referrals may be made to professionals or agencies in the community for long-term counseling. Ethical standards of the American Psychological Association and the National Association of Social Workers are strictly maintained.

### **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 College'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 the third floor of the Seay Building. It is staffed by two Registered Nurses certified in college health, one full-time and one part-time. The College 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.

### **Career Center**

The goal of the Career Center is to assist students in connecting academic, co-curricular, and vocational experiences in a meaningful way, leading to successful employment following graduation. Students should begin using the Career Center throughout their academic career at Centenary. The Career Center also works with Centenary Alumni providing professional and career development services.

Exploration of values, interests, skills and personality can be done through a variety of methods. This helps students confirm a major, select a career field, or develop employability skills throughout their time at Centenary. 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 Center webpage. The Student Employment program is also operated by the Career Center, providing part-time on-campus employment opportunities for students.

There are numerous workshops, information sessions, and lectures during the academic year to help students fine-tune their job searches and professional skills. The Career Center also hosts annual career fairs open to students, alumni, and the local community.

### **Services for Students with Disabilities**

Centenary College 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 college program or activity or otherwise be subjected to discrimination with regard to any college 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 College 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, and the Americans with Disabilities Act of 1990. 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 College 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 participate fully in the academic environment. The staff assists each student to help maximize their potential for success while promoting self-awareness, independence and self-advocacy. Our staff works 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, among others, arranging for academic accommodations such as access to classrooms or extended time testing, provision of note-takers, academic counseling, and/or arranging for auxiliary aides such as books in audio format 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 college'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.

### **School of International Programs**

The School of International Programs serves as a connecting point to meet the needs of international students who enroll in the graduate programs at Centenary College. 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 College-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 College; and supports and promotes the activities of Centenary Alumni Association chapters abroad.

### **Accreditation**

Centenary College is accredited by the Middle States Association of Colleges and Secondary Schools, the International Assembly for Collegiate Business Education (IACBE), and the Teacher Education Accreditation Council (TEAC). Centenary College'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 College's Education Department has the following programs accredited by TEAC: the Undergraduate Teacher Certification Programs 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 College's programs, you may contact the above agencies as follows:

#### **Commission on Higher Education, Middle States Association of Colleges and Schools**

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

#### **Teacher Education Accreditation Council**

Willard Hall Education Building, Suite 101  
Newark, DE 19716  
Telephone: (302) 831-0400

#### **Council on Social Work Education**

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

## Graduate Studies Programs

Business Administration	(M.B.A.) Traditional, Online, Accelerated, Online Accelerated
Counseling	(M.A.) Traditional
Counseling Psychology	(M.A.) Traditional
Educational Leadership	(M.A.) Traditional
Educational Practice	(M.Ed.) Online
Instructional Leadership	(M.A.) Traditional
Leadership & Public Administration	(M.A.) Traditional, Online
Reading	(M.Ed.) Traditional/Blended (Specialist Certification)
School Counseling	(M.A.) Traditional
Special Education	(M.A.) Traditional
Supervisor Licensure	(Licensure) Traditional
Teacher of Students with Disabilities	(Special Education Certification) Traditional

### 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, understand and appreciate the legal and cultural realm of the workplace, and understand and appreciate the global business environment.

### Counseling and Psychology

**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 Counseling Psychology** 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 and the academic qualifying criteria for the New Jersey Professional Counselor licensure.

**The Master of Arts in School Counseling** is designed to provide students with the knowledge and skills commonly used by school counselors. This program certifies the student to be a New Jersey School Counselor.

**The Student Assistance Coordinator (SAC) Certification** program is designed to promote student appreciation for the role of the professional counselor and meets the requirements for completion of the N.J. Department of Education licensure in this field.

### Education

**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 (principals).

**Supervisor Licensure** prepares students for 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 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 their supervisor's licensure, can complete the Master of Arts in Education: Instructional Leadership and incorporate these courses into their course of study. Students already holding a masters 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 master teachers and instructional leaders in their institutions and/or organizations, thus enabling them to return to their institutions and/or organizations as master classroom instructors as well as facilitators, advocates, and evaluators of instructional programs.

**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 21<sup>st</sup> century classroom. The M. Ed. in Educational Practice program is comprised of twelve 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 educational leadership that will best align to the critical needs of the 21<sup>st</sup> century learner. The program is based on a cohort of students that progress through the program together. As a member of a cohort, students will work with 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 your classroom. As a result, you will be able to comfortably achieve your personal professional goals in a flexible, convenient, and practical online environment.

**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. Literacy teachers 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 College 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 poses 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.

# GENERAL GRADUATE STUDIES POLICIES

## ADMISSIONS INFORMATION

### Admission Requirements

Centenary College seeks to provide students with the ability to demonstrate True Learning, Global Citizenship, Service Leadership & Team Building and a Values-Centered Life. Therefore, the College 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.

### 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 College, 400 Jefferson Street, Hackettstown, NJ 07840.

### Transfer Admission

Upon application and before admission to the graduate programs, students may request transfer of up to six credits for the MA in Education: Instructional Leadership, MA in Education: Educational Leadership, MA in Special Education, M.Ed. in Educational Practice, MA in Leadership and Public Administration, and Master of Business Administration, and up to twelve credits for the MA in Counseling, MA in Counseling Psychology, and MA in School Counseling. All credits eligible for transfer must come from a regionally accredited graduate program and have been earned with six years of the date of credit transfer approval. All credits in transfer must be approved by the 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 College.

## FINANCIAL INFORMATION

### Financial Aid

Centenary College 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](http://www.fafsa.gov). When completing the FAFSA, enter Centenary College's school code, **002599**. Centenary College administers Federal, State, and institutional financial 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.

Graduate students are eligible for federal and private loans.

Federal Loans include:

- Federal Direct Subsidized Loans
- 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.centenarycollege.edu/finaid](http://www.centenarycollege.edu/finaid).

### Student Employment

Centenary College offers need-based Federal Work Study and Institutional College Work Study funds to eligible students. Opportunities exist to work at various locations on 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.centenarycollege.edu](http://www.centenarycollege.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, have successfully completed at least 6 college level credits applicable toward a degree, or received a minimum score on a federally approved ability-to-benefit test
- 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.
- 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 programs as well.

### **Satisfactory Academic Progress**

The Financial Aid Office measures Satisfactory Academic Progress (SAP) at the end of each academic year for aid eligibility the following academic 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 to the Director for Financial Aid. Our full SAP Policy is available under the Policies section of our website at [www.centenarycollege.edu/finaid](http://www.centenarycollege.edu/finaid).

### **Withdrawal Policy for Financial Aid**

Should a student withdraw from all courses (officially or unofficially) in a semester, their aid may be adjusted in accordance with Federal and State and institutional regulations. Tuition and 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 Student Engagement. Our full Withdrawal Policy is available under the Policies section of our website at [www.centenarycollege.edu/finaid](http://www.centenarycollege.edu/finaid).

### **Refund Policies**

The following is a summary of Centenary College'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 college 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 Business Office.

### **Institutional Refund Policy for 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 College. 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 - Summer Sessions - All Students\***

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 College. 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 college or the course. Refunds will be made in accordance with any federal and/or state loan or grant program regulations as applicable.

Note: \*Due to new regulations regarding the return of Federal and State funds, any student receiving Federal/State grants or loans should contact the Financial Aid Office (extension 2350) before withdrawing or taking a leave of absence.

### **Payment of Bills**

All financial obligations to the College must be paid at the beginning of each semester. Payment must be made in full, with monthly payments through Tuition Management Services (TMS), and/or Financial Aid sufficient to cover the cost of the semester. Any account not meeting the mentioned payment criteria will be considered Past Due and be charged a Late Payment Fee. Past due accounts will prevent a student from registering for the next semester. Also, 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 College have not been met. A student whose grade report is withheld due to an unmet financial obligation may view his/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 College 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 any collection costs and/or attorney's fees (30%-50% of the amount placed for collection). All checks should be made payable to Centenary College and not to any individual officer. Returned checks and ACH payments are subject to a service fee.

**For the latest and most up-to-date information on tuition and fees, please contact the Business Office or visit [www.centenarycollege.edu](http://www.centenarycollege.edu)**

### **Veterans Benefits**

Educational benefits may be available to eligible veterans and children or spouses of deceased or permanently disabled veterans. Students who believe that they are eligible for such benefits should contact the Coordinator of Veterans Benefits in the College's Academic Success Center.

### **Payment of Bills**

All financial obligations to the College must be paid at the beginning of each semester. Payment must be made in full, with monthly payments through Tuition Management Services (TMS), and/or Financial Aid sufficient to cover the cost of the semester. Any account not meeting the mentioned payment criteria will be considered Past Due and be charged a Late Payment Fee. Past due accounts will prevent a student from registering for the next semester. Also, 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 College have not been met. A student whose grade report is withheld due to an unmet financial obligation may

view his/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 College 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 any collection costs and/or attorney's fees (30%-50% of the amount placed for collection). All checks should be made payable to Centenary College and not to any individual officer. Returned checks and ACH payments are subject to a service fee.

**For the latest and most up-to-date information on tuition and fees, please contact the Business Office or visit [www.centenarycollege.edu](http://www.centenarycollege.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 College 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 college 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 through the second week 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 College's Official Refund Policy will be applied (see page XX 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 students 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 to request a determination of eligibility to repeat the course. (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. A minimum GPA of 3.0 is necessary for graduation.

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 7 years. If a student does not complete the degree within 7 years, 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		0.0
I	Failure	0.0
MD	Incomplete	0.0
W	Medical Withdrawal	0.0
	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.

### **Calculation of Grade Point Average**

Averages for all students are determined by the point scale as follows:

A	=	4.0	B-	=	2.7
A-	=	3.7	C+	=	2.3
B+	=	3.3	C	=	2.0
B	=	3.0	F	=	0.0

The average is computed by dividing the total number of credit hours attempted into the total number of quality points earned. Pass/Fail grades are not used in determining grade point averages.

### **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.

### **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 many 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.

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 of an instructor's grading policy for a course, he/she must comply with the following procedures: (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 Chair to discuss the issue in an attempt to resolve the conflict; if the instructor in question is the Department Chairperson, then the student must make an appointment with the Vice President for Academic Affairs to discuss his/her concerns. 3) If still dissatisfied, the student then must file an appeal in writing with the Academic Review Board (ARB). The student must send a written explanation of his/her situation to the Dean of Students for Academic Support and request a hearing with the ARB, clearly stating the reason for the request, and provide, when appropriate, supporting documentation. Grade appeals will not be heard by the ARB unless they are based on misapplication or arbitrary application of an instructor's grading policy or unusual extenuating circumstances. All appeals must be filed no later than the last day of the tenth week of the semester immediately following the one in which the grievance occurred. Both the student and the instructor are required to attend the grievance hearing, if one is called. If the instructor is unable to attend, the department chair at his/her discretion may choose to attend instead. The department chair may also attend with the instructor if he/she chooses to do so.

### **Dismissal from the College**

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 College's "Academic Code of Conduct" may be academically dismissed from the College by the Academic Review Board. Dismissals from the College for academic reasons are noted on a student's transcript: "Academic Dismissal." Students who violate the College rules and regulations regarding social conduct may be suspended or dismissed by the Judicial Committee in accordance with procedures set forth in the College's *Student Handbook*.

### **Appeals of Dismissal**

Any student who has been dismissed by the ARB may appeal in writing to the ARB. Letters requesting an appeal must be postmarked or received by the College 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. 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.

### **Readmission**

After a one-year absence, students seeking readmission from a leave-of-absence 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.

## **Academic Code of Conduct**

As an academic community, Centenary College endorses the pursuit of knowledge through open and honest discourse. Therefore, the College 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 College 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 College 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 College'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 College.

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

## **Leaves 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 college's web site [www.centenarycollege.edu](http://www.centenarycollege.edu) for further details, or see the Vice President for Student Engagement.

## **Withdrawal from the College**

Full-time students who deem it necessary to withdraw from the College at any time must go to the Office of Student Engagement for an exit interview and to complete the required documentation. A student who fails to complete this process and who does not report to the College will be administratively withdrawn from Centenary 45 days after the first day of classes of the semester for which the student was expected or when it is determined that the student will not be at the College, whichever is earlier. Proper reporting to the College requires check-in at the Student Billing Office to make sure satisfactory arrangements have been made to pay your term bill and the processing of official registration materials through the Registrar's Office. Failure to complete this process within seven days of the first day of classes of the semester for which a student is expected could result in automatic deregistration from classes for that semester and removal from the residence halls. The student may also be administratively withdrawn from the College if check-in procedures are not completed.

## **Transcripts**

The College issues two types of transcripts – unofficial (given to the student) and official (issued directly to a college or an employer) upon written request of the student or alumni. The official transcript bears the College 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.

## **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 College ("College") 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 College or a party acting for the College. 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 College that were created by that law enforcement unit for the purpose of law enforcement,
- c. Records relating to individuals who are employed by the College, 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 College.

## **2. College Official**

College Official means a person employed by the College 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 College; a student serving on an official committee, such as a disciplinary or grievance committee or who is assisting another College Official in performing his or her tasks; and any contractors, consultants, volunteers or other party to whom the College 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 College 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 College 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 College
- Registration status
- Graduating Class
- College or College
- 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 College Official has in the protected records when the College 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 College 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 College 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 College Registrar, a Dean, a Chair, or other appropriate College College Official. That College Official will make arrangements for access to the records with the College 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 College Official to whom the request was made, that College Official shall advise the student of the correct individual to whom the request should be made.

## **Right to Request Amendment of Education Record**

The College 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 College Official who receives such a request will coordinate with the College 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 College 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 College 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 College Registrar.
- b. The disclosure is to authorized federal and state representatives for audit or evaluation or compliance activities.
- c. The disclosure is to College 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 College Registrar, who serves as the FERPA Officer for the College. 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 College discloses personally identifiable information under the health or safety emergency exception, the College 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 College 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 College and the organization conducting the study on the College'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 College 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 College 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 College 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 College 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 College 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 College concluded a violation was committed or not. The College 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 College pursuant to the Wetterling Act and other applicable federal guidelines. In addition, the College 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 College 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 College Registrar at 908-852-1400, ext. 2214, or email at [registrar@centenarycollege.edu](mailto:registrar@centenarycollege.edu).

### **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.

### **Degree Requirements**

Centenary College offers programs leading to the degrees of Bachelor of Science, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Social Work, Associate in Science, and Associate in Arts, Master of Arts, Master of Education, and Master of Business Administration. For specific program outlines, refer to the section outlining course offerings by degree program. While Centenary provides quality advising and keeps accurate records to assist the student, it is ultimately the student's responsibility to make certain that all degree requirements have been successfully met. Master's degree candidates must complete the requirements outlined in their respective program with a cumulative grade point average of 3.0 or better.

## **Commencement**

Centenary College awards degrees three times during the year: May, September, and January. There are two Commencement ceremonies, during the months of January and May as designated in the Academic Calendar. September and January graduates must participate in the January Commencement ceremony.

**Candidates for *any* degree** (Associate, Bachelor or Master) **must** have completed all of their degree requirements in order to participate in either the January or May Commencement ceremony.

**To be eligible to participate in the Commencement ceremony all students must be in good academic standing. Any student who has not met his/her financial obligations to Centenary College 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.**

# **Program Specific Graduate Studies Policies**

## **Master of Business Administration – Traditional, Online, Accelerated, Online Accelerated**

### **Purpose**

The Master in 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 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 develop the advanced skills necessary to function in an upper managerial position; acquire the necessary evaluative skills to critically analyze an organization's performance, utilize technology skills in problem solving and communication, develop an appreciation of the legal and cultural realm of the workplace, and demonstrate an understanding of the global business environment.

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 critically analyze an organization 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, and case courses worked in groups are a primary teaching methodology. 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, Technical, Medical and Education. 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 future career moves.

### **Admission Requirements**

- Completed application
- Bachelor's Degree
- Original transcripts from all colleges and universities attended
- Minimum GPA 2.5
- No GRE/GMAT required

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.

### **Program Requirements**

Students are required to complete the six foundation courses, before moving on to the next five courses, which can be taken in any order. 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 successfully complete these courses with a grade of B- or better will be dismissed from the program.

**Required Master in Business Administration Foundation Courses – 18 credits**

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

GAC 515	Financial Accounting
GBA 500	Leadership
GBA 510	Managerial Economics
GBA 530	Management Information Systems
GMK 540	Marketing Management
GBA 504	Legal and Social Environment of Business

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

**Capstone Course (3 credits) Requirement (Final Course)**

GBA 690 *Seminar: Business Strategy and Policy*

**Grading policy for the MBA Program**

Graduate students must have a 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, and 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.

## **Counseling and Psychology**

### **Grading Policy for Counseling and Psychology Programs**

Graduate students must have a 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, 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.

### **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

#### **Admission Requirements**

- Completed application
- Bachelors Degree in Psychology
- Applicants with an undergraduate degree in another discipline will be required to take a series of prerequisite undergraduate psychology courses
- Original transcripts from all colleges and universities attended
- Personal Statement
- Interview
- Minimum GPA 2.7
- GRE strongly recommended

#### **Program Requirements**

- Comply with the academic policies and procedures of Centenary College
- 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 33 credit hours at Centenary College
- Complete the program within 7 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 demonstrate professionalism.
- Demonstrate throughout the program course of study behavior consistent with the American Psychological Association Code of Ethical Principles and Code of Conduct, and the National Board for Certified Counselors Code of Ethics.



## **Course Requirements:**

### **Counseling Theory and Practice – 12 credits**

GPY 501 Counseling: The Profession  
GPY 502 Ethics for the Counseling Profession  
GPY 505 Counseling Theory & Practice I  
GPY 510 Clinical Interviewing

### **Counseling Groups – 6 credits**

GPY 520 Group Dynamics I  
GPY 525 Counseling Consultation

### **Research, Evaluation and Assessment – 9 credits**

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

### **Development, Behavior and Diversity – 12 credits**

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

### **Field Experience – 3 credits**

GPY 601 Field Experience I

### **Selected Electives – 3 credits**

GPY 530 Marriage and Family Counseling  
GPY 550 Program Evaluation  
GPY582 Crisis Intervention  
GPY 584 Life Span Counseling  
GPY586 Career Counseling  
GPY590 Substance Abuse Counseling  
GPY592 Psychopharmacology  
GPY593 Prevention Planning and Program Evaluation

## **Master of Arts in Counseling Psychology – 60 Credits**

### **Purpose**

The Counseling Psychology course 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**

- 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; and acquire professional skills
- Acquire extensive practical experience in counseling under supervision in appropriate field settings

### **Admission Requirements**

- Bachelors Degree in Psychology or
- Applicants with an undergraduate degree in another discipline will be required to take a series of prerequisite undergraduate psychology courses.
- Completed application
- Personal Statement
- Interview
- Original transcripts from all colleges and universities attended
- Minimum GPA 3.0
- GRE required (if the applicant has a GPA of less than 3.0)

### **Program Requirements**

- Comply with the academic policies and procedures of Centenary College
- 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 45 credit hours at Centenary College
- 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 demonstrated professionalism
- Demonstrate throughout the program course of study behavior consistent with the American Psychological Association 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**

GPY 501 Counseling: The Profession  
GPY 502 Ethics for the Counseling Profession  
GPY 506 Counseling Theory & Practice II  
GPY 505 Counseling Theory & Practice I

GPY 510 Clinical Interviewing

**Counseling Groups – 6 credits**

GPY 520 Group Dynamics I

GPY 525 Counseling Consultation

**Research, Evaluation and Assessment – 9 credits**

GPY 541 Statistical Analysis

GPY 546 Diagnostic Assessment

GPY 544 Research Methods in Counseling

**Development, Behavior and Diversity – 12 credits**

GPY 561 Human Growth & Development

GPY 566 Personality Theory

GPY 562 Social & Cultural Foundations of Behavior

GPY 568 Maladaptive Behavior I

**Counseling Specialization – 6 credits**

GPY 584 Life Span Counseling

GPY 586 Career Counseling

**Field Experience – 6 credits**

GPY 601 Field Experience I

GPY 602 Field Experience II

**Selected Electives – 6 credits**

GPY 530 Marriage and Family Counseling

GPY 582 Crisis Intervention

GPY 590 Substance Abuse Counseling

GPY 592 Psychopharmacology

GPY593 Prevention Planning and Program Evaluation

## **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

### **Admission Requirements**

- Bachelors Degree in Psychology
- OR –
- Applicants with an undergraduate degree in another discipline will be required to take a series of prerequisite undergraduate psychology courses
- Completed application
- Original transcripts from all colleges and universities attended
- Personal Statement
- Interview
- Minimum cumulative GPA 2.75
- No GRE required

### **Program Requirements**

- Comply with the academic policies and procedures of Centenary College
- 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 College
- Complete the program within 7 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 demonstrated professionalism
- Demonstrate throughout the program course of study behavior consistent with the American Psychological Association Code of Ethical Principles and Code of Conduct, and the National Board for Certified Counselors Code of Ethics
- Complete a supervised counseling in a school setting

### **Course Requirements:**

#### **Guidance and Counseling – 21 credits (Required)**

GPY 501 Counseling The Profession

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

**Psychology - 6 credits**

GED 601 Nature & Needs of Individuals with Disabilities  
GPY 561 Human Growth & Development

**Sociological Foundations – minimum 6 credits**

GED 608 Family Society and Children with Special Needs  
GPY 562 Social & Cultural Foundation of Behavior

**Testing and Evaluation- minimum 3 credits**

GPY 546 Diagnostic Assessment

**Statistical and Research Methods – 6 credits**

GPY 541 Statistical Analysis  
GPY 544 Research Methods

**Field Experience – 6 credits**

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

GPY 603 School Counseling Practicum  
GPY 604 School Counseling Practicum

## **Student Assistance Coordinator (SAC) Certification - 27 Credits**

### **Purpose**

The Counseling Psychology course is a 27-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 requirements for completion of the 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, 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

### **Admission Requirements**

- Masters Degree in Counseling
- Applicants with a graduate degree in another discipline will be required to take a series of the appropriate prerequisite graduate courses.
- Completed application
- Personal Statement
- **Interview**
- Original transcripts from all colleges and universities attended
- **Minimum GPA 3.0**
- **GRE required**

### **Program Requirements**

- Comply with the academic policies and procedures of Centenary College
- 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 College
- Complete the program within 4 years from the date of initial enrollment
- Demonstrate throughout the program course of study behavior consistent with the American Psychological Association Code of Ethical Principles and Code of Conduct, and the National Board for Certified Counselors Code of Ethics.

**CENTENARY COLLEGE  
SCHOOL ASSISTANCE COORDINATOR (SAC) REQUIREMENTS  
27 CREDITS REQUIRED**

**Child and Adolescent Development – 3 credits**

GPY 561 – Human Growth and Development

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

GPY 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**

GPY 582 – Crisis Intervention

GPY 591 – Substance Abuse in the School Setting

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

GPY 590 – Substance Abuse Counseling

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

GPY 594 – Substance Abuse Counseling and the Family

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

GPY 593 – Prevention Planning and Program Evaluation

**College-supervised SAC practicum (150 hours) – 3 credits**

GPY 605 – School Assistance Coordinator Practicum

## **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 (to include C+, C, and 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.

### **Graduate Admission Procedures for Non-Matriculated Education Students**

Any student enrolling in an education graduate course, but not intending to complete an education graduate degree program at Centenary College, may take 2 courses (6 credits) at non-matriculated status. Students will be limited to education courses only designated by the prefix GED. Upon completion of 2 courses the student will not be permitted to enroll in any additional courses unless and until he/she fully matriculates into a graduate program. The student will be monitored by a graduate enrollment counselor from the point of application. The graduate admissions counselor will serve as the student's advisor for the 2 courses. After the student has registered for his/her first course, a manual registration hold will be placed on the student's record to prevent him/her from registering without the advisor. The Registrar's office will be notified of these students as well. As the student is registering for his/her second course, they will need to make a decision on whether or not they will continue taking courses at Centenary.

Should a student decide on continuing to complete a degree at Centenary, the student must meet the required 2.8 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 only information that will be required for admission is a completed application designating non-matriculated status, an official transcript from the bachelors degree granting institution and a copy of his/her teaching certification (Standard Certificate or Certificate of Eligibility with Advanced Standing). Acceptance as a non-matriculated student does not guarantee admission into a graduate degree program.

Further, non-matriculated students are not eligible for financial aid.



## Master of Arts in Education: Educational Leadership – 39 Credits

### Admission Requirements

- Completed application.
- Bachelors Degree.
- 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 Elyse Clark at extension 2162.)
- Original transcripts from all colleges and universities attended.
- Minimum cumulative undergraduate GPA 2.8.
- No GRE/GMAT required.
- Two professional or educational letters of recommendation.

### 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

- 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. (See Centenary College Catalog for further explanation.)
- Students are required to take 30 credits in Educational Leadership and 9 other elective credits.
- Please note: The NJ Department of Education now requires that individuals working towards their Principal Licensure complete 300 mandatory hours of field experience. To be sure all students accomplish this and to ensure a thorough educational experience Centenary College has built this requirement directly into the program to obtain your degree in Educational Leadership.
- 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 618 or GED 698 and another course in the same semester, he/she has to obtain a signed waiver from the appropriate graduate director.

### Educational Leadership Core Requirements (30 credits) - Traditional

Course Number	Title	Credits
GED 510	Educational Administrative Theory	3
GED 550	Seminar in Evaluation and Assessment Strategies	3
GED 619	* Students, Teachers, Social Policy, and the Law	3
GED 651	* Curriculum Development and Evaluation	3
GED 660	The Principalship	3
GED 670	Field Supervision Internship	3
GED 671	Field Supervision Internship II	3
GED 680	* Finance and Facilities	3
GED 697	Educational Research	3
GED 698	** Special Topics: Research in School and Instructional Leadership	3

### Graduate Electives (9 credits from the following)

GED 552	Development and Supervision of Special Education Programs	3
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GED 560		Seminar in Instructional Leadership	3
GED 632		Educational Technology	3
GED 637		Critical Thinking, Moral Education, and Ethics	3
GED 642		Case Studies in Supervision	3
GED 643		Conflict Resolution	3
GED 650	*	Principles and Practices of Supervision	3
GED 661		Managing Educational Change and Innovation	3
<b>Total Credits</b>			<b>39</b>

\*Required for Principal Licensure

\*\*Recommended: GED697 should be taken in the semester prior to taking GED698. The thesis proposal should be approved in GED697 and completed in GED698.

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

### **Admission Requirements**

- Completed application.
- Bachelors Degree.
- Original transcripts from all colleges and universities attended.
- Minimum cumulative undergraduate GPA 2.8.
- No GRE/GMAT required.
- 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 certificate please contact Elyse Clark at extension 2162.)

### **Purpose**

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 College 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 via the Internet, including all administration, registration, and book purchasing
- Tuition costs may be partially tax-deductible
- New Jersey Education Association (NJEA) members are entitled to a 25% reduced tuition for this program (discount programs cannot be combined).

### **Program Requirements**

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

Note: 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. (See Centenary College Catalog for further explanation.)

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 Contemporary 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

## **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 master teachers and 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.

### **Admission Requirements**

- Completed application.
- Bachelors Degree.
- Original transcripts from all colleges and universities attended.
- Minimum cumulative undergraduate GPA 2.8.
- No GRE/GMAT required.
- 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 Graduate Admissions Office.)

### **Program Goals**

- To develop master teachers and instructional leaders
- To enhance the instructional competencies and knowledge of members of the education profession
- To provide educational institutions and/or organizations with master teachers 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.
- 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. (See Centenary College Catalog for further explanation.)
- 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 618 or 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	*	Seminar in Curriculum Evaluation and Assessment Strategies
GED 560		Seminar in Instructional Leadership
GED 619		Students, Teachers, Social Policy, and the Law
GED 632		Educational Technology
GED 651	*	Curriculum Development and Evaluation
GED 680		Finance and Facilities
GED 697	**	Educational Research
GED 698	**	Special Topics: Research in Instructional Leadership

**Graduate Electives – 12 Credits**

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

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

\*\*Recommended: GED697 should be taken in the semester prior to taking GED698. The thesis proposal should be approved in GED697 and completed in GED698.

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

## **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 the Handicapped Certification

### **Admission Requirements**

- Completed application.
- Bachelors Degree.
- Original transcripts from all colleges and universities attended.
- Personal statement
- Minimum cumulative undergraduate GPA 2.8 is required for admission to the Master of Arts and Certification program.
- No GRE/GMAT required.
- 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 Elyse Clark at extension 2162.)

### **Purpose**

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 College 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 up-to-the-minute training 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**

Students are required to take core courses in Fundamentals of Special Education, Teaching Strategies, Techniques and Interactions, Psychological Aspects, Research, Evaluation and Assessment, Concentration Courses in Special Education, and the Special Education Capstone Course. 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. (See Centenary College Catalog for further explanation.)

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

GED 602		Ethical Issues
GED 607		Assessment for Instruction in Special Education
GED 615		Collaborative Practices
GED 617		Alternative Assessment Practices
GED 620	*	Inclusive Practices
GED 652		Current Issues in Special Education
GED 656		Communication and Literacy in Special Education
GED 658		Social Issues for Children with Special Needs
GED 659		Children at Crossroads: Life Issues that Affect Young Lives
GED 697		Educational Research

GED 699                      Special Topics in Special Education

**Capstone Course**

GED 618            \*\*            Seminar in Research and Application in Special Education

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

**Master in Special Education Courses:**

GED 615		Collaborative Practices
GED 617		Alternative Assessment Practices
GED 658		Social Issues for Children with Special Needs
GED 659		Children at Crossroads: Life Issues that Affect Young Lives
GED 697		Educational Research

**Capstone Course:**

GED 618            \*\*            Seminar in Research and Application in Special Education

\*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, s/he must obtain a signed waiver from the Graduate Director for Special Education.



## **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 and incorporate these courses into their course of study.

Students already holding a Master's degree, and a teaching certificate, can decide to take the following additional four courses to obtain their supervisor's licensure. Note: financial aid is not available for this program.

#### **Required Courses:**

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

### **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. Note: financial aid is not available for this program.

#### **Required Courses**

GED 601	Nature and Needs of Individuals with Disabilities
GED 604	Behavior Management
Prerequisite: completion of GED 601 or GED 601 taken concurrently	
GED 605	Characteristics of Diverse Learners
Prerequisite: completion of GED 601	
GED 606	Approaches to Instruction for Special Education
Prerequisite: completion of both GED 601 and GED 605	
GED 607	Assessment for Instruction in Special Education
Prerequisite: completion of GED 601 or special education certification	
GED 608	Family, Society, and Children with Special Needs (corresponds to the former GED628)
Prerequisite: completion of GED 601 or GED 601 taken concurrently	
GED 620	Inclusive Practices

## **Master in 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 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. Literacy teachers 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 College 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 courses delivered online and the remainder in a traditional classroom setting. If the course is blended it is listed below next to the course title.**

### **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 21st century learner.

### **Admission Requirements:**

- Completed application
- Bachelors Degree
- Teaching Certification-Please send a copy of your standard certificate or your Certificate of Eligibility with Advanced Standing with application.
- Original transcripts from all colleges and universities attended
- Personal statement
- Minimum cumulative undergraduate GPA to enter the Master of Education Reading/Reading Specialist Certification program is 2.8.
- Two professional or educational letters of recommendation
- Students must achieve a grade of "B" or higher in each course. Students who do not achieve a "B" or higher in each course will be dropped from the program. (Please refer to the Centenary Course Catalog for more details.)

### **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 please contact Professor Frances Congdon at (908)852-1400 ext. 2249 for clarification as to how to progress towards earning your degree.

### **Program Requirements:**

- 45 hours of mandatory field experience while in course GED 644 Supervised Practicum in Reading

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)

\*GED 639 Diagnosis and Correction of Reading and Writing Difficulties I: Diagnosis (Blended)

\*GED 640 Diagnosis and Correction of Reading and Writing Difficulties II: Correction

\*GED 644 Supervised Practicum in Reading (Final Course)

GED 624 Teachers as Change Agents and Educational Researchers- Literacy (Online)

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

GPY 561 Human Growth and Development

GED 623 Assessment and Evaluation: Relevant Instructional Design Models (Online)

GED 646 Children's Literature for the Graduate Student

GED 649 Literacy in Secondary Education

GED 650 Principles and Practices of Supervision

GED 654 Special Topics in Literacy

GED 656 Communications and Literacy in Special Education

GED 697 Educational Research

**Additional Graduate Education Electives: (6 Credits) Additional Courses: 6 additional graduate credits- (prior approval needed by Professor Frances Congdon)**

## **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

### **Beneficial to**

- Healthcare, Hospital, Counseling Services
- Police Middle & Upper Level Managers
- Municipal, County, State, and Federal Government Managers
- Private Sector Managers
- All interested in developing quality leadership and management skills

### **Law Enforcement Benefits**

- 30% Tuition Discount for Sworn Law Enforcement Personnel (discount programs cannot be combined)
- Up to six graduate credits may be transferred into this program for appropriate educational programs, i.e., NJ CPM, FBI NA, and West Point Leadership Program.

### **Admission Requirements**

- Completed Application
- Bachelors Degree in Social Sciences or Related Fields (e.g., Criminal Justice, Health Services, Psychology, or Sociology)
- Original transcripts from all colleges and universities attended
- Minimum 2.5 required
- No GRE/GMAT required
- A 500 word essay on your reasons and thoughts as to taking this degree program
- All applicants to be reviewed by the Director of the 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**

GLP 603          Organizational Behavior

GLP 64          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.

## GRADUATE PROGRAMS COURSE DESCRIPTIONS

### GRADUATE BUSINESS (MBA)

#### **GAC 515 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 500 Leadership**

**3 Credits**

This course explores the catalytic function of leadership in the 21<sup>st</sup> 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 504 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. Prerequisite: MBA Core

#### **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 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**

This course focuses on understanding the global environment in terms of interrelated geopolitical, legal, cultural, economic, and competitive issues. A team project is required. Prerequisite: MBA Core

#### **GBA 603 Organizational Theory**

**3 Credits**

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. Prerequisite: MBA Core

#### **GBA 609 Quantitative Analysis**

**3 Credits**

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. Prerequisite: MBA Core

**GBA 690 Seminar: Business Strategy and Policy**  
**Capstone Course**

**3 Credits**

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 will be emphasized. Prerequisite: MBA Core and six courses in the concentration

**GFN 610 Financial Management**

**3 Credits**

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. Prerequisite: MBA Core

**GMK 540 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 decision facing marketing 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.

**GMK 660 Problems in Marketing**

**3 Credits**

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.

**GRADUATE EDUCATION (MA OR MEd)**

**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 New Jersey Core Curriculum Content Standards 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 The 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)

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)

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 617 Alternative Assessment Practices****3 Credits**

Prerequisite: GED601 or Special Education Certification

This course examines the role of authentic assessment in the education of the individual with special needs. Students become familiar with current research on this topic and then create, administer, and evaluate alternative assessments.

**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, NJCCCS and other important standards of learning.

### **GED 624 Teachers as Change Agents**

**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: A Prologue to Educational Practice 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 New Jersey Core Curriculum Content Standards 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/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. You will explore ideas, issues, and practices in an inquiry-based classroom. As a result of this course, you 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**

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 New Jersey Core Curriculum Content Standards 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 Secondary Education**

**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 P-12 New Jersey Core Curriculum Content Standards, 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 P-12 New Jersey Core Curriculum Content Standards, 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 New Jersey Core Curriculum Content Standards. Alternative assessment and early childhood readiness assessment is also examined.

**GED 654 Special Topics in Literacy****3 credits**

This course addresses contemporary issues in literacy. It is designed to be taught in an interactive workshop format. This course emphasizes learning, application and performance assessment. This course will explore new and innovative approaches to Literacy Instruction using a research based approach.

**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 New Jersey Core Curriculum Content Standards, 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 New Jersey Core Curriculum Content Standards 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 New Jersey Core Curriculum Content Standards and the New Jersey Professional Standards for School Leaders.

**GED 670 Field Supervision Internship I****6 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 2.8 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 New Jersey Core Curriculum Content Standards 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 New Jersey Core Curriculum Content Standards 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**

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.

**GRADUATE LEADERSHIP AND PUBLIC ADMINISTRATION (MA)****GLP 510 Introduction to Leadership****3 Credits**

This course introduces the student 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 Resolutions****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 and 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.

**GRADUATE PSYCHOLOGY (MA)****GPY 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.

**GPY 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.

**GPY 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.

**GPY 506 Counseling: Theory and Practice II****3 Credits**

Prerequisite: GPY 501 and GPY 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.

**GPY 510 Clinical Interviewing****3 Credits**

Prerequisite: GPY 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.

**GPY 520 Group Dynamics I****3 Credits**

The student will be introduced 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.

**GPY 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.

**GPY 530 Marriage and Family Counseling**

**3 Credits**

The student will be introduced 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.

**GPY 541 Statistical Analysis**

**3 Credits**

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

**GPY 544 Research Methods in Counseling**

**3 Credits**

Prerequisite: GPY 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.

**GPY 546 Diagnostic Assessment**

**3 Credits**

Prerequisite: GPY 566

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.

**GPY 561 Human Growth and Development**

**3 Credits**

This course is designed to introduce the student to the principal 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.

**GPY 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.

**GPY 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.

**GPY 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.

**GPY 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.

**GPY 582 Crisis Intervention****3 Credits**

Prerequisites: GPY 505 and GPY 506

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.

**GPY 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.

**GPY 586 Career Counseling****3 Credits**

Prerequisites: GPY 505 and GPY 506

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.

**GPY 590 Substance Abuse Counseling****3 Credits**

Prerequisites: GPY 505 and GPY 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.

**GPY 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.

**GPY 592 Psychopharmacology****3 Credits**

Prerequisite: GPY 505 and GPY 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.

**GPY 593 Prevention Planning and Program Evaluation****3 Credits**

This course introduces the student to the process of prevention planning and the evaluation of programs and interventions designed to achieve a pre-planned purpose. Topics will include prevention planning in both the K-12 school system and community, program goal and objective identification, process and outcome evaluation design, data analysis, and reporting of results.

**GPY 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.

**GPY 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.

**GPY 602 Field Experience II****3 Credits**

Prerequisite: GPY 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 GPY 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.

**GPY 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.

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

Prerequisite: GPY 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 GPY 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.

**GPY 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.

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Academic Support Center/Advising	Harris & Betts Smith Learning Center	2353
Admissions Office	Seay Building	2217, 2220
Alumni Office	Seay Building	2250
Athletics	Reeves Student Center, Floor 1	2297
Book Store	Seay Building	2319
Business Office	Seay Building	2245
Centenary Adult & Professional Studies	Parsippany	1-973-257-5190
Career Center	Seay Building	2388
Centenary Performing Arts Guild	Lackland Center	2203, 2348
Chaplain	Seay Building	2234
Chartwells Food Service	Lackland Center	2205, 2339
College Relations	Seay Building	2335
Community Service	Ferry Building	2123, 2127
Computer Center	Seay Building	2362
Counseling Services	Seay Administration Building Floor 3, Room 304	2125, 2128
Disabilities Services Office	Harris & Betts Smith Learning Center	2168
Education Department Secretary	Brotherton Hall	2269
Educational Opportunity Fund Program	Harris & Betts Smith Learning Center	2307, 2153
Equestrian Center	Califon	1-908-832-7010
Faculty Administrative Assistant	Brotherton Hall	2228
Financial Aid Office	Seay Building	2350, 2207
Graduate Enrollment	Seay Building	2073
Health Office	Seay Building	2206
Human Resources	Seay Building	2364
International Student Services	Smith Hall	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	2213
Residence Life	Seay Building	2291
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
WNTI Radio Station	Lackland Center	1-908-979-4355
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