

SCHOOL OF EDUCATION

Mission

Georgian Court University's School of Education is a values-driven graduate and undergraduate learning community that inspires intentional excellence and prepares caring, competent, and qualified educators for service in P–12 schools as teachers, educational service providers, and administrators.

Our academic programs integrate theory and best practice. They provide educators the knowledge and skill base to enable all P–12 students to achieve academic and personal goals according to their potential and to live, work, and succeed in an ever-changing and increasingly diverse, global, and technology-mediated society.

Our scholarship, service, and collaborative efforts seek to improve teaching and learning.

Revised and adopted August 21, 2007.

Faculty Commitments

The faculty of the School of Education

- recognize that each student has the capacity for significant personal and professional growth
- accept responsibility to nurture students' desires and abilities to become exemplary and leading practitioners in the field of education
- appreciate the multicultural dimensions of an ever-changing society and a celebration of its diversity
- Appreciate, understand and value community partnerships for professional development and service
- Implement a theory-into-practice framework through technology-enriched, field-based experiences
- Engage in the scholarship of discovery, integration, application, and teaching within an environment that encourages creativity, leadership, and diversity
- Are committed to continuous School of Education improvement and faculty development

Graduate Certificate & Degree Programs

Georgian Court's School of Education offers graduate certificate and master's degree programs including:

- Pre-service teacher preparation in early childhood, elementary, English as a second language and subject-specific education;
- In-service teacher development in bilingual education, early childhood education, English as a second language, and teachers of students with disabilities;
- Educational services as a reading specialist and school counselor;
- School administration and leadership for supervisors, directors of special services, principals, superintendents, and school business administrators; and
- Autism and instructional technology.

Most programs lead to eligibility for certification in New Jersey. Some programs are offered on accelerated schedules.

Georgian Court's education programs are designed to equip aspiring educators with everything they need to be caring, competent and

qualified in the area of their specialization. Our programs integrate four key components:

- Acquiring and applying content knowledge;
- Focusing on the learner and learning environment;
- Using effective instructional practices; and
- Developing as a professional.

The programs are similarly structured. In the introductory courses, candidates gain a theoretical and philosophical foundation for the program's content and competencies and refine candidates' technology and learning skills. Next, the programs concentrate on developing professional knowledge and skills and provide opportunities to apply theory to practice. These two components must be successfully completed before candidates are ready for their final program segment in which they integrate theory and professional skills in intensive and extensive clinical practice, practicum or an internship or in a thesis based on an applied research project.

Inclusive Design for Professional Education

Preparing candidates to teach or work effectively with "all students," is a common element of schools of education mission statements. At Georgian Court University, we take this statement seriously. We believe that all students have a right to a quality education; that all students are capable of learning, and that all students learn best in classrooms that reflect the social, ethnic, racial, religious, and ability dimensions represented in our society. As a result, all of GCU's pre-service teacher education programs integrate the knowledge and skills needed for teaching in general education and special education and lead to eligibility for general education instructional certificates (e.g., Early Childhood [P–3] Teacher; Elementary [K–6] Teacher; English as a Second Language Teacher; Teacher of Subject-Specific Content Area) and an endorsement as a Teacher of Students with Disabilities (TOSD). This dual certification also gives GCU graduates flexibility in accepting teaching positions: They meet the "highly qualified" criteria to teach in general education, inclusive classrooms, and in special education settings. Other graduate programs—Reading and Literacy Specialization, School Counselor, Autism Spectrum Disorders—focus on developing a specialization that enables the educator to provide an educational service or work in a particular area of special need. Programs in school administration prepare leaders for general, inclusive, and special education settings to meet the needs of all students.

The programs in instruction and educational services are guided by the New Jersey Professional Standards for Teachers (NJPST) and the Interstate Teacher Assessment and Support Consortium (InTASC) standards; the programs in administration and leadership are guided by the New Jersey Professional Standards for School Leaders (NJPSL). By the time students have completed their programs, candidates are able to present evidence that they have achieved all standards.

Criterion for certification eligibility is achieving a passing score on the Praxis II tests, the state's mandated certification tests in the disciplines reflected in the certification.

Graduate Program Transfer Students

Candidates accepted into a School of Education graduate program may transfer up to 6 graduate credits from another regionally accredited four-year college or university if the courses directly align with courses in the Georgian Court program and have not been used to qualify for another

degree. Candidates transferring from one GCU School of Education graduate program to another may transfer up to 9 credits providing the courses fulfill the requirements of the new program. Regardless of the number of prior completed graduate courses, including those completed during a previously conferred Georgian Court University master's degree, a new GCU SOE master's degree program plan sought by a student with an existing master's degree from an accredited college or university must contain a minimum of 30 additional new program credits. In addition, NJDOE course certification requirements may increase the required 30-credit minimum of SOE GCU degree coursework for any NJDOE certification accompanying the new SOE master's degree. In all cases, courses transferred must have been completed within six years of the anticipated graduation/completion date. Decisions regarding course content, alignment, and suitability for transfer are made by the program director, department chair, or SOE dean.

Academic Advising

Academic advising is provided by designated program faculty members. Graduate students are expected to be familiar with program, school and university policies and procedures included in the catalog and consult with their program advisors on specific issues and to plan their course schedules.

Prerequisite Credits from Two-Year & Four-Year Colleges

Pre-service teacher education candidates may need to complete one or more prerequisite courses in order to meet state certification and/or program admission standards for general education or for a content area major or concentration. Generally, these courses may be completed at the undergraduate level at Georgian Court, or at an accredited two-year or four-year college. Consultation with a Teacher Education advisor is strongly recommended to assure courses completed at other institutions will fulfill program requirements.

Programs

- Educational Services & Advanced Studies Certificate & Master's Degree Programs (<http://catalog.georgian.edu/graduate/school-education/educational-services-advanced-studies-certificate-masters-degree-programs/>)
- Teaching, M.A.T. (<http://catalog.georgian.edu/graduate/school-education/master-arts-teaching-ma/>)

Courses Education (EDC)

EDC5001 Philo & Psych Found of Incl Ed (3.0 Credits)

Study important philosophical theories in education and their impact, as well as the nature and needs of individuals and families at all developmental levels throughout life. Explore the diversity of school communities and the professional, ethical, philosophical, legal, and learning frameworks and perspectives related to quality education for all students. Develop reflection skills and learn to relate these frameworks and perspectives to students, curricula, and the New Jersey Professional Standards for Teachers and School Leaders. Part of the graduate degree core.

EDC5002 Diversity in Inclusive Education (3.0 Credits)

This course provides students with a deeper understanding of diversity in the school, particularly in inclusive classrooms. Students review current research and theoretical frameworks and investigate the influence of culture, ethnicity, gender, religion, age, and disability on student learning and consider theoretical and practical approaches to the education of diverse learners, including children with disabilities and those with limited English proficiency. Students learn to create instructional activities that assist diverse learners in the achievement of the New Jersey Student Learning Standards (NJSLS). The course emphasizes understanding the educational implications of diversity and creating caring, respectful learning environments in the inclusive classroom setting.

EDC5005 Learning Theory & Practice (3.0 Credits)

This course presents an overview of theory and research related to learning. Conditioning, social cognitive, cognitive information processing, and constructivist views are explored. Issues in assessment and problems related to learning are examined in relation to types of strategies useful in responding to them. The relationship between cognitive deficits and learning is addressed. Methods to identify individual student differences in learning, motivation, and behavior related to teaching and assessment are researched. The role of classroom climate, rewards and incentives on learning are discussed.

EDC5010 Curr Leadership for the Incl Sch (3.0 Credits)

This course focuses on curriculum design, development, and evaluation for P–12 education. The emphasis is on student learning outcomes, the New Jersey Student Learning Standards (NJSLS), 21st-century learning and teaching, as well as professional development and best practice in curriculum design and delivery. Students engage in personal and professional reflection on student diversity as it relates to instructional needs and curriculum and as framed by national and New Jersey Professional Standards for Teachers and Administrators and develop responsive instructional plans.

EDC5013 Curr Lead & Mang for Diverse & Incl Sch (3.0 Credits)

This course focuses on advancing students' knowledge and skills in curriculum planning and focuses on the roles and responsibilities of the development, management, supervision, evaluation, and improvement of curriculum programs. Emphasis is placed on how school leaders can facilitate and support curriculum improvement for student learning, equity, and social justice by employing research-based practices that have been proven to be effective in closing the achievement gap for students of varied ability, income, and ethnicity. Explore the processes of curriculum alignment, revision, delivery, monitoring and evaluation required for managing and supervising a standards-based, 21st-century, culturally responsive curriculum that meets the needs of P–12 general education students as well as diverse and exceptional learners. The second curriculum course for candidates in the Administration and Leadership program.

Prerequisite(s): EDC5010.

EDC5014 Methods of Res for Leaders in Incl Sch (3.0 Credits)

This course focuses on the various techniques and strategies of educational research. Emphasis is placed on understanding and interpreting research and the formulation of problems and/or topics for developing individual projects as part of an applied thesis or action research. Students engage in reflection on research as it relates to the needs of diverse students, curriculum planning and implementation, and state and national standards.

EDC5021 Second Language Acquisition (3.0 Credits)

This course familiarizes candidates with theories and current research on second language acquisition including the interactions between first and second languages and levels of communicative competence in second language learners. Also studied is the analysis of all forms of language variation across speech communities within a culture, differences between first and second language learning, and how they affect language acquisition and cross-cultural communication in second language education. The implications of language attitudes for curriculum planning and classroom procedures are also discussed.

EDC5022 Teaching ESL Through Content (3.0 Credits)

This course connects theories in Second Language Acquisition (SLA) with the practice of building language and content knowledge for English learners (ELs). Candidates will become familiar with instructional and evaluative techniques for teaching language skills and content areas to ELs, including the roles of heritage language, technology, and collaboration in teaching and learning. Engaging ELs in content areas at all grade levels, as well as appropriate assessments, is a major focus of this course.

EDC5023 Hist & Culture of Multilingual Learners (3.0 Credits)

This foundational course guides candidates in developing knowledge, skills, and dispositions for teaching learners from diverse linguistic and cultural backgrounds. Topics include cultural and linguistic diversity in American schools and culturally responsive pedagogy. Candidates also explore the relationships between language, culture, society, school achievement, and the implications for teaching and learning English and content. Candidates also consider the history of legislation regarding various types of second language programs in the United States, multilingual learners' cognitive and communication styles, psychological and social factors that facilitate self-image, and psycholinguistic processes that affect the ways in which learners develop language and literacy skills. By examining a variety of examples in these areas, candidates develop commitment and competence related to the New Jersey Professional Standards for Teachers (NJPST) as they apply to multilingual learners.

EDC5024 Second Language Education Curriculum (3.0 Credits)

This course provides students with an overview of the areas of ESL and bilingual/bicultural education as it situates and prepares them for advanced courses in a graduate degree of the language education program. The course examines contemporary issues in second language education as they apply to curriculum planning and development. Various models, methods, and approaches to the development, implementation, and evaluation of ESL and bilingual programs as well as the relationship between curriculum designs and legislations in second language education are discussed. Students develop competency in the application of the theoretical foundations of second language learning and teaching. They will gain experience in developing their own curricula by analyzing ESL and bilingual programs. The integration of the assessment and national and state standards in curriculum design is also discussed.

EDC5026 Phonology & Structure of American Eng (3.0 Credits)

This course examines the phonology, morphology, syntax, semantics, stylistics, discourse, and pragmatics of American English as it applies to learning English as a second language. A detailed analysis of the phonological and grammatical structures of American English is discussed with the special focus on the basic techniques for analyzing linguistic structures. The practical application of linguistic knowledge to the teaching of a second language to English learners is also discussed.

EDC5027 Literacy for Multilingual Learners (3.0 Credits)

This course emphasizes the acquisition of English reading, writing, and speaking skills by multilingual learners. Candidates review scholarship, language acquisition theories, and transferability of literacy skills from the first language to the second language. Candidates explore literacy acquisition of students who are preliterate in their first/dominant language or who have interrupted education (SLIFE). Candidates examine the process of English language learners' acquisition of literacy skills as part of their language acquisition. Students also implement research-based strategies for assessment, instruction, and remediation of literacy skills based on the national and state standards. Finally, students explore technology-enhanced instruction and the importance of multilingual literacy.

EDC5030 Educ Students w/Disab in LRE (3.0 Credits)

This course addresses the philosophical, historical, and legal foundations of special education. Current research on the characteristics, nature, and causes of various disabilities that impact students' achievement is studied as well as theories of intelligence, cognitive development, and cultural diversity.

EDC5031 Curr Plan Accom & Mod Students w/Disab (3.0 Credits)

In this course, candidates will study curriculum planning, appropriate learning environments, modification options, instructional materials, and the use of assistive technology to aid students with disabilities to achieve curriculum goals. Candidates will apply the skills acquired during this course to work with colleagues within the school district to design Individualized Education Programs (IEPs) that meet the needs of students with special needs in the general education classroom. Current practices for consultation and collaboration as well as instructional strategies will be addressed. This course requires 15 hours of clinical practice with students with disabilities.

EDC5032 Comm Serv for Stdts at-Risk & w/ Except (3.0 Credits)

This course will review available school, community, county, and state resources for families to assist the academic, social, emotional, and career development of individuals at risk and with exceptional needs. Candidates examine their role as student advocates in the coordination of available school, community, county, and state resources for students and families and in IEP planning for students with special needs. Coordination and delivery of intervention and referral service in a school setting, including multidisciplinary intervention teams will be reviewed. In addition, an overview of special education law, 504 plans, the New Jersey Administrative Code, general and special education programs, the function of the child study team, and components of the IEP that may provide for necessary support services, is provided. For students in the TOSD program, this course requires 15 hours of clinical experience with students who are at-risk and students with exceptionalities.

EDC5033 Psych & Neuro Basis of Learning (3.0 Credits)

Examine human physiology and neuro-anatomy and the impact of disease, disability, and/or damage to these systems on student achievement of the New Jersey Student Learning Standards (NJSLS). Explore metabolic, infectious, and hereditary disorders that impact academic achievement and appropriate medical, psychological, and educational interventions. Study differentiated brain function, including the areas of the brain related to learning and other functions.

EDC5034 Understanding Learning Disabilities (3.0 Credits)

This course provides an historical perspective of dyslexia and other learning disabilities, as well as current definitions, identification practices, and prevalence. Candidates study Response to Intervention (RTI), research-based literacy instruction for students with dyslexia and other learning disabilities, including reading, writing, literature, listening, speaking, grammar, handwriting, spelling, and print and non-print media. Emphasis is placed on designing individualized instruction based on students' assessed performance, skill needs, and abilities. Candidates apply the skills acquired during the course to work with colleagues within the school district to design Individualized Education Programs (IEPs) that meet the needs of the students with special needs in the general education classroom. This course requires 10 hours of clinical experience with students with learning disabilities.

EDC5037 Psych & Ed Assess of Studnts w/ Disabl (3.0 Credits)

Psychological and educational assessments are necessary components in the identification and planning process for children with disabilities. Review the use of clinical interviews, observations, work samples, portfolio assessments, teacher conferences, and parent conferences as contributing factors in the classification, placement, and progress review of special needs children. Study the work of Salvia and Ysseldyke, including the psychometric properties underlying assessment, psychological assessment procedures, formal and informal educational assessment methods, and functional assessment. Examine basic statistical concepts, standardized test scores, standardized test administration procedures and test limitations with emphasis on accurate test interpretation. Study test accommodations as well as alternative assessment and participate in demonstrations of evaluation materials to learn to critique assessment materials.

EDC5038 Psychology of the Exceptional Child (3.0 Credits)

Examine typical and exceptional human growth and development, behavior, and learning; the influences of heredity and environment on normal and abnormal behavior; and developmental disabilities. Analyze commonalities and differences among the disabled, development of strategies designed to contribute to optimal growth and development building positive self-esteem and developing realistic growth expectancies throughout the lifespan. Explore the cognitive, physical, social, and emotional characteristics of individuals with disabilities, and the nature and special common needs of individuals with disabilities and their families. Review current research on effective strategies to facilitate learning and ameliorate inappropriate behavior. Consider ethics and the rights of parents and children with disabilities in New Jersey as well as historic perspectives on treatment including classification of special needs children, special supports for individuals with disabilities, and least restrictive environment placements within inclusive classrooms. Review special education regulations including the most recent revisions to New Jersey Administrative Code, Title 6A, Chapter 14 regarding procedural safeguards, special services, programs, placements, and the provision of supports and related service. Emphasis on the rights of special needs children and their parents.

EDC5040 Counseling Diverse Populations (3.0 Credits)

This course is designed to prepare future school counselors to counsel the diverse populations they will work with in a school setting. In this course, students will study cultural competence within counseling related to race, ethnicity, culture, and other sociodemographic variables and will review and integrate the most recent research on gender, LGBTQ issues, and the dynamics of microaggressions in school settings.

EDC5101 School Law (3.0 Credits)

This course will consider the impact of school law on the administration of schools and student learning. Examine the manner in which state and federal courts, through case law, balance the rights of individuals with those of the schools. Investigate the rights of schools, teachers, students, school counselors, student assistance coordinator, parents, and the general public regarding education in 21st-century public schools. Emphasis on the law pertaining to public education as prescribed by the New Jersey Administrative Code Title 18: A, state courts, commissioner's decisions, and local school board policies and administrative procedures required for compliance.

EDC5102 Superv of Instr in the Incl School (3.0 Credits)

Study supervisory theory, models, and principles of effective instruction, curriculum and instructional leadership for inclusive schools. Emphasis on the relationship between effective supervision and student learning outcomes and the basis for staff professional development. Practice personal and professional reflection as it relates to instruction and as framed by national standards and the New Jersey Professional Standards for School Leaders. Demonstrate the values, ethics, and commitment embodied in these standards.

EDC5110 Ethics & Foundations of Incl & SpEd (3.0 Credits)

This course introduces candidates to the teaching profession, including the elements of instruction, in the general, inclusive, and special education models. The historical, philosophical, and social foundations education are explored. Sociological foundations will emphasize cultural diversity awareness, with attention to the inclusive perspective. Legal foundations will include the legal and ethical constructs of American inclusive education. Candidates will complete training in harassment, intimidation, and bullying. A context for learning, as well as an introduction to the lesson plan, will be introduced to the teacher candidate in both course classroom and field setting. Concurrent with the course content, candidates will be introduced to an ethics framework that emphasizes problem solving, thinking skills, and communication.

EDC5113 Instr Dsgn & Techn Intgr Incl ELL (3.0 Credits)

This course is designed to help candidates apply, analyze, and evaluate the principles of instructional design and constructed models toward the development of instruction based on learning theory, curricular frameworks, project planning, content expertise, and technology tools to architect effective experiences for today's learners. The development of lessons for diverse learners is addressed using the Universal Design for Learning (UDL) framework for effective teaching that involves providing students with multiple means of engagement, representation, and expression. Developmentally appropriate techniques and principles of culturally responsive teaching are reviewed and practiced.

EDC5115 Instr Dsgn & Techn Intgr Incl EIEd (3.0 Credits)

This course is designed to help candidates apply, analyze, and evaluate the principles of instructional design and constructed models toward the development of instruction based on learning theory, curricular frameworks, project planning, content expertise, and technology tools to architect effective experiences for today's learners. The development of lessons for diverse learners is addressed using the Universal Design for Learning (UDL) framework for effective teaching that involves providing students with multiple means of engagement, representation, and expression. Developmentally appropriate techniques and principles of culturally responsive teaching are reviewed and practiced.

EDC5120 Instr Dsgn & Techn Intgr Incl SecEd (3.0 Credits)

This course is designed to help candidates apply, analyze, and evaluate the principles of instructional design and constructed models toward the development of instruction based on learning theory, curricular frameworks, project planning, content expertise, and technology tools to architect effective experiences for today's learners. The development of lessons for diverse learners is addressed using the Universal Design for Learning (UDL) framework for effective teaching that involves providing students with multiple means of engagement, representation, and expression. Developmentally appropriate techniques and principles of culturally responsive teaching are reviewed and practiced.

EDC5158 Instr Technology for Incl Education (3.0 Credits)

This course enables and encourages use of 21st-century technology tools as a conduit to developing student-centered teaching and learning. Candidates will develop and showcase the outcome of their insights by generating original digital products using 21st-century technology tools (e.g., information and communication technologies to create audio, video, and multimedia products). Other technology tools that assist with processes of inquiry, problem-solving, collaborating, and decision-making that comprise the hallmark of a learner-centered classroom will be addressed. Research-based use of technology tools to approach content subjects and meet the needs of diverse K–12 students will be highlighted. New Jersey Student Learning Standards (NJSLs) form the heart of this course. New Jersey Professional Standards for Teachers (NJPST) and Council for Exceptional Children (CEC) standards for instructional planning and strategies, addressing special needs, creating effective and respectful learning environments, developing effective techniques for communicating, and professional and ethical responsibilities are considered.

EDC5201 Nature of the Reading Process (3.0 Credits)

In this course, candidates will explore the history of literacy-related research and practice. Additionally, they will analyze facets of reading and writing processes as well as the developmental, linguistic, and cultural factors that impact reading development. Basic concepts associated with multisensory literacy instruction are reviewed and explained. Candidates will develop lesson plans that clearly reflect reading strategies and assessment measures and materials. Candidates will also research current topics in literacy.

EDC5202 Multicultural Literature for Children (3.0 Credits)

Evaluate age-appropriate, multi-genre, multi-cultural, print and non-print literature for K–12 readers. Review web-based resources on literature for children and youth and determine age-appropriate use of the Internet. Learn best practices for incorporating literature in education and develop plans that meet needs and instructional objectives. Consider ways that literature provides representation for diverse learners and view it through a culturally responsive lens.

EDC5203 Engaging Diverse Lrnrs in Rdg & Wtg (3.0 Credits)

Candidates examine effective reading and writing strategies to learn how to engage learners with diverse needs. Candidates analyze different techniques to support and empower learners actively in literacy practices through a culturally responsive lens and in an age-relevant way. Connections of literacy across the content areas are also discussed.

EDC5204 Articulation Superv & Eval of Read Prog (3.0 Credits)

Prepare to assume the role of literacy leader in a district/school. Evaluate the activities and actions needed for working with students, parents, teachers, and school administrators in developing, implementing, and assessing an effective literacy program. Consider leading literacy perspectives as background for developing a district/ school literacy vision statement, including the position statements of the International Reading Association related to the role of the reading specialist as a literacy leader and a resource to other educators, parents, and the community. Study the role of the reading specialist as a professional and literacy advocate, and consider topics such as leadership qualities; professional associations; self and peer evaluation; and grant writing. Prerequisite(s): EDC5201.

EDC5206 Educational Assessment (3.0 Credits)

This course investigates the use of assessment data to inform instruction and meet the needs of diverse learners. Basic issues in measurement are examined including formal and informal assessment, technical issues (bias, reliability, and validity), strengths and limitations, test interpretation, and test accommodations. Techniques for analyzing and graphing whole class and individual student performance, including strengths and weaknesses, are reviewed. Suggestions for providing students with feedback to assist in understanding and guiding further learning are emphasized. Response to Intervention, Functional Behavior Assessment and Positive Behavior Supports are thoroughly reviewed. Prerequisite(s): ECE5201, EDC5113, EDC5115, or EDC5120.

EDC5207 Numeracy in Incl EI & SpEd (3.0 Credits)

This course focuses on elementary mathematics instruction and the New Jersey Student Learning Standards (NJSLs) in mathematics. The course uses contemporary research in student motivation, cognition, and comprehension of mathematical processes to inform strategies for differentiated instruction. Technology as an interface for instruction in mathematics will be included. Candidates will create instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities.

Prerequisite(s): EDC5999 and EDC5110.

EDC5208 Sci & Tech in Incl EEd & SpEd (3.0 Credits)

This course focuses on a holistic approach to elementary science instruction, through a consideration of the Next Generation Science Standards, design thinking and problem solving. The course uses contemporary research in student motivation, and cognition of scientific processes to inform strategies for differentiated instruction. Candidates will create integrated instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities.

Prerequisite(s): EDC5207.

EDC5210 Instr in ELA & Lit I in Incl & SpEd (3.0 Credits)

This course develops teacher candidates' understanding of the integral relationship of children's cognitive, linguistic, and cultural development in the acquisition of the English/language arts of reading, writing, listening, speaking, viewing, and representing. Candidates will learn to use assessment data and students' individual and group strengths and needs as guides for creating developmentally appropriate and evidence-based literacy instruction for literary and informational texts. Candidates will also learn strategies for advancing the literacy skills of students with specific learning disabilities including dyslexia, students who are eligible for special education, students who struggle with age-appropriate literacy skills, and students with diverse linguistic and cultural backgrounds.

EDC5211 Instr Lit II & Soc St in Incl El & SpEd (3.0 Credits)

This is the second part of a two-part course sequence that builds on the foundational knowledge gained in EDC5210 Instruction in English/Language Arts and Literacy in Inclusive Elementary and Special Education. Candidates will develop interdisciplinary activities demonstrating their knowledge of the New Jersey Student Learning Standards (NJSLS) in social studies and English/language arts and pedagogy to build effective and culturally responsive instruction for K–6 / P–3 students. Instructional planning and accommodation/modification of instruction and assessment to meet students' diverse needs are addressed. Instructional strategies based on learning theory in the social studies and English/language arts including children's literature will be highlighted.

Prerequisite(s): EDC5115 and EDC5210.

EDC5215 Instr in Literacy in Sec Incl & SpEd (3.0 Credits)

This course focuses on the critical role the English/language arts play in teaching, learning, thinking, and communicating across all subjects. Teacher candidates learn to assess and monitor students' language skills and use data to plan and adapt instruction. Candidates practice developing instructional activities, grounded in research, that support the achievement of the New Jersey Student Learning Standards in English/Language Arts for Grades 5–12, including strategies to support students' success with complex text in literature, social studies, math, science, and other subjects. Candidates also learn to differentiate instructional activities to meet the needs of students with disabilities, linguistic and/or cultural diversity, giftedness, or other academic need. Students also learn to evaluate instructional materials for typical, struggling, and advanced readers.

EDC5220 Instruc Lit Incl Sec Ed II (3.0 Credits)

This is the second part of a two-part course in literacy. It builds on the knowledge gained in part 1. Candidates review current research, theory, assessment techniques, teaching strategies, and the use of technology which will enable them to work with learners experiencing difficulties in the basic literacy skills of reading and writing. It includes effective literacy integration strategies for specific content subjects to support students' achievement of the NJ Core Curriculum Content Standards and/or Common Core Standards (CCSS). EDC5220 incorporates theoretical and practical approaches for teaching and assessing diverse learners, including children with disabilities and those with limited English proficiency, and highlights the importance of collaborative learning communities that welcome diversity.

Prerequisite(s): EDC5110, EDC5158, EDC5120, EDC5215.

EDC5225 Math Sci Instruction Inclusive Ed (3.0 Credits)

This course focuses on elementary science and mathematics instruction and the NJCCC standards for science and mathematics and the Common Core Standards (CCSS) in mathematics. The course uses contemporary research in student motivation, multiple intelligences, cognition, and comprehension of mathematical and scientific processes (e.g., the work of Midgett, Trafton and Stephen Bloom in math instruction, Dunn and C. Hunter in science instruction) to inform strategies for differentiated instruction. Candidates will create instructional activities with adaptations for diverse learners and practice modifying instruction and materials for students with disabilities.

Prerequisite(s): EDC5110, EDC5158, and either EDC5115 or EDC5235.

EDC5229 Sec Subj Instr Inc & SpEd HPE (3.0 Credits)

This advanced course builds on the foundational knowledge gained in ED3120/EDC5120. Candidates apply learned concepts and skills to the domains in the teaching process: planning, instruction, and assessment of learning with a focus on the specific content fields of health and physical education in general and special education settings. Candidates plan instruction aligned with New Jersey Student Learning Standards (NJSLS), employ appropriate learning theories, develop questioning skills, and create engaging learning experiences for all learners. Candidates use technology tools, build traditional and performance assessment instruments, and modify instruction and assessment for students with diverse and special needs.

Prerequisite(s): EDC5120 and EDC5215.

EDC5230 Secondary Subj Instruc Incl Ed (3.0 Credits)

This course introduces the secondary teacher education candidate to the study of standardized and functional assessment, curriculum planning, learning environments, modifications for students with disabilities, and theories of learning and their application to the teaching process in an inclusive setting in the Middle and High school. Focus is on the integration of curriculum areas with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the secondary school. Bruner's model of discovery learning and Bandura's theory concerning people's conceptions about themselves and the nature of things are covered. Students also learn to create instructional opportunities that assist diverse learners in the achievement of the NJCCCS and/or Common Core Standards (CCSS) and increase their commitment to the development of learning communities that respect individual differences and to engage in productive, ongoing work with family members.

Prerequisite(s): EDC5158, EDC5110, EDC5120.

EDC5231 Sec Subj Instr Incl & SpEd Lang Arts (3.0 Credits)

This advanced course builds on the foundational knowledge gained in ED3120/EDC5120. Candidates apply learned concepts and skills to the domains in the teaching process: planning, instruction, and assessment of learning with a focus on the specific content fields of language arts in general and special education settings. Candidates plan instruction aligned with New Jersey Student Learning Standards (NJSLS), employ appropriate learning theories, develop questioning skills, and create engaging learning experiences for all learners. Candidates use technology tools, build traditional and performance assessment instruments, and modify instruction and assessment for students with diverse and special needs.

Prerequisite(s): EDC5120 and EDC5215.

EDC5232 Sec Subj Instr Incl & SpEd Science (3.0 Credits)

This advanced course builds on the foundational knowledge gained in ED3120/EDC5120. Candidates apply learned concepts and skills to the domains in the teaching process: planning, instruction, and assessment of learning with a focus on the specific content fields of science in general and special education settings. Candidates plan instruction aligned with New Jersey Student Learning Standards (NJSLS), employ appropriate learning theories, develop questioning skills, and create engaging learning experiences for all learners. Candidates use technology tools, build traditional and performance assessment instruments, and modify instruction and assessment for students with diverse and special needs.

Prerequisite(s): EDC5120 and EDC5215.

EDC5233 Sec Subj Instr Incl & SpEd World Lang (3.0 Credits)

This advanced course builds on the foundational knowledge gained in ED3120/EDC5120. Candidates apply learned concepts and skills to the domains in the teaching process: planning, instruction, and assessment of learning with a focus on the specific content fields of world languages in general and special education settings. Candidates plan instruction aligned with New Jersey Student Learning Standards (NJSLS), employ appropriate learning theories, develop questioning skills, and create engaging learning experiences for all learners. Candidates use technology tools, build traditional and performance assessment instruments, and modify instruction and assessment for students with diverse and special needs.

Prerequisite(s): EDC5120 and EDC5215.

EDC5234 Sec Subj Instr Incl & SpEd Math (3.0 Credits)

This advanced course builds on the foundational knowledge gained in ED3120/EDC5120. Candidates apply learned concepts and skills to the domains in the teaching process: planning, instruction, and assessment of learning with a focus on the specific content fields of mathematics in general and special education settings. Candidates plan instruction aligned with New Jersey Student Learning Standards (NJSLS), employ appropriate learning theories, develop questioning skills, and create engaging learning experiences for all learners. Candidates use technology tools, build traditional and performance assessment instruments, and modify instruction and assessment for students with diverse and special needs.

Prerequisite(s): EDC5120 and EDC5215.

EDC5236 Sec Subj Instr Incl & SpEd Art (3.0 Credits)

This advanced course builds on the foundational knowledge gained in ED3120/EDC5120. Candidates apply learned concepts and skills to the domains in the teaching process: planning, instruction, and assessment of learning with a focus on the specific content fields of art in general and special education settings. Candidates plan instruction aligned with New Jersey Student Learning Standards (NJSLS), employ appropriate learning theories, develop questioning skills, and create engaging learning experiences for all learners. Candidates use technology tools, build traditional and performance assessment instruments, and modify instruction and assessment for students with diverse and special needs.

Prerequisite(s): EDC5120 and EDC5215.

EDC5237 Sec Subj Instr Incl & SpEd Bus (3.0 Credits)

This advanced course builds on the foundational knowledge gained in ED3120/EDC5120. Candidates apply learned concepts and skills to the domains in the teaching process: planning, instruction, and assessment of learning with a focus on the specific content fields of business in general and special education settings. Candidates plan instruction aligned with New Jersey Student Learning Standards (NJSLS), employ appropriate learning theories, develop questioning skills, and create engaging learning experiences for all learners. Candidates use technology tools, build traditional and performance assessment instruments, and modify instruction and assessment for students with diverse and special needs.

Prerequisite(s): EDC5120 and EDC5215.

EDC5238 Sec Subj Instr Incl & SpEd Soc St (3.0 Credits)

This advanced course builds on the foundational knowledge gained in ED3120/EDC5120. Candidates apply learned concepts and skills to the domains in the teaching process: planning, instruction, and assessment of learning with a focus on the specific content fields of social studies in general and special education settings. Candidates plan instruction aligned with New Jersey Student Learning Standards (NJSLS), employ appropriate learning theories, develop questioning skills, and create engaging learning experiences for all learners. Candidates use technology tools, build traditional and performance assessment instruments, and modify instruction and assessment for students with diverse and special needs.

Prerequisite(s): EDC5120 and EDC5215.

EDC5301 Nature & Needs Indivs w/Aut&PervasDevDis (3.0 Credits)

This course is an overview of Autism Spectrum Disorders including differential diagnosis of Autism, Asperger Syndrome, Rett Syndrome, Childhood Disintegrated Disorder, and Pervasive Developmental Disorder Not Otherwise Specified. Characteristics of individuals as manifesting in different degrees of autism from early childhood through adolescence will be examined. Theories of etiology, development, behavior, neurological issues, theoretical perspectives, and implications for family impact will be reviewed and explored.

EDC5302 Strategies Teach Students w/Aut & DevDis (3.0 Credits)

Curriculum development and research validated methods of instructing students with autism and developmental disabilities from early childhood through adolescence across ability levels will be reviewed. An overview of applied behavior analysis (ABA), its development, and application to autism spectrum disorders including discrete trial, pivotal response, verbal behavior, natural environment teaching, incidental teaching, and use of functional analysis to develop behavior intervention plans will be presented. Application of basic principles of ABA to the classroom, including reinforcement, prompting, chaining, shaping, fading, stimulus control, generalization, and maintenance will be examined. Focus will also include review of additional educational approaches to teaching students with autism and developmental disabilities, and the need for selecting research-based treatments. An introduction to collaborative partnerships with families, school personnel, and community services will be included. This course requires a minimum of 10 hours of clinical experience with students with autism spectrum disorders.

EDC5303 Soc Communic Intervent Students w/ASD (3.0 Credits)

Typical and atypical language development with a focus on behavioral, biological, cognitive, and perceptual bases of language will be discussed. The use of augmentative communication devices (high- and low-tech) and sign language with individuals with autism will be explored. Approaches for addressing social communication needs of students throughout the range of autism spectrum disorders will be included.

EDC5304 Assess & Curr Inter for Autism Spec Dis (3.0 Credits)

An overview of assessment tools commonly used with students with autism spectrum disorders including observational methods, rating scales, standardized tests, developmental curricula and other child study team assessment approaches; application of functional assessment techniques in the development of Individual Education Plans (IEPs) and daily instruction will be reviewed. Progress monitoring techniques, including the New Jersey Alternate Proficiency Assessment, will also be reviewed.

EDC5305 Intervent & Supports Level 1 Char ASD (3.0 Credits)

Behaviors, learning traits, and assessment of children and adolescents with Level 1 characteristics of autism spectrum disorders (ASD) are reviewed. Comparison of Level 1 and Level 2 symptoms of ASD will be examined. Interventions and supports with emphasis on increasing pragmatic and social skills will be explored, and application of these strategies in a variety of settings, including the inclusive environment, will be stressed.

EDC5330 Instr Techn in Incl & SpEd Lang Arts (3.0 Credits)

This fundamental course prepares candidates to facilitate student learning of language arts concepts and skills in technology-rich, inclusive environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards in language arts for a diverse population. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the classroom. Candidates explore contemporary topics related to educational media and technology trends in language arts. Prerequisite(s): EDC5120 and EDC5215.

EDC5331 Instr Techn in Incl & SpEd Science (3.0 Credits)

This fundamental course prepares candidates to facilitate student learning of science concepts and skills in technology-rich, inclusive environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards in science for a diverse population. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the classroom. Candidates explore contemporary topics related to educational media and technology trends in science. Prerequisite(s): EDC5120 and EDC5215.

EDC5332 Instr Techn in Incl & SpEd World Lang (3.0 Credits)

This fundamental course prepares candidates to facilitate student learning of world languages concepts and skills in technology-rich, inclusive environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards in world languages for a diverse population. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the classroom. Candidates explore contemporary topics related to educational media and technology trends in world languages. Prerequisite(s): EDC5120 and EDC5215.

EDC5333 Instr Techn in Incl & SpEd Math (3.0 Credits)

This fundamental course prepares candidates to facilitate student learning of mathematics concepts and skills in technology-rich, inclusive environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards in mathematics for a diverse population. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the classroom. Candidates explore contemporary topics related to educational media and technology trends in mathematics. Prerequisite(s): EDC5120 and EDC5215.

EDC5334 Instr Techn in Incl & SpEd Soc St (3.0 Credits)

This fundamental course prepares candidates to facilitate student learning of social studies concepts and skills in technology-rich, inclusive environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards in social studies for a diverse population. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in classroom. Candidates explore contemporary topics related to educational media and technology trends in social studies. Prerequisite(s): EDC5120 and EDC5215.

EDC5335 Instr Techn in Incl & SpEd Art (3.0 Credits)

This fundamental course prepares candidates to facilitate student learning of art concepts and skills in technology-rich, inclusive environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards in art for a diverse population. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the classroom. Candidates explore contemporary topics related to educational media and technology trends in art. Prerequisite(s): EDC5120 and EDC5215.

EDC5336 Instr Techn in Incl & SpEd Business (3.0 Credits)

This fundamental course prepares candidates to facilitate student learning of business concepts and skills in technology-rich, inclusive environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards in business for a diverse population. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the classroom. Candidates explore contemporary topics related to educational media and technology trends in business. Prerequisite(s): EDC5120 and EDC5215.

EDC5337 Instr Techn in Incl & SpEd Health & PE (3.0 Credits)

This fundamental course prepares candidates to facilitate student learning of health and physical education concepts and skills in technology-rich, inclusive environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards in health and physical education for a diverse population. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the classroom. Candidates will explore contemporary topics related to educational media and technology trends in health and physical education. Prerequisite(s): EDC5120 and EDC5215.

EDC5402 Accom Mod & Asst Techn for SWD (3.0 Credits)

In this course, candidates will study curriculum planning, accommodations and modifications, and assistive technology for students with disabilities in inclusive and special education settings. The development of lessons for learners with special needs is extended using Tomlinson's Differentiated Instruction framework for effective teaching by providing students with a variety of pathways to learning in terms of content, process, product, and learning environment. Candidates will learn how to choose appropriate instructional materials and design individual educational programs that meet the needs of students with disabilities. The continuum of services and least restrictive environment will be examined.

EDC5403 Evi-Based Prac for Inst Stdnts w/ Autism (3.0 Credits)

This course focuses on examining the behavioral and clinical features of autism spectrum disorders (ASD) and how to instruct students with ASD using evidence-based practices. Characteristics of ASD as manifesting in different degrees from early childhood through adolescence and methods of instructing students with ASD from early childhood through adolescence across ability levels will be reviewed. Course content will encompass both behavioral and socio-emotional approaches including the application of the basic principles of applied behavior analysis (ABA) and verbal behavior for instructing students with ASD. Clinical practice (10 hours) in special education is required.

EDC5501 Collaborative Tools in Education (3.0 Credits)

This course leverages digital tools to support cultural and instructional shifts necessary to succeed in college, career, and life. Through assigned readings and class assignments, students will develop fluency with digital tools and apply new skills to create instruction that align to curriculum standards. Students will have the opportunity to practice and create content with the most current collaborative digital tools that support cultural shifts for today's learning environments.

EDC5502 Multimedia Design for Learning (3.0 Credits)

This course provides important theoretical foundations for developing multimedia for learning. The basic principles of multimedia learning are outlined and students apply these principles when developing content using different multimedia content creation software programs. This course develops a multimedia perspective, involving the convergence of text, graphics, audio, and video which requires critical thinking, information literacy, and communication proficiency in the consideration of how new media challenge traditional ways of learning and communicating.

EDC5503 Web Design & Publishing (3.0 Credits)

Since researcher Tim Berners-Lee developed the Web in the 1980s, the number of websites and people conducting web searches has exploded making the web a compelling place where rich instructional content can be found. This course introduces students to the tools used to connect classrooms by engaging in website development and publishing. Students will interface with a popular content management system to develop skills in creating content, blogging, embedding multimedia and images, linking to social media outlets and RSS feeds, creating polls/surveys, and coding (HTML and CSS). Other topics include writing for today's multi-tasking audience, diversity and accessibility considerations, and media connections as well as important social and ethical issues associated with online publishing.

EDC5504 Social Media for Active Participation (3.0 Credits)

This course introduces students to the contexts and forms of social media. What are social media, who uses them, who gains from them, and how are they transforming the media landscape and the way we inhabit the world? Students will become familiar with a range of social media tools, analyze and discuss their uses and implications, and create content for what media scholar Henry Jenkins calls the "participatory culture." Students will have the opportunity to explore both theory and practice of social media through writing assignments, applied tasks, and a course project.

EDC5505 Computer Programing for STEM Education (3.0 Credits)

This course identifies and explains the steps in the software engineering design process for STEM education. Using a common graphical programming language (i.e. Scratch, Tynker, Move the Turtle), students identify the problem, develop possible solutions, select the best possible solution(s), code prototypes and/or models, test and evaluate, communicate the solutions, and redesign. Throughout the process, students will learn basic programming concepts. In addition, students learn concepts of variables, functions, repetition/loops, basic data structures, and basic object-oriented programming. Students apply computer programming in the area of science, technology, engineering, and math.

EDC5601 Cognitive Science & Instr Technology (3.0 Credits)

This course is to (1) provide a general foundation of cognitive science, (2) establish the logical links between cognitive science and instructional technology, and (3) discuss the theory and research underlying applications of cognitively based technology for teaching and learning. This course first reviews the foundations and assumptions of cognitive science, human memory and learning with instructional technology. It then studies theories of multimedia learning, including Dual Coding Theory, Cognitive Load Theory, and the Cognitive Theory of Multimedia Learning and discusses how these theories can inform the instructional design of technology-based learning environments. Based on these theoretical concepts, this course reviews and discusses existing instructional software and develops criteria for their evaluation. As a course project, students will design technology-based instruction that is grounded in cognitive theory. This includes a design document and a written discussion of the educational and psychological theories informing the design of the project, as well as the implementation of a proof of concept (prototype).

EDC5602 Video Games & Play in Learning (3.0 Credits)

This course develops a foundational understanding for the history of educational video games and the factors that shaped the development of certain genres. Readings and class discussion focus on identifying theories of learning, motivation, and play and describing how they relate to the educational potential of video games. Emphasis is placed on the analysis and evaluation of commercial and educational video games paying attention to the role of narrative-centered learning in the design.

EDC5701 Learning Science & Instr Technology (3.0 Credits)

This course focuses on the social and cultural issues of learning as they relate to individual and group cognition in the context of media-rich technology learning environments. This course explores how educational technologies are often designed from particular theoretical approaches that are linked to the work of leading educational research communities. It not only studies the often hidden connection between the research community members and the technologies they affect, but also how these theories play upon each other in the invention of new paradigms for learning with technologies. In short, this course delves deeply into self-regulated learning, scaffolding, apprenticeship, distributed cognition, computer supported collaborative learning, knowledge building communities, the learning sciences, perspectivity, and identity formation as they relate to the creation of successful and equitable learning environments for diverse populations of learners. Students keep up with regular annotations, prepare a Design Document, and create Design Prototype to demonstrate their understanding of the course materials. Prerequisite(s): EDC5601 and EDC5602.

EDC5702 Design Games & Simulations for Learning (3.0 Credits)

This course examines games and simulations (both analog and digital) as learning technologies through readings, discussion, play, design, and research. Readings and class discussions focus on identifying design factors for effective educational games and simulations that are based on research and learning theory. Emphasis is placed on play as a critical factor for selecting and designing appropriate games and simulations based on analysis of instructional needs.

Prerequisite(s): EDC5601 and EDC5602.

EDC5999 Field Experience in Special Education (1.0 Credits)

This field course in the teacher education program provides teacher candidates with their first experience in a classroom setting with students with special needs. Candidates are required to complete 50 hours of clinical field experience focused on specific areas of special education services. Additionally, candidates will assist and support students, as directed by the hosting teacher, as well as take observation notes.

EDC6001 Instructional Technology Capstone (3.0 Credits)

In this course, candidates for the Master of Arts degree develop their final project, a requirement for this degree. The purpose of this course is to provide students an opportunity to integrate their academic studies in the program and bring their learning to bear on a single project of personal and professional interest in a very concentrated way. Using culminated knowledge and skills from the program, students pursue topics of their interest in the form of integrative educational media development. Projects demonstrate mastery of instructional design tools and concepts in the form of original creative or scholarly work. Students will demonstrate/teach in lab and classroom settings involving computers and the prototype that the student developed in the course.

Prerequisite(s): EDC5501, EDC5502, EDC5503, EDC5504, EDC5505, EDC5601, EDC5602, EDC5701, EDC5702.

EDC6084 Reading Specialist Practicum (3.0 Credits)

Apply the knowledge, skills, dispositions, assessment practices, collaboration, conferencing, and intervention techniques studied during the preceding nine courses in this capstone course for reading specialist candidates. Demonstrate mastery of these skills in a clinical setting, under observation by faculty and work with students who are experiencing difficulties in reading or writing. Students may be classified, non-classified, or English Language Learners. To qualify for Reading Practicum, candidates must have successfully completed all previous required courses.

EDC6090 Internship in Admin & Leadership I (3.0 Credits)

Apply leadership and management knowledge and skills learned in the Master of Arts in Administration and Leadership program to the practice of educational administration in this two-part capstone experience. Prepare a reflective written, culminating report and a portfolio describing the internship experience. The report, portfolio, and preparation process are described in the program's Guidelines for the Internship. Candidates are guided through the internship by assigned university professors and by local school district administrators and supervisors. Course is aligned with the Interstate School Leaders Licensure Consortium Standards and the New Jersey Standards for school Leaders.

Prerequisite(s): EDC5010, EDC5013, EDC5102, and EDC6401.

EDC6091 Internship in Admin & Leadership II (3.0 Credits)

Apply leadership and management knowledge and skills learned in the Master of Arts in Administration and Leadership program to the practice of educational administration in this two-part capstone experience. Prepare a reflective written, culminating report and a portfolio describing the internship experience. The report, portfolio, and preparation process are described in the program's Guidelines for the Internship. Candidates are guided through the internship by assigned university professors and by local school district administrators and supervisors. Course is aligned with the Interstate School Leaders Licensure Consortium Standards and the New Jersey Standards for school Leaders.

Prerequisite(s): EDC6090

EDC6092 School Counseling Internship I (3.0 Credits)

Work under the direct supervision of a certified, experienced on-site school counselor and develop knowledge, skills, and expertise through practice in applying counseling theory in the following areas: academic, personal-social, and career development; transition services; collaboration with families, professionals, and community partners; and program development, implementation and evaluation. Interns meet with a GCU faculty mentor throughout the experience and develop a portfolio demonstrating their competencies. A 300-hour capstone experience in the graduate School Counselor program.

EDC6093 School Counseling Internship II (3.0 Credits)

Work under the direct supervision of a certified, experienced on-site school counselor and develop knowledge, skills, and expertise through practice in applying counseling theory in the following areas: academic, personal-social, and career development; transition services; collaboration with families, professionals, and community partners; and program development, implementation and evaluation. Interns meet with a GCU faculty mentor throughout the experience and develop a portfolio demonstrating their competencies. A 300-hour capstone experience in the graduate School Counselor program.

EDC6094 School Chief Admin Internship III (3.0 Credits)

Building on the 300-hour internship experience required for principal certification, the student will complete a 150-hour internship under the guidance of a qualified Georgian Court University professor and an administrator currently serving in a role requiring school administrator certification. The focus of the internship will be on district-level operations, school budget and finances, curriculum development, NJQSAC, board of education relationships, funded programs, school law, ethics, and senior executive leadership. The student will complete an Internship III report/journal documenting internship experiences and required hours. The course is aligned with the New Jersey Professional Standards for School Leaders and the GCU Mercy core values.

Prerequisite(s): Eligibility for certification as a principal in New Jersey.

EDC6095 Project Applied Thesis I (3.0 Credits)

The Project Applied Thesis is the capstone experience for several of the graduate degrees in education. During two consecutive semesters, candidates develop a scholarly, written applied thesis under the direction of a faculty advisor. The research project enables candidates to extend their knowledge in an area of practice, focus on an issue related to supporting student learning outcomes, apply theory and best practice, and reflect on the outcomes of their efforts.

EDC6099 Project Applied Thesis II (3.0 Credits)

The Project Applied Thesis is the capstone experience for several of the graduate degrees in education. During two consecutive semesters, candidates develop a scholarly, written applied thesis under the direction of a faculty advisor. The research project enables candidates to extend their knowledge in an area of practice, focus on an issue related to supporting student learning outcomes, apply theory and best practice, and reflect on the outcomes of their efforts.

EDC6101 Organizational Leader Theo in Incl Sch (3.0 Credits)

Examine the evolution of educational administration theory including the development of philosophical thought from the classical to the contemporary focus on student performance and organizational goal attainment required of school leaders in the 21st century. Evaluate the model of schools as open, social, and complex learning organizations and develop a useful model for understanding schools and leadership and for guiding administrative action. Explore the theoretical relationship between individual leadership style, school culture and climate, the success of the individual, student achievement, and effectiveness of the organization. Emphasis on motivation, decision-making, and communications.

EDC6102 Organizational Leader Prac in Incl Sch (3.0 Credits)

Build on the view of schools as open social systems in this second organizational leadership course for candidates in the administration and leadership program. Explore this useful model for understanding schools as complex learning organizations and for guiding the actions of school leaders. Emphasis on the need for stability in an organization and for routine management tasks and functions required of school administrators. Evaluate core administrative functions including strategic planning, organizing, and staffing are considered within the social systems model for 21st-century learning institutions. Examine best practices and sound educational research that lead to achievement for all students and learn strategies to create a culture of high expectations for organizational success. Application exercises are provided through case study vignettes.

EDC6103 Data-Based Strat for Decision-Making (3.0 Credits)

Evaluate the methods, techniques, and available technology necessary to effectively collect, analyze, interpret, and use data for decision-making by educational leaders. Emphasis on the skills and knowledge needed to use data to plan, implement, and evaluate school initiatives that improve student learning. Review the appropriate uses of various kinds of data, including student achievement, teacher assessment data, school surveys, and school budgets and reports to inform decision-making about priorities for action. Examine the planning and development information resources as well as creation of effective learning environments.

EDC6104 Financial Management (3.0 Credits)

Explore theories and practices of financial management, government accounting principles, and in general, how accounting methods impact decision-making. Become familiar with related legal, equity and adequacy issues; school district budgeting; public financial support; funding resources, maintenance of school facilities, and staffing. Emphasis on the connection between financial issues and student learning.

EDC6201 Assess & Diagnosis of Read Abilities (3.0 Credits)

This pre-practicum course includes intensive study of techniques for assessing and diagnosing challenges in emergent or struggling readers and writers. Candidates will explore the development of emergent reading and writing skills in young children, including ways to support fine motor skills, language production, and movement through the beginning phases of writing. Candidates will research and practice different ways to assess literacy skills and analyze the data to inform instruction. These activities will aid in identifying specific reading challenges such as gaps in foundational knowledge or dyslexia.

EDC6202 Rsrch-Based Techniq Correct Rding Chall (3.0 Credits)

This two-part pre-practicum course includes intensive study of specific techniques for assessing, interpreting, and diagnosing problem areas in reading/writing as well as the design, alignment and implementation of instructional intervention, corrective processes, and programs to assist non-reading and struggling readers. Demonstrate intervention recommendations for parents/caregivers and school instructional personnel through the research, analysis, and writing of literacy case studies, one of which should be on either an ESL or LEP student. Prerequisite(s): EDC5201.

EDC6203 Introduction to Wilson Reading System (1.0 Credits)

This 16.5-hour course provides participants with an overview of the Wilson Reading System (WRS) and serves as the prerequisite for WRS Level I Certification Training. Candidates examine the intensive intervention reading instruction necessary for students in grade two and above with persistent and significant phonological-coding deficits. Candidates learn about dyslexia and reading acquisition, appropriate student identification and placement, key components and principles of instruction, including the factors necessary for a high-quality program implementation. How to teach phonology, morphology, and orthography in an integrated, explicit, systematic, and multisensory way is demonstrated and practiced during the course. Required WRS materials must be purchased by candidate.

EDC6204 Wilson Reading System Part 1 (3.0 Credits)

This course is the first half of a two-course sequence that presents in detail the multisensory structured language (MSL) instruction that is required for teaching students beyond grade two with significant word-level deficits who are unresponsive to previous instruction. The Wilson Reading System (WRS) Intensive Instruction for the Non-Responsive Reader course provides practical application of reading research. Prerequisite(s): EDC6203 or permission from instructor

EDC6205 Wilson Reading System Part 2 (3.0 Credits)

This course is the second half of a two-course sequence that presents in detail the multisensory structured language (MSL) instruction that is required for teaching students beyond grade two with significant word-level deficits who are unresponsive to previous instruction. The Wilson Reading System (WRS) Intensive Instruction for the Non-Responsive Reader course provides practical application of reading research. Prerequisite(s): EDC6203 and EDC6204, or permission from instructor.

EDC6206 Wilson Reading System Practicum A (1.5 Credits)

This course is one part of a two-course requirement for field work using Wilson Reading System protocol. It is designed to run concurrently as candidates complete the two-course sequence (EDC6204 & EDC6205) that presents in detail the multisensory structured language (MSL) instruction that is required for teaching students beyond grade two with significant word-level deficits who are unresponsive to previous instruction. The Wilson Reading System (WRS) Practicum A requires 35 hours of tutoring a student using WRS protocol during this course.

EDC6207 Wilson Reading System Practicum B (1.5 Credits)

This course is one part of a two-course requirement for field work using Wilson Reading System protocol. It is designed to run concurrently as candidates complete the two-course sequence (EDC6204 & EDC6205) that presents in detail the multisensory structured language (MSL) instruction that is required for teaching students beyond grade two with significant word-level deficits who are unresponsive to previous instruction. The Wilson Reading System (WRS) Practicum B requires 35 hours of tutoring a student using WRS protocol during this course.

EDC6210 Coll Plan w/ Family School & Comm ESL (3.0 Credits)

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during their clinical experience in an inclusive classroom. The clinical practice serves as a bridge from theory to professional practice. It provides candidates with the opportunity to develop skills necessary to collaborate with families, educators, multi-disciplinary teams and community partners in IEP and transition planning. Co-teaching and a variety of instructional strategies for students with special needs will be included. Candidates will complete 175 hours of clinical practice in this course.

EDC6214 Coll Plan w/ Family School & Comm EIEd (3.0 Credits)

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during their clinical experience in an inclusive classroom. The clinical practice serves as a bridge from theory to professional practice. It provides candidates with the opportunity to develop skills necessary to collaborate with families, educators, multi-disciplinary teams and community partners in IEP and transition planning. Co-teaching and a variety of instructional strategies for students with special needs will be included. Candidates will complete 175 hours of clinical practice in this course.

EDC6215 Coll Plan w/ Family School & Comm SecEd (3.0 Credits)

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during their clinical experience in an inclusive classroom. The clinical practice serves as a bridge from theory to professional practice. It provides candidates with the opportunity to develop skills necessary to collaborate with families, educators, multi-disciplinary teams and community partners in IEP and transition planning. Co-teaching and a variety of instructional strategies for students with special needs will be included. Candidates will complete 175 hours of clinical practice in this course.

EDC6299 ESL Clinical Practice (9.0 Credits)

Clinical Practice is the capstone course in teacher education. During clinical practice, clinical interns demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional knowledge and attributes. Clinical practice is full time (15 weeks) in an inclusive setting and required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with clinical practice, candidates attend weekly seminar meetings. Candidates develop a performance portfolio that demonstrates that they meet the New Jersey Professional Standards for Teachers (NJPST) and that their teaching is guided by the TESOL/CAEP Standards for P-12 Teacher Education Programs.

Prerequisite(s): EDC6210.

EDC6300 Refl Prac in ESL & SpEd (3.0 Credits)

Concurrent with clinical practice, this course provides students with the opportunity to reflect on their teaching experience to develop the meaning of teaching in a school setting. Candidates will be introduced to reflective practice developed by Donald Schon, an approach to teaching that enables novice teachers as emerging professionals to understand how to use their knowledge in practical situations and how to combine action and learning to elicit expected outcomes. The conceptual basis for the course are the works of Donald Schon, Chris Argyris, John Dewey, and Kenneth Zeichner, among others. Candidates develop a performance portfolio that addresses the New Jersey Professional Standards for Teachers (NJPST), guided by TESOL/CAEP Standards for P-12 Teacher Education Programs. Offered at Lakewood campus only. Prerequisite(s): EDC6210.

EDC6301 Foundations of School Counseling (3.0 Credits)

Analyze the school counseling profession through the study of its history, philosophy, roles, current trends, and ethical foundations. Review the broad responsibilities of the school counselor with today's diverse school populations as they relate to such activities as individual and group counseling, large group guidance, career development planning, crisis intervention, intervention and referral services committee involvement, 504 plan development, consultation with child study teams, and referrals to outside agencies. Emphasis on developing sound collaborative skills for service with students, staff, and families. Consider issues such as confidentiality and the legal requirement of reporting suspected abuse or neglect and become familiar with the work of current researchers. Complete a 100-hour school counseling practicum supervised by a site-based school counselor.

EDC6302 Theory & Procedures of Counseling (3.0 Credits)

Evaluate a variety of major counseling perspectives including the person-centered approach of Rogers; the existential approach supported by contributors like May and Yalom; the cognitive-behavioral perspective with contributions by Beck, Ellis, and Glasser; and the behavior modification approach of Skinner, Bandura, and Wolpe. Review Freud's psychoanalytic approach, Perls' Gestalt psychotherapy, and Adlerian Therapy and study the complexities involved in group and family treatments. Includes a sampling of videotaped counseling presentations by skilled practitioners. Sensitivity to diversity issues and ethical concerns are covered. Become familiar with the Diagnostic and Statistical Manual of Mental Disorders—routinely used by non-education professionals—and develop an understanding of how this diagnostic approach overlaps with the education classification system used by school districts.

EDC6303 Counseling & Interview Techniques (3.0 Credits)

Prepare to personally integrate, in pragmatic and useful ways, important theoretical concepts covered in EDC6302. Practice reflective listening skills—supported in Rogers person-centered approach to counseling—as well as more directive interventions based in Adlerian and cognitive behavioral theories, such as the use of social interest activities and attitude questioning strategies. Employ audio and video recordings of practice in simulated counseling situations to self-evaluate these experiences. With the assistance of the professor, improve personal counseling philosophies and consider important risk factors for school aged students and intervention suggestions for the school counselor.

EDC6304 Career Counseling & Development (3.0 Credits)

Study the effects of globalization on the world of work and study current research in career development. Emphasis on Holland's personality types and work environments perspective—a theoretical framework routinely represented in a number of interest inventory result reports. Practice test interpretation skills, especially as they relate to understanding the relationships between abilities and interests. Use the Occupational Outlook Handbook and other relevant sources of career information to explore useful information (educational requirements, salary ranges, etc.) regarding specific occupations.

Prerequisite(s): EDC6301.

EDC6305 School Counseling Seminar I (3.0 Credits)

Develop an understanding of and commitment to the American School Counselor Association's ethical standards. Review and assess the application of counseling skills covered in earlier coursework as these skills relate to the varied tasks of today's school counselor. Requires 150 hours of supervised relevant school counseling experiences. Meet on a regular basis with a GCU mentor to reflect on and improve school-based experiences.

Prerequisite(s): EDC6301, EDC6302.

EDC6306 School Counseling Seminar II (3.0 Credits)

Refine counseling skills in the school setting by completing 150 hours of supervised experiences. Demonstrate continued adherence to ethical standards through skilled work with individuals, groups, and families using knowledge of assessment, collaboration, and practical counseling skills covered in previous courses. Demonstrate technological competency by using school-based student data management systems and school communication systems.

Prerequisite(s): EDC6305.

EDC6401 Superv & Leadership of Instr & Learning (3.0 Credits)

Review the strategies, problems, and trends in instructional supervision, including an analysis of the function of the supervisor/principal/school administrator in improving instruction and learning in an organization. Building on the foundation in supervision presented in EDC5102, research the use of technology to interact with school leaders as well as for the organization and reporting of data related to school supervision. Examine the practical application of supervisory tasks in the areas of instructional supervision, curriculum development, and organizational staff development, including consideration of ethical and legal obligations of the school leader. Explore non-classroom supervision related to personnel, who support the educational mission of the school and thereby influence learning outcomes. Develop supervisory approaches based on mandates and best practices. The second supervision course for candidates in the administration and leadership program.

Prerequisite(s): EDC5102.

EDC6404 Elementary Education Clinical Practice (9.0 Credits)

Clinical Practice is the capstone course in teacher education. During clinical practice, clinical interns demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional knowledge and attributes. Clinical practice is full time (15 weeks) in an inclusive setting and required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with clinical practice, candidates attend weekly seminar meetings. Candidates develop a performance portfolio that demonstrates that they meet the New Jersey Professional Standards for Teachers (NJPT) and that their teaching is guided by the New Jersey Student Learning Standards (NJSLS).

Prerequisite(s): EDC6214.

EDC6405 Refl Prac in EEd & SpEd (3.0 Credits)

Concurrent with clinical practice, this course provides students with the opportunity to reflect on their teaching experience to develop the meaning of teaching in a school setting. Candidates will be introduced to reflective practice developed by Donald Schon, an approach to teaching that enables novice teachers as emerging professionals to understand how to use their knowledge in practical situations and how to combine action and learning to elicit expected outcomes. The conceptual basis for the course are the works of Donald Schon, Chris Argyris, John Dewey, and Kenneth Zeichner, among others. Candidates develop a performance portfolio that addresses the New Jersey Professional Standards for Teachers, guided by the New Jersey Student Learning Standards (NJSLS). Offered at Lakewood campus only.

Prerequisite(s): EDC6214.

EDC6406 Secondary Education Clinical Practice (9.0 Credits)

Clinical Practice is the capstone course in teacher education. During clinical practice, clinical interns demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional knowledge and attributes. Clinical practice is full time (15 weeks) in an inclusive setting and required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with clinical practice, candidates attend weekly seminar meetings. Candidates develop a performance portfolio that demonstrates that they meet the New Jersey Professional Standards for Teachers (NJPT) and that their teaching is guided by the New Jersey Student Learning Standards (NJSLS).

Prerequisite(s): EDC6215.

EDC6407 Reflective Practice in SecEd & SpED (3.0 Credits)

Concurrent with clinical practice, this course provides students with the opportunity to reflect on their teaching experience to develop the meaning of teaching in a school setting. Candidates will be introduced to reflective practice developed by Donald Schon, an approach to teaching that enables novice teachers as emerging professionals to understand how to use their knowledge in practical situations and how to combine action and learning to elicit expected outcomes. The conceptual basis for the course are the works of Donald Schon, Chris Argyris, John Dewey, and Kenneth Zeichner, among others. Candidates develop a performance portfolio that addresses the New Jersey Professional Standards for Teachers (NJPT), guided by the New Jersey Student Learning Standards (NJSLS). Offered at Lakewood campus only.

Prerequisite(s): EDC6215.

EDC7001 Diagnosis & Assess of Lrn Problems (3.0 Credits)

This course provides a study of the nature and cause of learning problems. Primary focus is placed on formulating an evaluation plan for educational assessment, administering and interpreting technically sound and culturally responsive standardized instruments. Students will develop findings in written reports of assessments. The use of functional assessment procedures, including Response to Intervention model, are used to determine educational levels, underlying deficits and learning style are also explored. Methods of diagnosis based on evidence available from each child study team member and reporting diagnostic findings are discussed.

Prerequisite(s): EDC5037.

EDC7002 Remediating & Accom Lrn Disabilities (3.0 Credits)

This course provides advanced training in interpretation of evaluation data for identification of and planning for students with learning problems. Focus is on analysis of diagnostic batteries to make decisions regarding eligibility and instructional planning; including accommodating students in inclusive settings is presented. Legal issues related to the responsibilities of the Child Study Team including the requirements of a free appropriate public education, least restrictive environment, the determination of eligibility and the development of Individual Educational Plans. Through the use of case studies, candidates will apply the skills of diagnosis to make recommendations for corrective techniques through IEP development.

Prerequisite(s): EDC7001.

EDC7003 Data Based Interv in the Collab Class (3.0 Credits)

This course focuses on the relationship between authentic, classroom based assessment and remediation of basic skills for children with learning difficulties and diverse learning needs, in the general education classroom. Students will investigate a variety of assessments and instructional techniques to determine and implement appropriate research based accommodations and modifications, for the students with learning differences. Research based corrective methods, materials as related to remediating basic skills, the requirements of the CCSS and the school and classroom environment are studied. Theoretical models of collaboration, along with practical strategies needed for profitable classroom and program collaboration, are discussed.

EDC7801 Practicum in Learning Disabilities (3.0 Credits)

This culminating course in the LDTC certification program provides the candidate with a 100-hour supervised field experience in applying the theoretical and practical concepts of learning disorders to assessment and program planning. During the practicum candidates will have the opportunity to function as the LDTC on a Child Study Team under the mentorship of a certified Learning Consultant. Candidates will apply the knowledge, skills and values garnered throughout their studies to assist in the diagnostic process from referral through program planning. Emphasis will be placed on planning for the education of students with disabilities in the New Jersey Core Curriculum Content Standards in the least restrictive environment through collaboration between general and special educators and through the provision of accommodations and modifications. Discussion and presentations relevant to the field of diagnostics, special education law and collaborative theories will be incorporated into class discussions.

Prerequisite(s): EDC5005, EDC5038, EDC5037, EDC5033, EDC7003, EDC7001, EDC7002.

Early Childhood Education (ECE)**ECE5101 Growth Dev & Learning in Incl ECE & SpEd (3.0 Credits)**

This course builds on major theories and themes from human development and educational psychology. Students study the cognitive, linguistic, social, emotional, and physical development of the individual child in early childhood from three to eight years of age. Learn to value and nurture each child while using research-based best practices to create an inclusive preschool climate that respects and celebrates diversity and fosters equity for all children, including those with limited language proficiency and those identified as having special needs. Contemporary research on multiple intelligences, learning styles, brain function and development, appropriate models of classroom management, and the role of discovery and play in early learning is studied for implications for curriculum and instructional practices in inclusive settings.

ECE5102 Incl ECE Curriculum & Assessment (3.0 Credits)

This course introduces candidates to the teaching profession and to general, inclusive, and special education models for early childhood education. Candidates will consider teachers' roles and ethical practice standards and will begin to articulate personal views from the vantage of an early childhood educator. The course also focuses on the importance of developmentally appropriate practices in curriculum and assessment for P-3 students and introduces constructivist, interdisciplinary, and universal design approaches for developing curricula based on the New Jersey Preschool Early Learning Standards and the New Jersey Core Content Curriculum. Issues related to the use of play and discovery, classroom design, guiding individual and group behavior, creating safe and supportive classroom environments, sources for curriculum resources, the use of structures and scheduling, planning appropriate multidimensional formative and summative assessments, engaging parent/caregiver support for curriculum goals, and the use of technology are addressed. Principles of culturally responsive teaching are reviewed and practiced.

ECE5105 Family, Community & the Young Child (3.0 Credits)

This course investigates the special needs of children from three to eight years of age as well as the contributing factors and characteristics of young children at risk. Learn to identify community resources and link them to child and family needs. Explore diversity in family and caregiver units and the impact on development and learning of children's homes, communities, health, and cultural experiences. Through a family- and community-centered approach, develop understanding of the social, historical, political, legal, and philosophical constructs that resonate in current day education of young children, including those with limited English proficiency or special educational needs. Consider teacher-child interactions and the advocacy role of the inclusive early childhood teacher.

ECE5201 Instr Des & Techn Integ in Incl ECE (3.0 Credits)

This course is designed to help candidates apply, analyze, and evaluate the principles of instructional design and constructed models toward the development of instruction based on learning theory, curricular frameworks, project planning, content expertise, and technology tools to architect effective experiences for today's learners. The development of lessons for diverse learners is addressed using the Universal Design for Learning (UDL) framework for effective teaching that involves providing students with multiple means of engagement, representation, and expression. Developmentally appropriate techniques, including the integration of play, and principles of culturally responsive teaching are reviewed and practiced.

ECE5202 Instr in ELA & Lit I in Incl ECE & SpEd (3.0 Credits)

This course develops teacher candidates' understanding of the integral relationship of children's cognitive, linguistic, and cultural development in the acquisition of the English/language arts of reading, writing, listening, speaking, viewing, and representing. Candidates will learn to use assessment data and students' individual and group strengths and needs as guides for creating developmentally appropriate and evidence-based literacy instruction for literary and informational texts. Candidates will also learn strategies for advancing the literacy skills of students with specific learning disabilities including dyslexia, students who are eligible for special education, students who struggle with age-appropriate literacy skills, and students with diverse linguistic and cultural backgrounds.

ECE5203 Numeracy in Incl ECE & SpEd (3.0 Credits)

This course focuses on early childhood mathematics instruction and the New Jersey Student Learning Standards (NJSLs) in mathematics. The course uses contemporary research in student motivation, cognition, and comprehension of mathematical processes to inform strategies for differentiated instruction. Candidates will create instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities.

Prerequisite(s): ECE5201.

ECE5204 Inst Lit II & SS Incl ECE & SpEd (3.0 Credits)

This is the second part of a two-part course sequence that builds on the foundational knowledge gained in ECE5202 Instruction in English Language Arts and Literacy I in Early Childhood and Special Education. Candidates will develop interdisciplinary activities demonstrating their knowledge of the New Jersey Student Learning Standards (NJSLs) in social studies and English/language arts and pedagogy to build effective and culturally responsive instruction for P–3 students. Instructional planning and accommodation/modification of instruction and assessment to meet students' diverse needs are addressed. Instructional strategies based on learning theory in the social studies and English/language arts including children's literature will be highlighted.

Prerequisite(s): ECE5201 and ECE5202.

ECE5205 Sci & Tech in Incl ECE & SpEd (3.0 Credits)

This course focuses on a holistic approach to P–3 science instruction, through a consideration of the New Jersey Student Learning Standards in science and the Next Generation Science Standards (NGSS), design thinking, and problem solving. The course uses contemporary research in student motivation, and cognition of scientific processes to inform strategies for differentiated instruction. Candidates will create integrated instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities.

Prerequisite(s): ECE5201 and ECE5202.

ECE5300 Issues in Early Childhood Education (3.0 Credits)

This course focuses on contemporary issues in the field of early childhood education. A 50-hour clinical experience in early childhood education is required. Emphasis is placed on the integration of the early childhood clinical field experience with research as candidates develop professional dispositions and the skills needed to make informed decisions regarding pedagogical practices and collaborate with families and service providers in the educational setting.

ECE6212 Coll Plan w/ Family School & Comm ECE (3.0 Credits)

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during their clinical experience in an inclusive classroom. The clinical practice serves as a bridge from theory to professional practice. It provides candidates with the opportunity to develop skills necessary to collaborate with families, educators, multidisciplinary teams and community partners in IEP and transition planning. Co-teaching and a variety of instructional strategies for students with special needs will be included. Candidates will complete 175 hours of clinical practice in this course.

ECE6302 Early Childhood Clinical Practice (9.0 Credits)

Clinical Practice is the capstone course in teacher education. During clinical practice, clinical interns demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional knowledge and attributes. Clinical practice is a full-time commitment (15 weeks) in an inclusive setting and required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with clinical practice, candidates attend a weekly seminar. Candidates develop a performance portfolio that demonstrates they meet the New Jersey Professional Standards for Teachers (NJPT) and that their teaching is guided by the New Jersey Student Learning Standards (NJSLs), and/or the Next Generation Science Standards (NGSS).

Prerequisite(s): ECE6212.

ECE6303 Reflective Practice in EC & SpEd (3.0 Credits)

Concurrent with clinical practice, this course provides students with the opportunity to reflect on their teaching experience to develop the meaning of teaching in a school setting. Candidates will be introduced to reflective practice developed by Donald Schon, an approach to teaching that enables novice teachers as emerging professionals to understand how to use their knowledge in practical situations and how to combine action and learning to elicit expected outcomes. The conceptual basis for the course are the works of Donald Schon, Chris Argyris, John Dewey, and Kenneth Zeichner, among others. Candidates develop a performance portfolio that addresses the New Jersey Professional Standards for Teachers (NJPT), guided by New Jersey Student Learning Standards (NJSLs). Offered at Lakewood campus only.

Prerequisite(s): ECE6212.

Higher Education (HED)

HED5401 Foundations of Higher Education (3.0 Credits)

This course provides an overview of the basic structures, functions, participants, constituencies, tensions, and challenges facing higher education and student affairs in the United States. The course will focus on the philosophical assumptions that guide higher education, the unfolding of its history, and the ways in which philosophy and history have shaped the higher education curriculum.

HED5403 College Student Development Theories (3.0 Credits)

This course examines a range of human development theories that offer insight into the processes of student learning, growth, and development during the postsecondary years. Special focus will be on understanding the implications of these models and concepts for the policies and practices of higher education in general.

HED5404 Higher Ed Org & Strat Planning (3.0 Credits)

Course material includes an overview of management functions, governance, authority, organizational arrangements, and administrative style and behavior. Students will examine in detail several administrative operations, including offices of academic affairs, business/financial affairs, university advancement, institutional research, registrar, admissions, athletics, building and grounds, facility planning and construction, marketing, and public relations. Furthermore, this course will provide a conceptual framework for developing an integrated and comprehensive institutional strategic plan, while suggesting guidelines intended to assure its successful implementation. Students will examine environmental challenges and trends, ways to examine institutional strengths and weaknesses within a broader competitive context, and the function of major components within a plan. Attention will be given to organizational structures and processes for developing and implementing institutional plans.

HED5405 Rsrch & Assessment Higher Ed (3.0 Credits)

This course includes a study of various techniques and strategies of higher education research and assessment with an emphasis on understanding and interpreting research. Students will have the opportunity to explore assessment for accreditation and accountability as well as assessment for continuous improvement and demonstration of effectiveness. Students will have the opportunity to focus on institutional engagement, student affairs engagement, and the assessment of student learning. Students will create an assessment plan for an on-campus unit, as well as gain experience in presenting information related to assessment, which is an important component of the assessment process.

Faculty

Lisa M. Dille, Associate Professor of Education; Chair, Department of Education; Director of the Teacher of Students with Disabilities Program
Ed.D., Ed.M., M.A., Teachers College of Columbia University
B.A., Georgian Court University

Timothy M. Briles, Associate Professor of Education; Director of the Administration and Leadership Programs; NCAA Faculty Athletic Representative
Ed.D., St. Joseph's University
M.Ed., B.A., University of Pennsylvania

Richard V. Caldes, Lecturer in Administration and Leadership; Director of the School Counseling Programs
Ed.D., Argosy University
M.A., Georgian Court College
B.A., Stockton State College

Denise A. Furlong, Assistant Professor of Education; Director of the Reading Specialist & ESL Programs
Ed.D., Ed.M., Rutgers, The State University of New Jersey
B.S., The College of New Jersey

Stephen H. Genco, Lecturer of Administration and Leadership; Director of the K-12 M.A.T. & Undergraduate Programs
Ed.D., Rowan University
M.A., M.A., Georgian Court College
B.S., West Virginia University

Nancy B. Sardone, Professor of Education; Director of the K-6 M.A.T. & Undergraduate Programs
Ph.D., M.A., New York University
B.S., University of Massachusetts, Amherst

Deborah Snyder, Director of Teacher Preparation Placement & Clinical Partnerships
M.Ed., B.A., Georgian Court University

Lili Bruess, Associate Professor of Education
Ph.D., M.Ed., University of New Orleans
B.A., Hangzhon Teachers College

Tamara Cella, Assistant Professor of Early Childhood Education
Ed.D., Johns Hopkins University
M.B.A., Southern New Hampshire University
M.S.E., M.S.T., Fordham University
B.A., New York University

Amuhelang Magaya, Associate Professor of Education
Ph.D., M.S., Southern Illinois University
B.A., University of Zimbabwe

Lindiwe Magaya, Associate Professor of Education
Ph.D., M.S., Southern Illinois University
B.S., University of Zimbabwe

Kelly McNeal, Professor of Education; Dean, School of Education
Ph.D., M.S., Fordham University
B.A., Rutgers, The State University of New Jersey

Hyuksoon Song, Associate Professor of Education
Ph.D., New York University
M.S., The University of Southern California
M.A., B.A., Yonsei University, Korea