

EDUCATION

Mission

Georgian Court University's programs in Education provide 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 Commitment To

- 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; and
- improve and develop continuously.

Preparing to Become a Teacher at Georgian Court

Teaching is one of the most personally satisfying professions. Where else can you open eyes and minds to the wonders of the world, continually enrich your own knowledge, and help children and young adults develop the knowledge and skills they need to succeed in life? Teaching is also a challenging profession. The fast pace and knowledge demands of 21st-century life, changing demographics, and teachers' increasing accountability for results make choosing a teacher preparation program even more important to a teacher's long-term career success.

Georgian Court's undergraduate teacher education programs are designed to equip aspiring teachers with everything they need to become caring, competent and qualified teachers. 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.

Individuals who want to pursue teaching as a career at Georgian Court begin by building a foundation with courses in a rigorous general

education core curriculum (See Bridge General Education Program in the front section of this catalog) and by developing expertise in a content area through a major approved for teacher preparation.

For those planning to become early childhood educators in grades preschool to three (P–3), elementary teachers for grades kindergarten through six (K–6), or English as a Second Language instructors, the majors include: biology, chemistry, English, history, interdisciplinary studies, mathematics, natural sciences, psychology, or visual art. For those planning to become secondary school/ K–12 teachers of a specific subject, majors include: biology, business, chemistry, exercise science, English, history, mathematics, or visual art.

The first step toward becoming a teacher candidate at GCU is admission to the university and taking required courses in the core curriculum and in an education-appropriate major. During freshman year at Georgian Court, students are advised primarily by faculty members in their liberal arts or science major. However, it is important that they attend a teacher education information session freshman year to understand the state certification requirements and GCU requirements that affect course selection and timely progress toward graduation and certification.

During the first semester of sophomore year, "pre-education" students must meet with the GCU Department of Education's pre-education admission coordinator/ counselor to complete the application to the GCU Department of Education that includes a review of academic progress (number of credits, general education requirements, pre-education courses, and grade point average [GPA]), evidence of basic skills achievement, submission of Praxis II test scores, two completed GCU Department of Education recommendation forms (available on GCU website) and a group interview. Students who are accepted to the GCU Department of Education will be admitted as Education students and will be assigned education advisors. Maintenance of a cumulative GPA and Education GPA of 3.0 (minimum) is required to remain in the program.

Physiology and Hygiene

New Jersey Department of Education regulations require all applicants for instructional certification to pass an examination in physiology and hygiene (P&H), including the effects of narcotics and alcohol. Candidates admitted to a pre-service teacher education program are required to self-study and pass the GCU P&H exam in the first semester, prior to clinical experience.

Harassment, Intimidation & Bullying (HIB)

New Jersey Department of Education regulations require all applicants for instructional certification to be trained in harassment, intimidation, and bullying (HIB). Candidates admitted to a pre-service teacher education program are required to self-study and pass the GCU HIB exam in the first semester, prior to clinical experience.

Reporting Child Abuse and Neglect (CARE)

New Jersey Department of Education regulations require all applicants for instructional certification to be trained in how to identify sign of child abuse and neglect and how to report such observances (CARE). Candidates admitted to a pre-service teacher education program are required to self-study and pass the GCU CARE exam in the first semester, prior to clinical experience.

Clinical Experience & Clinical Practice

Georgian Court's Teacher Education programs provide the candidate ample opportunity to develop not only theoretical knowledge about teaching and learning in general, inclusive, and special education, but

the practical skills needed to plan instruction for a diverse group of students, manage classroom behaviors, work with school professionals, understand the culture and nuances of school, and interact positively with parents and caregivers. The programs include clinical experience in both inclusive and special education settings and two consecutive semesters of clinical practice.

To be approved for clinical practice, candidates must have earned a cumulative grade point average of at least 3.0, passed the requisite Praxis II tests, passed the GCU exams (P&H, HIB, and CARE), and completed all prerequisite and program courses. Clinical practice consists of two consecutive semesters of fieldwork, the first consisting of part-time practice (175 hours) and the second semester of full-time practice. Full-time clinical practice consists of 15 weeks in which the candidate gradually assumes the responsibility for teaching. Placements for clinical practice are made by the director of field placement in collaboration with school district administrators to assure an appropriate match between the candidate and the school. Concurrent with full-time Clinical Practice (9 credits), candidates participate in a Reflective Practice Seminar (3 credits) and are required to attend weekly meetings focusing on their clinical practice. Additional Reflective Practice Seminar topics include, but are not limited to, classroom management, district policies, safety, school law, and emerging issues. Sharing of experiences and best practices in small groups, learning about certification processes, and honing job search skills through mock interviews are the cornerstones. Clinical practice is an intensive and critical professional experience. For this reason, School of Arts, Sciences, & Education policy prohibits clinical interns from taking other courses during clinical practice and strongly recommends that clinical interns not engage in employment during the 15-week clinical practice.

Inclusive Design for Professional Education

Preparing candidates to teach or work effectively with “all students” is a common element of education program 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 teacher education programs integrate the knowledge and skills needed for teaching in general education and special education. Consequently, all of GCU’s pre-service teacher education programs lead to eligibility for general education instructional certificates (such as Early Childhood Teacher, Elementary Teacher, Teacher of English as a Second Language, or Teacher of Mathematics) and an endorsement as a Teacher of Students with Disabilities (TOSD). This dual certification 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. GCU’s teacher education programs are aligned with the New Jersey Professional Standards for Teachers (NJPST) and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. By the time they have completed their programs, GCU teacher candidates are able to present evidence in an electronic portfolio on Taskstream that they have achieved all standards.

Undergraduate Teacher Education Programs

Georgian Court University offers the following four different undergraduate teacher education programs, each leading to a Certificate of Eligibility with Advanced Standing (CEAS) and an endorsement as

a Teacher of Students with Disabilities (TOSD) from the New Jersey Department of Education in the following areas:

- Early Childhood Education (P–3)
- Elementary Education (K–6)
- English as a Second Language (ESL)
- Teacher of a Specific Subject (art, biology, business, chemistry, English, health and physical education, mathematics, social studies).

Advanced Admission: Bachelor of Arts or Bachelor of Science + Master of Arts in Teaching

Georgian Court University offers four different graduate teacher education programs, each leading to a Master of Arts in Teaching degree with a Certificate of Eligibility with Advanced Standing (CEAS) and endorsement as a Teacher of Students with Disabilities (TOSD) from the New Jersey Department of Education in the following areas:

- Early Childhood Education (P–3),
- Elementary Education (K–6),
- English as a Second Language (ESL), or
- Teacher of a Specific Subject (art, biology, business, chemistry, English, health and physical education, mathematics, social studies).

The bachelor’s degree must be in a content major (minimum 30 credits); early childhood education (P–3), elementary education (K–6), and English as a Second Language (ESL) majors include: biology, chemistry, English, history, interdisciplinary studies, mathematics, natural sciences, psychology, and visual art; Subject-Specific majors include biology, business, chemistry, exercise science, English, history, mathematics, and visual art.

Eligible undergraduate students may apply for **advanced admission** to a graduate teacher education program leading to the Master of Arts in Teaching (M.A.T.) degree prior to their senior year, having completed two prerequisite courses: Child and Adolescent Development (3 credits) and Educational Psychology (3 credits), and earning a final grade of B or better in each. In addition, to be considered for admission, students must have completed 108 undergraduate credits, earning a cumulative GPA of at least 3.0, and passed both the Praxis CORE and the appropriate Praxis II test.

Students admitted to **advanced admission** will contact their advisor for course / program advisement.

Candidates begin their teacher education program courses during the last semester of their senior year, enrolling in a maximum of 12 graduate credits in education courses. These 12 graduate credits in education count toward both the bachelor’s degree and the M.A.T. degree. Upon completion of the bachelor’s degree, candidates continue in the education program for three consecutive semesters—summer, fall, and spring—to complete the M.A.T. degree. In the final semester, candidates complete full-time clinical practice (15 weeks; 9 credits) and complete a weekly seminar course (3 credits). Table IX-B provides the program sequences that candidates are expected to follow.

When reviewing academic programs and courses, please note the following standard conventions in use throughout the catalog:

- A number in parentheses [i.e., (3), (9), (40) (43)] refers to number of credits.

Table IX-A: Undergraduate Teacher Education Program Sequence

Spring Sophomore Semester. Core Competency Courses (earn a B or better in each course).

ESL Education	Early Childhood Education	Elementary Education	Subject-Specific Education	Clinical Hours
ED3110	ED3110	ED3110	ED3110	
PS245 + ED2999	PS245 + ED2999	PS245 + ED2999	PS245 + ED2999	CE (50 hrs.)

Fall Junior Semester

ESL Education	Early Childhood Education	Elementary Education	Subject-Specific Education	Clinical Hours
ED3113	EE3114	ED3115	ED3120	
BE3026	EE3115	ED3205	ED3210	
ED3303	ED3303	ED3303	ED3303	

Spring Junior Semester

ESL Education	Early Childhood Education	Elementary Education	Subject-Specific Education	Clinical Hours
BE3021	EE3218	ED3206	ED3212, ED3213, ED3214, ED3216, ED3217, ED3218, ED3219, or ED3221	
BE3102	EE3217	ED3207	ED3230, ED3231, ED3232, ED3233, ED3234, ED3235, ED3236, or ED3237	
ED3302	ED3302	ED3302	ED3302	

Fall Senior Semester

ESL Education	Early Childhood Education	Elementary Education	Subject-Specific Education	Clinical Hours
BE3204	EE3219	ED3208		
ED3201	ED3201	ED3201	ED3201	
ED4210	EE4212	ED4214	ED4215	PT-CP (175 hrs.)

Spring Senior Semester

ESL Education	Early Childhood Education	Elementary Education	Subject-Specific Education	Clinical Hours
ED4299	EE4302	ED4304	ED4306	FT-CP (15 wks.)
ED4300	EE4303	ED4305	ED4307	

Certification

Georgian Court University facilitates certification application processing for program completers. Near the end of the teacher preparation programs, faculty and staff provide step-by-step guidance for completing certification applications. Applications are submitted to the State of New Jersey through the university. The state sets the fees for processing licenses. Note: According to state regulations, to be recommended by GCU candidates must apply for certification within one year of completing their GCU programs.

Learning Goals

Upon completion of our educator preparation programs, candidates will:

- Apply the principles and best practices of learner development, learning differences, and learning environment to educational praxis (InTASC Section A).
- Demonstrate competency in the discipline knowledge, applications of content, and assessment of learning within educational praxis (InTASC Section B).
- Plan learning experiences effectively using appropriate instructional strategies both in methods-based coursework and in supervised praxis (InTASC Section C).
- Develop and demonstrate capacities in professionalism, ethical practice, leadership, and collaboration through structured and supervised experiences and learning opportunities (InTASC Section D).

Admission

Admission Requirements for Teacher Education

Candidates seeking to be admitted to a teacher education program in the GCU Department of Education must first be admitted to Georgian Court and be in good academic standing. In addition, the applicant must submit evidence of:

- Passing scores on the Praxis Core (Reading, Writing, and Math) test or Commissioner-approved Basic Skills examination (Note: This requirement is waived for students who provide documentation of a score on the SAT or ACT at or above the cut score for the year in which they took the exam);
- An earned cumulative grade point average of at least 3.00;
- Successful completion of the following prerequisite courses and clinical experience: Child and Adolescent Development, Psychology of the Exceptional Child with Clinical Experience in Special Education (50 hours), and Ethics and Foundations of Inclusive and Special Education; and
- Completion of (or nearing completion of) 60 credits in the arts and sciences, including a substantial portion of the General Education curriculum, initial courses in an education-relevant major, and specific courses required for individual certifications.

Transferring to a Teacher Education Program

Georgian Court has agreements with community colleges in New Jersey that result in students' eligibility to be admitted as a **Pre-Education** student if they completed the approved transfer curriculum. Transfer students who have been admitted as Pre-Education majors must apply to the GCU Department of Education Teacher Education Program and meet all criteria for formal acceptance as an **Education** major/teacher candidate. Transfer students must meet all program criteria for completing a teacher preparation program including the general education and content subject prerequisites.

Advanced Admission Requirements for the M.A.T.

Candidates seeking advanced admission to a graduate teacher education program must submit a complete, self-managed application including the following:

- Official transcript(s) from Georgian Court University showing an anticipated baccalaureate degree conferral date prior to the M.A.T. semester start. The bachelor's degree must be in a content major (minimum 30 credits); early childhood education (P–3), elementary education (K–6), and English as a Second Language (ESL) majors include: biology, chemistry, English, history, interdisciplinary studies, mathematics, natural sciences, psychology, and visual art; Subject-Specific majors include biology, business, chemistry, exercise science, English, history, mathematics, and visual art;
- Evidence of an undergraduate cumulative grade point average of at least 3.00;
- Completion of two prerequisite courses: Child and Adolescent Development (3 credits) and Educational Psychology (3 credits), earning a final grade of B or better in each;
- Passing scores on the Praxis Core Tests (Reading, Writing, and Math) or a NJDOE Commissioner-approved Basic Skills examination (Note: This requirement is waived for students who provide documentation of a score on the SAT or ACT at or above the cut score for the year in which they took the exam);
- Passing score(s) on Praxis II test in the candidate's intended area of certification;
- Passing score on the following three (3) exams: Physiology and Hygiene (P&H); Harassment, Intimidation, and Bullying (HIB); Reporting Child Abuse and Neglect (CARE).

Courses

ESL Certification Courses

Bilingual Education (BE)

BE3021 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.

BE3026 Phonology & Structure of American Eng (3.0 Credits)

This course examines the phonology, morphology, syntax, semantics, stylistics, discourse, and pragmatics of the 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.

BE3101 HisCultBackgroundELL (3.0 Credits)

This course provides candidates with the foundations to guide them in constructing strong knowledge, skills, and dispositions for teaching English learners from diverse linguistic and cultural backgrounds. Topics addressed include language and culture acculturation of English learners in American schools, theories of cultural pluralism, and comparison of cultural value systems. Analysis of the relationship between language, culture, society, school achievement, and the implications for teaching and learning English is explored. Consideration is also given to topics such as the history of legislations regarding various types of second language programs in the United States, ELLs' cognitive styles and communication styles, psychological and social factors that facilitate self-image, and psycholinguistic processes that affect 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 as they apply to teaching English learners.

BE3102 Theo Prac Methods Teach ESL Thr Content (3.0 Credits)

This course investigates the major language teaching theories and their impact on current pedagogical practices. Candidates will become familiar with instructional and evaluative techniques for teaching language skills and content areas to English learners, including technology integration in teaching and learning. Candidates will demonstrate various methodologies and conduct peer teaching using the national and state evaluation and standards. Practice, analysis, and application of appropriate instructional materials and strategies, as well as assessment techniques will be a focus of this course. 20 hours of Field Experience is required.

Pre/corequisite(s): BE3021, BE3026, and BE3101.

BE3204 Dev Lit Skills for Sec Lang Learners (3.0 Credits)

This course emphasizes the acquisition of English reading, writing, and speaking skills by speakers of other languages. Candidates review reading theories, second language acquisition theories, and transferability of literacy skills from the first language to the second language and examine the process of English language learners' acquisition of literacy skills as part of their process of second language acquisition. Candidates will implement research-based strategies for assessment, instruction, and remediation of the literacy skills, especially in areas of reading readiness and emergent literacy, based on the national and state standards. Technology-enhanced instruction and the importance of bi-literacy are explored.

Pre/corequisite(s): BE3102.

Teacher Education Courses

Education (ED)

ED2000 Praxis II Prep (0.0 Credits)

Praxis II Prep

ED2999 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.

ED3000 Special Topics in Education (1.0 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.

ED3018 Language Assessments Repository (0.0 Credits)

This zero-credit course is the repository for required documents for NJ state endorsements in ESL and Bilingual/Bicultural education. Candidates who seek these endorsements must provide documentation that they have met the state criteria for passing the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT). Results must be uploaded before completing the final course in their program and before submitting their application for the endorsement. ESL candidates are required to upload their results of the OPI and WPT in English. Bilingual/Bicultural candidates are required to upload their results of both the English assessments and the results of their assessments in the target language of their instruction. This course may be repeated as needed. Candidates will receive a passing grade in this course when evidence of successful completion of these assessments is uploaded. Candidates who do not upload evidence of successful completion of these assessments will receive a grade of not completed. Prerequisite(s): Permission from program director.

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

ED3115 Instr Dsgn & Techn Intgr Incl EEd (3.0 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 (3.0 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. 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 (3.0 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): ED3113, EE3114, ED3115, or ED3120.

ED3205 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. Prerequisite(s): ED2999, ED3110, and PS245.

ED3206 Instr Lit II & Soc St in Incl EI & SpEd (3.0 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 (3.0 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 EIEd & 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): ED3207

ED3210 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.

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

ED3212 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): ED3120 and ED3210.

ED3213 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): ED3120 and ED3210.

ED3214 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): ED3120 and ED3210.

ED3216 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): ED3120 and ED3210.

ED3217 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): ED3120 and ED3210.

ED3218 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): ED3120 and ED3210.

ED3219 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): ED3120 and ED3210.

ED3221 Sec Subj Instr Incl & 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): ED3120 and ED3210.

ED3230 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): ED3120 and ED3210.

ED3231 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): ED3120 and ED3210.

ED3232 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 language.

Prerequisite(s): ED3120 and ED3210.

ED3233 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): ED3120 and ED3210.

ED3234 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 the classroom. Candidates explore contemporary topics related to educational media and technology trends in social studies.

Prerequisite(s): ED3120 and ED3210.

ED3235 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): ED3120 and ED3210.

ED3236 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): ED3120 and ED3210.

ED3237 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 explore contemporary topics related to educational media and technology trends in health and physical education.

Prerequisite(s): ED3210 and ED3120.

ED3302 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 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 (3.0 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.

ED4210 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, 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 EEd (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.

ED4215 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, 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 (9.0 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 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 (3.0 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 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 (9.0 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 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 (3.0 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. Offered at Lakewood campus only.

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

ED4306 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 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 (3.0 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, 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.

Early Childhood Education (EE)

EE3114 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.

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

EE3115 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.

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

EE3217 Numeracy in Incl ECE & SpEd (3.0 Credits)

This course focuses on early childhood 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. 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): EE3114 and EE3115.

EE3218 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 EE3115 Instruction in English/Language Arts and Literacy I in Inclusive Early Childhood 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 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): EE3114 and EE3115.

EE3219 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 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): EE3114 and EE3115.

EE4212 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, 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.

EE4302 Early Childhood Ed 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 and that their teaching is guided by the New Jersey Student Learning Standards. One semester. Prerequisite(s): EE4212.

EE4303 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, guided by the New Jersey Student Learning Standards. Offered at Lakewood campus only. Prerequisite(s): EE4212.

Faculty

Amuhelang Magaya, Associate Professor of Education: Chair, Department of Education

Ph.D., M.S., Southern Illinois University
B.A., University of Zimbabwe

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M.Ed., B.A., University of Pennsylvania

Richard V. Caldes, Lecturer in Administration and Leadership; Director of the School Counseling Programs

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B.A., Stockton State College

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