

# EDUCATION (ED)

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## **ED2000 Praxis II Prep (0 Credits)**

Praxis II Prep

## **ED2999 Field Experience in Special Education (1 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.

Corequisite(s): PS245.

## **ED3000 Special Topics in Education (1 Credits)**

This course provides an examination of a selected topic in education. The specific topic to be considered is announced each semester that the course is offered. Topics focus on current issues in education and/or a unique area of interest to the student in pursuit of a particular curriculum. Departmental approval required for enrollment. Variable credit course ranging from one, two, or three semester hour courses.

## **ED3110 Ethics & Foundations of Incl & SpEd (3 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 of 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 training. 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.

## **ED3113 Instr Dsgn & Techn Intgr Eng Lang Lnrs (3 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.

Prerequisite(s): ED2999, ED3110, and PS245.

## **ED3115 Instr Dsgn & Techn Intgr Incl EEd (3 Credits)**

This course is designed to help students 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.

Prerequisite(s): ED2999, ED3110, and PS245.

## **ED3120 Instr Dsgn & Techn Intgr Incl SecEd (3 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. Universal Design for Learning (UDL) is addressed to aid in the development of lessons for diverse learners using the differentiation framework for effective teaching that involves providing different student with different pathways to learning in terms of content, process, product and learning environment. Developmentally responsive teaching are reviewed and practiced. Three credits, one semester.

Prerequisite(s): ED2999, ED3110, and PS245.

## **ED3201 Educational Assessment (3 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): ED3113, EE3114, ED3115, or ED3120.

## **ED3205 Instr in ELA & Lit I in Incl & SpEd (3 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.

Prerequisite(s): ED2999, ED3110, and PS245.

## **ED3206 Instr Lit II & Soc St in Incl EI & SpEd (3 Credits)**

This is the second part of a two-part course sequence that builds on the foundational knowledge gained in ED 3205 Instruction in English/Language Arts and Literacy I in Inclusive Elementary and Special Education. Candidates will develop interdisciplinary activities demonstrating their knowledge of the New Jersey Student Learning Standards 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): ED3115 and ED3205.

**ED3207 Numeracy in Incl EI & SpEd (3 Credits)**

This course focuses on elementary mathematics instruction and the New Jersey Student Learning Standards 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): ED3115 and ED3205.

**ED3208 Sci & Tech in Incl EEd & SpEd (3 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): ED3207

**ED3210 Instr in Literacy in Sec Incl & SpEd (3 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.

Prerequisite(s): ED2999, ED3110, and PS245.

**ED3212 Sec Subj Instr Incl & SpEd Lang Arts (3 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. Candidates complete a 50-hour, content-specific clinical experience in this course.

Prerequisite(s): ED3120, ED3210.

**ED3213 Sec Subj Instr Incl & SpEd Science (3 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. Candidates complete a 50-hour, content-specific clinical experience in this course.

Prerequisite(s): ED3120, ED3210.

**ED3214 Sec Subj Instr Incl & SpEd World Lang (3 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. Candidates complete a 50-hour, content-specific clinical experience in this course.

Prerequisite(s): ED3120, ED3210.

**ED3216 Sec Subj Instr Incl & SpEd Math (3 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. Candidates complete a 50-hour, content-specific clinical experience in this course.

Prerequisite(s): ED3120, ED3210.

**ED3217 Sec Subj Instr Incl & SpEd Soc St (3 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. Candidates complete a 50-hour, content-specific clinical experience in this course.

Prerequisite(s): ED3120, ED3210.

**ED3218 Sec Subj Instr Incl & SpEd Art (3 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. Candidates complete a 50-hour, content-specific clinical experience in this course.

Prerequisite(s): ED3120, ED3210.

**ED3219 Sec Subj Instr Incl & SpEd Bus (3 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. Candidates complete a 50-hour, content-specific clinical experience in this course.

Prerequisite(s): ED3120, ED3210.

**ED3221 Sec Subj Instr Incl & SpEd HPE (3 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. Candidates complete a 50-hour content-specific clinical experience in this course.

Prerequisite(s): ED3120 and ED3210.

**ED3230 Instr Techn in Incl & SpEd Lang Arts (3 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): ED3120, ED3210.

**ED3231 Instr Techn in Incl & SpEd Science (3 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): ED3120, ED3210.

**ED3232 Instr Techn in Incl & SpEd World Lang (3 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 language.

Prerequisite(s): ED3120, ED3210.

**ED3233 Instr Techn in Incl & SpEd Math (3 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): ED3120, ED3210.

**ED3234 Instr Techn in Incl & SpEd Soc St (3 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 the classroom. Candidates explore contemporary topics related to educational media and technology trends in social studies.

Prerequisite(s): ED3120, ED3210.

**ED3235 Instr Techn in Incl & SpEd Art (3 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): ED3120, ED3210.

**ED3236 Instr Techn in Incl & SpEd Business (3 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): ED3120, ED3210.

**ED3237 Instr Techn in Incl & SpEd Health & PE (3 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 explore contemporary topics related to educational media and technology trends in health and physical education. Prerequisite(s): ED3210, ED3120

**ED3302 Accom Mod & Asst Techn for SWD (3 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 assistive technology, make instructional and curricular modifications, and design individual educational programs that meet the needs of students with disabilities. The continuum of services and least restrictive environment will be examined.

**ED3303 Evi-Based Prac for Inst Stdnts w/ Autism (3 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 (50 hours) in special education is required.

**ED4210 Coll Plan w/ Family School & Comm ESL (3 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.

**ED4214 Coll Plan w/ Family School & Comm EIEd (3 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.

**ED4215 Coll Plan w/ Family School & Comm SecEd (3 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.

**ED4299 ESL Clinical Practice (9 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 and that their teaching is guided by the TESOL/CAEP Standards for P-12 Teacher Education Programs. One semester. Prerequisite(s): All required education courses and ED4210.

**ED4300 Refl Prac in ESL & SpEd (3 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 TESOL/CAEP Standards for P-12 Teacher Education Programs. Offered at Lakewood campus only. Prerequisite(s): All required education courses and ED4210.

**ED4304 Elementary Education Clinical Practice (9 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 and that their teaching is guided by the New Jersey Student Learning Standards. One semester.

Prerequisite(s): All required education courses and ED4214.

**ED4305 Refl Prac in EEd & SpEd (3 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. Offered at Lakewood campus only.

Prerequisite(s): All required education courses and ED4214.

**ED4306 Secondary Education Clinical Practice (9 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 and that their teaching is guided by the New Jersey Student Learning Standards. One semester.

Prerequisite(s): All required education courses and ED4215.

**ED4307 Reflective Practice in SecEd & SpED (3 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, 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. Offered at Lakewood campus only.

Prerequisite(s): All required education courses and ED4215.