

**GEORGIAN COURT UNIVERSITY**  

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**THE MERCY UNIVERSITY OF NEW JERSEY**

**GRADUATE CATALOG 2012–2013**

# ACADEMIC CALENDAR

## Fall 2012 Semester

Classes begin	Monday, August 27
Holiday Break begins after last class	Sunday, September 2
Labor Day Holiday Break (no classes)	Monday, September 3
Mercy Day Mass	Thursday, September 25
Holiday Break begins after last class	Sunday, October 7
Columbus Day Holiday Break (no classes)	Monday–Tuesday, October 8–9
Convocation (no evening classes)*	Thursday, October 11
Holiday Break begins after last class	Tuesday, November 20
Thanksgiving Holiday Break (no classes)	Wednesday–Sunday, November 21–25
Study Day	Tuesday, December 11
Final Assessments	Wednesday–Tuesday, December 12–18
(Snow Date for Final Assessments)	Wednesday, December 19

## Winter 2013 Session

Classes begin	Wednesday, January 2
Classes end; Final Assessments	Friday, January 18

## Spring 2013 Semester

Classes begin	Monday, January 21
Mass of the Holy Spirit	Tuesday, January 29
President's Day (no classes)	Monday, February 18
Spring Break begins after last class	Saturday, March 2
Spring Break (no classes)	Sunday–Saturday, March 3–9
Easter Break (no classes)	Wednesday–Monday, March 27–April 1
Assessment Planning Day for faculty (no classes for students)	Tuesday, April 2
Last Day of Classes	Monday, May 13
Final Assessments	Tuesday–Monday, May 14–20
Graduate Commencement Ceremony	Wednesday, May 22
Baccalaureate Mass	Thursday, May 23
Undergraduate Commencement Ceremony	Thursday, May 23

*\* Learning activities to make up for lost instructional time will be announced by instructor.*

**Notice of Nondiscrimination Policy:** Georgian Court University subscribes to the principles and laws of the State of New Jersey and the federal government with regard to civil rights and equal opportunity, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act. While retaining its rights under Title IX as a single sex college for women sponsored by the Sisters of Mercy of New Jersey, Georgian Court University policy prohibits discrimination on the basis of race, sex, sexual orientation, religion, age, color, national or ethnic origin, marital status or disability. Inquiries concerning the application of this policy may be directed to the Office of Human Resources/Affirmative Action, Georgian Court University, 900 Lakewood Avenue, Lakewood, NJ 08701-2697.

Information in this catalog is generally accurate as of summer of 2012. Georgian Court University reserves the right to change courses, programs, fees and the academic calendar, or to make other changes deemed necessary or desirable, giving advance notice of change when possible.

Georgian Court University provides the information herein solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability that may otherwise be incurred.

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# I: GENERAL INFORMATION

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## MISSION STATEMENT

Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Institute of the Sisters of Mercy of the Americas since January of 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition. The university has a special concern for women and is a dynamic community committed to the core values of justice, respect, integrity, service, and compassion, locally and globally.

Georgian Court University provides students with

- A curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers;
- An environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences; and
- The will to translate concern for social justice into action.

## OUR CORE VALUES

As an institution sponsored by the Sisters of Mercy, Georgian Court University is committed to the following guiding principles:

**Respect: We reverence the dignity of all persons and all life as gifts of God and strive to promote community in our world.**

Choosing to accept what may be perceived as different without passing judgment—choosing to appreciate social and cultural differences as strengths that enable people to work together.

**Integrity: We believe that fidelity to moral principles, honesty, and sincerity are the basis of trustworthiness in all encounters.**

Choosing to be true and honest in all circumstances, living one's highest version of self—choosing to base one's actions on a consistent set of principles and values at all times.

**Justice: We believe ordering of right relationships with all persons and all creation is fundamental to our advocacy for structures that protect the vulnerable.**

Choosing to be a catalyst for social justice to ensure that all human beings are treated respectfully and equally—choosing peace for myself and the world.

**Compassion: We embrace the joys and sorrows of others to whom and with whom we minister and are moved to action in solidarity with the human community.**

Choosing to listen with an open heart, empathize with others, and perform acts of kindness that alleviate suffering—choosing to aid the planet and others' needs.

**Service: We joyfully extend our energy and resources on behalf of the poor, sick, and uneducated, working to relieve misery and address its causes where possible.**

Choosing to act when a need is perceived by using one's skills, ingenuity, and experience to create benefit—choosing to accept that in life we are all servers and served.

These values are the roots from which Georgian Court University activities, decisions, and behaviors flow.

## STATEMENT ON OUR SPECIAL CONCERN FOR WOMEN

Georgian Court University, a Catholic institution founded by the Sisters of Mercy, is committed to the equality of women in all facets of society, to the full development of women's abilities, and the generous outpouring of women's influences and contributions in the world. Women's knowledge, leadership, and engagement are critical in creating a vibrant culture, just

society, and healthy global environment.

GCU's special concern for women gives life to the ideals of justice, compassion, and excellence by educating both women and men to be informed, active citizens of a dynamic and complex world. GCU aims to graduate students who incorporate creativity, thoughtful discernment, and care for all of creation in their personal and professional lives.

Women's equality issues are integrated into the curriculum—undergraduate and graduate—in student/faculty research, and in student life. As a result, Georgian Court teaches women and men about the importance of an equitable society where women are valued, treated with respect, and enjoy the same fiscal and leadership opportunities as their male counterparts.

The university ensures access to transformative educational experiences where students cultivate balanced, informed, productive, forward-thinking leadership skills. By placing women's success at the center of the mission, GCU underscores the pivotal role that women play in global change.

## GRADUATE STUDY AT GEORGIAN COURT UNIVERSITY

GCU's graduate programs are offered through the coeducational University College and are designed to seamlessly build upon a liberal arts baccalaureate foundation. A blend of theoretical and practical instruction results in an in-depth understanding and expertise. Graduate students often work one-on-one with scholar professors, creating individual research projects and scholarship journeys that provide new insights into their chosen fields, as well as the competitive edge for doctoral study and advanced career placement. The infusion of Mercy core values throughout the curriculum leads to heightened awareness of ethical issues within the field as well as a global perspective.

University College offers 10 graduate programs with numerous areas of concentration and certification. Programs are delivered through day and evening classes, as well as through online, Web-based, and accelerated classes that allow students who work fulltime the opportunity to achieve academic goals or participate in professional development.

Georgian Court University offers graduate programs at the main campus in Lakewood and at GCU at Woodbridge, among other locations. To arrange a visit, call the Office of Graduate Admissions at 732.987.2770. You also may write to us at Georgian Court University, 900 Lakewood Avenue, Lakewood, NJ, 08701-2697, or visit us online at [www.georgian.edu](http://www.georgian.edu).

## HISTORY

Georgian Court University was founded in 1908 by the Sisters of Mercy of New Jersey as a women's liberal arts college in the Roman Catholic tradition. The university began in North Plainfield, New Jersey, headquarters of the Sisters of Mercy of New Jersey—and was originally called Mount Saint Mary's College. With an inaugural class of seven young women, Mount Saint Mary's College set out to offer women a quality education rooted in the Mercy core values of respect, integrity, justice, compassion, and service.

The student body grew steadily, and by the 1920s the search was on for a new campus to accommodate the college's expanding needs. In 1923, the Sisters found Georgian Court, the palatial winter estate of Gilded Age railroad tycoon George Jay Gould in Lakewood, New Jersey, that featured stunning architecture in the British Georgian style. The Goulds sold the estate to the Sisters of Mercy with the stipulation that it retain the name Georgian Court.

In 1924, the college was moved from North Plainfield to Lakewood and was renamed Georgian Court College. The dramatic Gilded Age

architecture and idyllic grounds became a hallmark of the college, providing an inspiring environment where students could grow academically, spiritually, and socially. Over the next several decades, Georgian Court College's programs and facilities grew, along with its reputation for graduating scholarly women of the highest caliber.

In 1976, the Graduate Program was launched as the first coeducational program on campus. It was soon followed by the Coeducational Undergraduate Program, which allowed both women and men to take undergraduate classes in the evening. Mindful of the university's mission to maintain a special concern for women, the Women's College continues to provide undergraduate women with mentoring and leadership opportunities.

Throughout the 1980s and 1990s, Georgian Court continued to expand its academic offerings and resources. In 2001, Rosemary E. Jeffries, RSM, Ph.D., became the college's eighth president and embarked on a comprehensive planning process to secure Georgian Court's place as a beacon of ethical education and academic excellence. Included among those plans was securing university status for Georgian Court, expanding degree offerings, and increasing the school's focus on academic research and scholarship.

In February 2004, the New Jersey Commission on Higher Education awarded university status, and Georgian Court College became Georgian Court University. Since then, the university has added, expanded, and revised its academic offerings; updated campus resources and technology; and constructed new academic and residential spaces.

On May 15, 2012, President Jeffries again made Court history when she announced plans to expand access to Georgian Court's unique brand of Mercy education by making the university a fully coeducational institution by Fall 2013. The 2012–2013 academic year will be one of excitement, growth, and transition as the campus prepares to serve a larger, more diverse audience than ever before.

Over 100 years after its founding, the goals and values set forth by the Sisters of Mercy remain at the core of all university decisions and activities. Georgian Court University maintains a student-centered learning environment, offering superior academic opportunities and interactive, personalized education to empower our students as leaders in their careers and their communities. Now in its second century of higher education, Georgian Court University embraces its rich history while growing to meet the unique needs of today's diverse student population.

## HISTORIC HIGHLIGHTS

- 1908 Georgian Court College founded by the Sisters of Mercy in North Plainfield, New Jersey, under the title Mount Saint Mary's College and accredited by state of New Jersey
- 1911 College destroyed by fire and immediately rebuilt
- 1912 First class graduated
- 1922 Accredited by Middle States Commission on Higher Education
- 1924 George Jay Gould estate, bordering Lake Carasaljo in Lakewood, New Jersey, purchased as the new site for the campus to house a growing student body. The original name of Georgian Court was maintained as a stipulation of the purchase agreement. The estate included the Mansion, Raymond Hall, the Casino, and the Gatekeeper's Lodge, along with the gardens, fountains, and woodlands.
- 1925 Mercedes Hall, a Lakewood residence, along with the original parish church of the town (now the McAuley Heritage Chapel) moved across the fields of Lakewood to campus

- 1929 Hamilton Hall purchased; our first residence "outside the gates"
- 1931 Kingscote acquired
- 1940 Kearney House added, first called the Campus Club, then the Music Center, and now Lake House, bringing another lake view to the campus
- 1951 Farley Memorial Library constructed to house The Court's growing scholarly collection; now home of the School of Business and Department of Psychology
- 1961 State of New Jersey approved Georgian Court's Teacher Education Program  
Saint Joseph Hall built in response to burgeoning college resident population
- 1964 Arts and Science Center completed
- 1967 Maria Hall, our second residence hall, opened
- 1974 New wing doubles the capacity of Farley Memorial Library
- 1976 First year for the Master of Arts in education program
- 1978 Master of Arts degrees first conferred on 41 students
- 1978 Entire campus entered into the National Register of Historic Places and the New Jersey Register
- 1979 Coeducational Undergraduate Program instituted
- 1982 Approval of Master of Arts in special education
- 1983 Hamilton Hall opened as The Learning Center
- 1985 Entire campus designated a National Historic Landmark
- 1988 Approval of Master of Arts in mathematics
- 1988 Completion of Mercy Center
- 1989 Approval of Master of Arts in education with teaching certification  
The Sister Mary Grace Burns Arboretum, comprising the entire campus, founded
- 1990 Approval of Master of Science in biology
- 1993 Completion of new library and student lounge complex
- 1993 Approval of Master of Arts in counseling psychology and school psychologist certification
- 1994 Conversion of the Carriage House to the Music Center
- 1995 Approval of Master of Business Administration
- 1997 Approval of Master of Arts in theology
- 1999 The library named in honor of Sister Mary Joseph Cunningham, former treasurer of the college  
The NASA Educator Resource Center named in honor of former Department of Physics chair, Sister Mary Nicholas Farley
- 2001 Approval of Master of Arts in holistic health studies
- 2003 Women in Leadership Development program instituted
- 2004 Georgian Court College received university status from the New Jersey Commission on Higher Education  
Completion of new residence halls
- 2005 Dorothy Marron University Community Chapel completed  
Completion of two-story Audrey Birish George Science Center  
Purchase of the Eighth Street house on Lakewood Avenue  
Purchase of a residence on Fourteenth Street to serve as the

- president's house
- 2006 Completion of expansion of the Court Café  
Establishment of University College to serve coeducational undergraduate and graduate students
- 2007 Purchase of the Ninth Street house  
Approval of three new undergraduate majors in dance; tourism, hospitality, and recreation management; and exercise science, wellness, and sports
- 2008 Completion of the Wellness Center  
Approval of a Bachelor of Science in Nursing  
Launch of GCU's year-long Centennial celebration
- 2009 Accreditation of teacher education and school leadership programs by the Teacher Education Accreditation Council (TEAC)
- 2010 Approval of undergraduate and graduate programs in early childhood (P-3) education
- 2011 Launch of GCU's Master's degree in Homeland Security, new Master's degree in Applied Behavior Analysis, and new B.A. in Latino/a and Business Studies
- 2012 Approval of resolution to become fully coeducational by Fall 2013 allows men to be accepted into all undergraduate programs for the first time. Approval of B.A. in Digital Design and B.F.A. in Graphic Design and Multimedia; launch of GCU's 100% online master's programs in Holistic Health and Homeland Security

- School of Education Initial Accreditation by Teacher Education Accreditation Council (TEAC), One Dupont Circle, Suite 320, Washington, DC 20036-0110
- School Psychology Program National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814
- Social Work Program Council on Social Work Education Commission on Accreditation, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457

Documents describing accreditation/licensing activity can be reviewed by contacting the appropriate accreditor/licensor, or by contacting GCU's Office of the President for information related to the Middle States Commission on Higher Education and New Jersey Commission on Higher Education, the office of the appropriate school dean for programs in the School of Business and School of Education, and the department chair or program director for other programs. Complaints regarding GCU can be filed by contacting the accrediting/licensing organizations at the addresses listed above. Students taking a GCU course by distance education can find a current list of the appropriate state agency for handling complaints in their home state at [www.georgian.edu/aboutgcu/accreditation.htm](http://www.georgian.edu/aboutgcu/accreditation.htm).

### Memberships of Georgian Court University

The university holds institutional memberships in the following associations, among others:

Academic Conference of Academic Deans; American College Personnel Association; American Association of Colleges for Teacher Education (AACTE); American Association of Collegiate Registrars and Admissions Officers (AACRAO); American Library Association; American Public Gardens Association (APGA); Association for Student Affairs at Catholic Colleges and Universities (ASACCU); Association of Collegiate Conference and Events Directors International (ACCED-I); Association of Fund Raising Professionals; Association of Institutional Research (AIR); Brick Chamber of Commerce; Council for Advancement and Support of Higher Education (CASE); Foundations of Excellence; Gift Planning Council; Interstate Teacher Assessment Standards Consortium (INTASC); Lakewood Chamber of Commerce; Middle States Association of Collegiate Registrars and Officers of Admission (MSACROA); Monmouth and Ocean Development Council; National Association for College Admission Counseling (NACAC); National Association for Student Personnel Administrators (NASPA); National Association of College and University Business Officers (NACUBO); National Association of Graduate Admissions Professionals (NAGAP); National Association of International Educators (NAFSA); National Association of Student Financial Aid Administrators (NASFAA); National Association of Student Personnel; National Historic Trust; National Research Center for College and University Adm. (NRCCUA); New Jersey Association for College Admissions Counseling (NJACAC); New Jersey Association for Institutional Research (NJAIR); New Jersey Association of Student Financial Aid Administrators (NJASFAA); North East Association for Institutional Research (NEAIR); Toms River Chamber of Commerce; Western Monmouth Chamber of Commerce

## ACCREDITATIONS AND MEMBERSHIPS

Georgian Court University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA, 19104. (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Georgian Court is licensed by the New Jersey Commission on Higher Education, PO Box 542, Trenton, NJ, 08625-0542. (609-492-4310). Teacher, administrator, and education services personnel certification programs are approved and registered by the New Jersey Department of Education, PO Box 500, Trenton, NJ 08625-0500. (877-900-6960).

### Additional Accreditation

- Clinical Mental Health Counseling Program Applicant Status with the Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314
- Counseling Center International Association of Counseling Services, Inc., 101 S. Whiting Street, Suite 211, Alexandria, VA 22304
- Nursing Program Provisional Accreditation by the New Jersey Board of Nursing, P.O. Box 45010, Newark, NJ 07101  
Applicant Status with the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036
- School of Business Accreditation Council for Business Schools & Programs, 11520 West 119<sup>th</sup> Street, Overland Park, KS 66213

### President's Office Memberships-2012

American College & University Presidents Climate Commitment (ACUPCC); Association of Catholic Colleges and Universities (ACCU); Association of Governing Boards of Universities and Colleges (AGB); Association of Independent Colleges and Universities in New Jersey (AICUNJ); College Board; College Leadership of New Jersey; Conference for Mercy Higher Education (CMHE); Council for Opportunity in Education; Council of Independent Colleges (CIC); Independent College Fund of New Jersey (ICFNJ); Middle States Association of Colleges & Schools Inc.; National

Association of Independent Colleges and Universities (NAICU); National Council for Research on Women – President’s Council; New Jersey Alliance for Action; New Jersey – American Council on Education Network; New Jersey Presidents’ Council; New Jersey Association of Colleges and Universities (NJACU)

### Library Memberships

Academy of Management, Academy of Political Science (APS); Association of College and Research Libraries (ACRL); American Association of Teachers of Italian Membership; American Catholic Philosophical Association; American Library Association (ALA); American Correctional Association (ACA); Association for Information Media (AIME); Astronomical Society of the Pacific (ASP); Catholic Library Association (CLA); Council on Social Work (CSW); Hastings Center, Institute of Society, Ethics and the Life Sciences; International Reading Association; Library and Information Technology Association (LITA); Library Link NJ; Liturgical Conference (LC); Lyrasis; National Association of Gifted Children; National Association of Pastoral Musicians; National School Board Association; National Association of Secondary School Principals (NASSP); New Jersey Historical Society (NJHS); New Jersey Librarians Association (NJLA); Pax Christi; Population Reference Bureau Membership; Religious Education Association; Virtual Academic Library Environment of New Jersey (VALE); Willa Cather Pioneer Memorial and Educational Foundation (WCPMEF); U.S. Catholic Historian Membership

### Conference for Mercy Higher Education

The mission of the Conference for Mercy Higher Education is to preserve and develop the core Catholic identity and mission of Mercy higher education in accord with the spirit, mission, and heritage of the Sisters of Mercy through a variety of collaborative activities, programs, and initiatives. The Conference for Mercy Higher Education ([www.mercyhighered.org](http://www.mercyhighered.org)) includes colleges and universities serving over 35,000 students in 11 states. Members include:

- Carlow University, Pittsburgh, PA
- College of Saint Mary, Omaha, NE
- Georgian Court University, Lakewood, NJ
- Gwynedd-Mercy College, Gwynedd Valley, PA
- Maria College, Albany, NY
- Marian Court College, Swampscott, MA
- Mercyhurst University, Erie, PA
- Misericordia University, Dallas, PA
- Mount Aloysius College, Cresson, PA
- Mount Mercy University, Cedar Rapids, IA
- Saint Xavier University, Chicago, IL
- Salve Regina University, Newport, RI
- Trocaire College, Buffalo, NY
- University of Detroit Mercy, Detroit, MI
- University of Saint Joseph, West Hartford, CT

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## THE CAMPUS

Georgian Court’s 156-acre campus is located in Lakewood, New Jersey, along the shore of scenic Lake Carasaljo at the northern edge of the Pine Barrens. Once the estate of Gilded Age financier George Jay Gould, the campus is a National Historic Landmark and boasts acres of woodlands, lush lawns, and formal gardens. Idyllic grounds coupled with stunning architecture make Georgian Court University an inspiring place to live and learn.

Georgian Court students take advantage of the quiet suburban setting

to focus on their studies, but when it’s time for some fun, the excitement of the Jersey Shore is only minutes away, and two major metropolitan areas—Philadelphia, 60 miles southwest, and New York City, 60 miles northeast—each offer a world of culture and entertainment.

### The Gardens

Several formal gardens adorn the campus, offering pastoral beauty as well as quiet alcoves perfect for catching up on American Lit or cramming for a chemistry exam.

The **Sunken Garden** overlooks the Lagoon and, together, the two comprise one of the most popular areas on campus for quiet reflection with a view. Constructed of white marble and red brick, the Sunken Garden centers on a fountain brought over from a garden in France. Two stunning semicircular marble staircases usher you down to the Lagoon, where Lake Carasaljo (named after the town founder’s three daughters: Cara, Sally, and Josephine) flows into the campus, its lapping water a soothing presence as you tackle your textbooks.

The **Formal Garden** may look like a shortcut between the Mansion and the Raymond Hall Complex, but its mazelike box hedge is deceptively tricky to navigate. Make your way through it to one of the white marble benches to study in the sun.

The **Italian Gardens**, also known as the Classic Gardens, extend from the Casino to the magnificent Apollo Fountain. The garden features numerous statues, including a huge wrought-iron sculpture known as The Eagle that was purchased from the Paris Exposition of 1900. Each year at Commencement, the graduating class plants ivy at its base, a symbol of the roots they leave at GCU as they embark on a new journey of growth.

Located just south of Maria Hall is a touch of the Orient: The **Japanese Garden**. This one-acre garden features traditional stone lanterns, a teahouse, several footbridges, a variety of native Japanese flora, and unparalleled tranquility.

### The Historic Buildings

The **Mansion**, with its impressive Georgian architecture and Gilded Age decor, is a must-see for campus visitors. A substantial building of brick, marble, and stucco, the Mansion was designed by world-famous architect Bruce Price and features several reception rooms. Among them is the Great Hall, a centralized reception area that features the multi-wall frieze of Geoffrey Chaucer’s *The Canterbury Tales: General Prologue*, painted by muralist Robert Van Vorst Sewell. The Great Hall hosts many university concerts, ceremonies, and receptions.

The **Gatekeeper’s Lodge**, which is designed to complement the Mansion in style, is tucked just inside the Seventh Street Gate. It now houses Campus Ministry.

The **Raymond Hall Complex** is north of the Mansion and is separated from it by the Formal Garden. Raymond Hall served as the estate stable, once housing as many as 44 horses and 90 polo ponies. Today, the Raymond Hall Complex houses the School of Education, the Academic Development Center, a computer lab in the west wing, and the Dining Hall and North Dining Room.

Overlooking the Italian Gardens at the north end of campus is the **Casino**, a soaring space designed as the Goulds’ winter recreation center. Back in the early 1900s, the word “casino” described a place for games and entertainment. The Casino had a grand central arena for indoor polo matches—with more floor space than the original Madison Square Garden—that is now used for concerts and other large-venue events. Parts of the Casino remain historically faithful, such as the Goulds’ court tennis court, bowling alley, and the original 45-foot indoor marble swimming pool, which is open to students for recreational use.



## The Academic Buildings

The **Sister Mary Joseph Cunningham Library** houses a collection of nearly 150,000 books, other print materials, more than 750 serial subscriptions, and over one-half million microforms. This modern 44,000-square-foot building provides microcomputer labs, an audiovisual preview room, a microforms collection, and spaces for individual and group study, as well as collections of books, e-journals, e-reserves, e-books, journals, audiovisual materials, DVDs, videocassettes, maps, elementary and secondary curriculum materials, courtesy borrowing cards, and the Georgian Court University archives. Access to collections is through the SIRS automated system accessible from terminals within the library and from any computer connected to the campus network. Services include reference assistance, online database searching, interlibrary loan, bibliographic library instruction, and information literacy lectures.

The **Arts and Science Center** houses the School of Arts and Sciences. There are classrooms, seminar rooms, offices, studios for fine arts, computer laboratories, the M. Christina Geis Art Gallery, and the Little Theatre. In a wing attached to the A&S is the state-of-the-art **Audrey Birish George Science Center**, a two-story addition that offers laboratory and instruction space for scientific study.

East of the Italian Gardens sits **Farley Center**, a split-level white building that houses the School of Business and the Department of Psychology. Farley Center features a computer lab, several classrooms, a popular lounge area, and the Farley Conference Center, the ideal place for a meeting or teleconference.

Other buildings on the campus proper include **Mercedes Hall** and **Mercy Center**.

## The Chapels

The **Dorothy Marron University Community Chapel** is at the southern end of the campus on the lake. Its magnificent vaulted ceilings and glass walls look out onto Founders Grove and the Japanese Garden. The beauty of nature through the changing seasons is a beautiful backdrop to the services held here. Mercy Hall, attached to the Chapel, houses the Sisters of Mercy who work on campus and visiting faculty.

At the north end of the Raymond Hall Complex is **McAuley Heritage Chapel**. Originally the parish church for Lakewood, this quaint structure was moved by horse and rollers to the campus in 1924—a feat chronicled in *Believe It or Not* by Robert Ripley. Once the center of worship on campus, the chapel has been renovated to serve as a place where members of the GCU community can learn about Georgian Court and the heritage of the Sisters of Mercy, attend small lectures or special seminars, and gather to think, discuss, and reflect on the issues of our time.

## The Athletic Complex

The **Wellness Center** complex includes an arena, two softball fields, two soccer fields, tennis courts, an eight-lane track surrounding new lacrosse and field hockey fields, professional-quality dance studios, an exercise science lab, fitness facilities, a garden featuring over 40 types of plants historically used for medicinal or herbal purposes, and the University Bookstore. Located at the north end of campus, this world-class facility is worthy of GCU's successful and growing NCAA Division II sports teams. In 2010, the Wellness Center earned LEED Gold certification from the U.S. Green Building Council. The Leadership in Environmental Excellence and Design (LEED) honor recognizes GCU's eco-friendly approach to building a facility that incorporates sustainability practices and makes the most of natural resources.

## Residence Halls

**Maria Hall** is home to most first-year residents. This three-story residence hall houses up to 200 students. Its beautiful lounges overlook both the Italian and Japanese Gardens.

**Saint Joseph Hall** offers additional housing for first- and second-year students.

**Saint Catherine Hall** is a residence facility for juniors and seniors that accommodates 84 students. Saint Catherine Hall features the latest in on-campus living, including a number of lounge areas, exercise areas, and a first-floor central lounge with a fireplace, meeting areas, and big-screen television.

## Dining Facilities

The **Dining Hall**, where students, faculty, and staff can gather for a meal, is located in the Raymond Hall Complex, and the recently expanded **Court Café**, a pay-as-you-go alternative, is located in the Patrick and Julia Gavan Student Lounge, just east of the library.

## Lakewood Avenue Buildings

Made of brick, beige stucco, terra cotta, and marble, **Kingscote** was constructed in 1901 for George Jay Gould's son Kingdon Gould. Designed in the same Georgian style as the Mansion, Kingscote is so impressive on its own that people often mistake it for the Mansion. Kingscote houses the Office of the President as well as the divisions of Advancement and Marketing and Communications. **Hamilton Hall**, located behind Kingscote on Seventh Street, houses classrooms, offices, and the Georgian Court-Meridian Health School of Nursing.

Located on the corner of Fifth Street and Lakewood Avenue, **Lake House** was purchased by the university in 1945 and started out as a residence hall with an old-fashioned soda shop on the first floor. It houses the Division of Enrollment, including Admissions.

The other buildings on Lakewood Avenue include the **Music Center** on the Sixth Street corner; the **Guest House** and **Physical Plant** on the south side of Eighth Street; the **Eighth Street House** and **851 Lakewood Avenue**.

*\*Please note: Locations of offices are subject to change.*



## II: ADMISSION POLICIES

### CLASSIFICATION OF GRADUATE STUDENTS

#### Matriculating

Matriculating students are those who have been formally admitted to the institution and have confirmed their intention to enroll in a certificate, certification, or degree program. Matriculated students may attend classes on either a full-time or part-time basis.

#### Conditionally Admitted

Conditionally admitted students are those who have been admitted to a graduate program, contingent upon the successful completion of one or more requirements stipulated by the specific program or graduate admissions. Conditionally admitted students must complete all the conditions established by the program before they may assume fully matriculated status. For purposes of financial aid, conditionally admitted students are not eligible for federal aid until all conditions are met.

#### Nonmatriculating (Nondegree, noncertificate, noncertification)

Nonmatriculating students are those who are taking courses to achieve special professional goals or personal enrichment. Nonmatriculating students may take up to six credits and may later choose to apply for matriculation, but should be aware that credits taken prior to matriculation may not be applicable to current program requirements.

#### Full-Time Status

Full-time graduate students are those who are enrolled in at least nine semester hours of graduate courses per semester during the regular academic semester or at least six semester hours of graduate courses during the summer term.

#### Admission Requirements & Procedures for Matriculating Students

Applicants to a master's degree, certificate, or certification program are classified as matriculating students once they meet all admission criteria for the specific program and are accepted into the program.

Students should refer to the specific program of interest for requirements and procedures. Until all requirements for a program are met, the application will be considered incomplete, unless granted conditional admission.

#### Admission Requirements & Procedures for Nonmatriculating Students

A nonmatriculating student is a person who is taking courses to achieve special professional goals or personal enrichment. Nonmatriculating students may take up to six credits. Admission procedures for nonmatriculation are as follows:

1. Complete the application for admission.
2. Submit a check or money order for \$40 (nonrefundable) made payable to Georgian Court University.
3. Provide an official transcript showing receipt of a baccalaureate degree from an accredited college or university to document eligibility for graduate study. This documentation must be provided prior to approval for nonmatriculating status.

Note: Nonmatriculating students who later choose to apply for matriculation should be aware that credits taken prior to matriculation may not be applicable to current program requirements.

#### Admission Procedures for International Students in F1 Student Status

International students who need an F1 Student Visa must present official documents at least six months in advance of the semester's start date. In addition to the requirements of the specific program, the following items are needed to process an application for admission:

1. Test of English as a Foreign Language (TOEFL), score of 550 or more, or if computer-generated, 213 or more.
2. Scores must reflect testing within the last three years. ([www.toefl.org](http://www.toefl.org))
3. Transcript evaluation, overall and course by course, completed by World Education Services, P.O. Box 5087, Bowling Green Station, New York, NY 10274-5087 ([www.wes.org](http://www.wes.org)). Official evaluations must be sent directly from World Education Services to the Graduate Admissions Office in lieu of official transcripts from countries other than the United States.
4. Georgian Court Financial Support Documentation
5. Georgian Court Health Form
6. Upon acceptance to Georgian Court, students must submit a nonrefundable tuition deposit of USD \$1,000.00 before issuance of an I-20 form. Applicants must apply for full-time status (nine or more credits per semester). It is the responsibility of the student to verify that the graduate program in which the student wishes to enroll will offer enough credits for the student to maintain full-time status for the duration of the program.
7. Upon receipt of the I-20 form, students must pay a U.S. immigration SEVIS fee of USD \$100 before the interview at the U.S. Embassy for the student visa. Further information can be found at [www.uscis.gov](http://www.uscis.gov).

**This school is authorized under federal law to enroll nonimmigrant students.**

#### Georgian Court Certificates

Georgian Court certificates are awarded at the completion of a specific program of study. Many Georgian Court certificate programs also result in eligibility for certification or endorsements to certification through the NJ Department of Education. Georgian Court certificates are not to be confused with New Jersey Department of Education teacher certification, administrative certification, or educational services certification, which require applications to the state upon completion of the program of study. See program sections for admission and completion requirements for GCU certificates.

#### Program Requirements

1. Baccalaureate degree from an accredited college or university
2. Minimum grade point average as specified by each program
3. Health form completed and submitted to the Office of Health Services. All students are required to complete the student health form prior to class attendance. Failure to comply will result in the student being placed on "health hold." (Former students or those with name changes: please contact Health Services to update health records.) Documented proof of immunization from a physician or a copy of an official school or health department record is required as follows:
  - Measles: Two doses of live vaccine administered after 1968 and on or after first birthday
  - Mumps: One dose of live vaccine administered after 1968 and on or after first birthday
  - Rubella: One dose of live vaccine administered after first birthday

Students born before 1957 and nonmatriculating students are

exempt from the immunization requirements. Students who present documented laboratory evidence (copy of lab report) of immunity are not required to receive vaccines. Mantoux tests (tuberculosis screening) required for international and resident students only within the past six months.

**See catalog for specific program requirements.**

Note: GCU's GRE code # is R2274.

# III: ACADEMIC PROGRAMS

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## SCHOOL OF ARTS & SCIENCES

### Applied Behavior Analysis

M.A.

### Clinical Mental Health Counseling

M.A.

Georgian Court University Certificate: Professional Counselor

### School Psychology

M.A.

N.A.S.P. Approved Program

Georgian Court University Certificate of Advanced Graduate Study in School Psychology

### Holistic Health Studies

M.A.

Georgian Court University Certificate: Holistic Health Studies

### Homeland Security

M.S.

### Theology

M.A.

Institute for Lay Ecclesial Ministry

Georgian Court University Certificates  
Catholic School Leadership  
Parish Business Management  
Pastoral Administration  
Pastoral Ministry  
Religious Education  
Theology

## SCHOOL OF BUSINESS

Business Administration

M.B.A. (Traditional and Accelerated Schedule)

Advanced Admission: B.S./M.B.A.

## SCHOOL OF EDUCATION

### Programs leading to initial NJ instructional certification:

*Postbaccalaureate and master's degree options; traditional and accelerated schedules.*

- Inclusive Early Childhood P–3 Education and Teacher of Students with Disabilities
- Elementary Education K–5 and Teacher of Students with Disabilities
- Elementary Education K–5 and Teacher of a Specific Subject Grades 5–8 and Teacher of Students with Disabilities
- Teacher of a Specific Subject Grades K–12 and Teacher of Students with Disabilities

### Advanced professional programs for teachers:

- Autism Spectrum Disorders (master's)
- Bilingual/Bicultural Education (endorsement certificate)
- Early Childhood P–3 Education (endorsement certificate and master's)
- English as a Second Language (ESL) (endorsement certificate and master's)

- Inclusive Early Childhood P–3 (endorsement certificate and master's)
- Special Education (master's)
- Teacher of Students with Disabilities (endorsement certificate and master's)

### Programs leading to NJ educational services certification:

- School Counselor (endorsement master's)
- Director of School Counseling Services (endorsement certificate)
- Reading Specialist (endorsement master's or post-master's endorsement certificate)
- Learning Disabilities Teacher-Consultant (endorsement master's or post-master's endorsement certificate)

### Programs leading to NJ administrative certification:

- Principal (endorsement master's or post-master's endorsement certificate)
- School Administrator (endorsement master's or post-master's endorsement certificate)
- School Business Administrator (endorsement master's or post-master's endorsement certificate)
- School Supervisor (endorsement master's or post-master's endorsement certificate)



## IV: ACADEMIC POLICIES, PROCEDURES, & REQUIREMENTS

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### Advisement

Advisement is an important component for enhancing the quality of a student's program. To assist the student in planning a cohesive program and in meeting all degree requirements, a designated faculty member will serve as an adviser. It is the student's responsibility to seek a conference with her/his adviser each semester to plan her/his course of study. It is the student's responsibility to make sure that all university requirements, as listed in the GCU Graduate Catalog of year/ semester of acceptance, are fulfilled and that the appropriate courses are completed. This is incumbent on continuous enrollment at GCU. In the case of returning students, certain restrictions may apply to university requirements. Students should seek guidance from the Office of Admissions in regard to university requirements when they are in the process of reapplying.

### Course Load

Course load is defined as:

9 credits = full time

4 credits = half time

fewer than 4 credits = less than half time

### Registration

During October and February all continuing students will be notified concerning online registration procedures. Students are encouraged to register for the next semester during the specified period designated on each semester's calendar. Advising information will be available in each school. Change of schedule will be performed online during published registration dates. Please refer to the Office of the Registrar's Web page at [www.georgian.edu](http://www.georgian.edu).

### Audit

To audit a class, a student must obtain permission from the instructor and department chair and pay the appropriate fee.

A student is allowed to audit one course per semester under the following conditions:

1. Student must be properly enrolled in the university as either matriculating or nonmatriculating.
2. Student may audit only on a space-available basis. This request requires the signature and approval of the instructor and the chair of the department in which the course is given and then must be submitted to the Office of the Registrar.
3. Audited courses are considered as part of the student's regular course load but do not carry academic credit. Financial aid as applicable to audit courses must be cleared through the Office of Financial Aid.
4. An audited course cannot be changed to a credit course after the add period is completed.
5. A credit course cannot be changed to an audited course after the add period is completed.
6. The student's record will show a grade of AU for the course if instructor certifies that the course has been completed.
7. A student who has audited a course may at a later date take the course for credit.

### Holds

Georgian Court University reserves the right to place a "hold" on student activities due to an outstanding obligation to the university or noncompliance with Georgian Court University policies. Activities that may be barred include, but are not limited to, registration and receipt of transcripts. Outstanding obligations or noncompliance include, but are not limited to, unpaid monies, unreturned or damaged books and equipment, parking fines, non-submission of health form, and nonfulfillment of matriculation requirements.

### Transfer Credits

Transfer credits will be counted towards the degree credit total, but will not be included in the Georgian Court grade point average. Previous credits from non-regionally accredited institutions will be considered for acceptance on a case-by-case basis. Courses are evaluated for transfer based on the following criteria: accreditation status of the institution, and the course description, syllabus, outline (including topics covered and time spent on each), student learning goals and objectives, assessment methods, instructional materials used (textbook, etc.), instructor credentials, level (e.g., 500-level, 600-level, etc.), and credits.

Georgian Court University may accept up to six graduate credits from other institutions toward fulfilling the Georgian Court University program requirements. (Up to eight credits are permitted in the M.S. in Biology Program.) Courses acceptable for transfer must be closely aligned to Georgian Court courses and must have been taken at a regionally accredited institution within the last five years of GCU matriculation. Only courses in which grades of "B" or above have been achieved are eligible for transfer. Transfer credits will be counted towards the degree credit total, but will not be included in the Georgian Court grade point average. Previous credits from non-regionally accredited institutions will be considered for acceptance on a case-by-case basis. Courses are evaluated for transfer based on the following criteria: accreditation status of the institution, and the course description, syllabus, outline (including topics covered and time spent on each), student learning goals and objectives, assessment methods, instructional materials used (textbook, etc.), instructor credentials, level (e.g., 500-level, 600-level, etc.), and credits. Course content evaluation will be made by the program director.

Students wishing to transfer credits from another institution while attending GCU must secure written request approval from both the program director and Office of the Registrar. Credit will be given only if credit has not already been awarded or earned for the related course content. Transfer credit forms are available on the Office of the Registrar's Web page at [www.georgian.edu](http://www.georgian.edu). Official transcripts must be sent to the Office of the Registrar within four weeks of completion of the course(s).

### Academic Honesty

Georgian Court University strives to be a moral community with ethical convictions. Academic integrity is essential to collegial pursuit of truth and knowledge and gives the Georgian Court University community credibility. The principles of academic integrity demand the commitment of all persons at the university. Academic dishonesty is viewed at Georgian Court University as a serious offense and will not be tolerated.

Dishonesty in any work is regarded as a serious offense that may result in failure in the course and dismissal from Georgian Court University. Anyone who willfully assists another in the breach of integrity is held equally responsible and subject to the same penalty.

Academic dishonesty is any act of cheating, fabrication, plagiarism, abuse of resources, forgery of academic documents, dissimulation or sabotage, and any act of aiding and abetting academic dishonesty. Georgian Court University assumes the academic integrity of its students. In cases where

academic integrity is in question, the following definitions and policies will apply:

1. Cheating is using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples of cheating are copying homework, copying someone else's test, using an unauthorized "cheat sheet," inventing of any information or citation in any academic exercise, making up a source, giving an incorrect citation, misquoting a source.
2. Plagiarism is representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from any other person or source. Modifications and re-phrasings do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.
3. Dissimulation is the disguising or altering of one's own actions so as to deceive another about the real nature of one's actions concerning an academic exercise. Examples include fabricating excuses for behavior such as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).
4. Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes hiding library materials; removing non-circulating material from the library; hiding or stealing another person's textbook, notes, or software; failure to return library materials when requested by the library.
5. Forgery of academic documents is the unauthorized changing or construction of any academic document such as changing transcripts, changing grade books, changing grades on papers that have been returned, and forging signatures. Forgery also includes completion of an application for any academic program that omits or falsifies any requested information. Such violations can result in the revocation of the application, even if approval was previously granted on the basis of fabricated information.
6. Sabotage is the damaging or impeding of academic work of another student. Sabotage includes ruining another student's lab work or destroying another student's term paper.
7. Aiding and abetting academic dishonesty is knowingly facilitating any act defined above.

### Procedures for Dealing with Academic Dishonesty

A faculty member who perceives or is informed of academic dishonesty will initiate the process of determining the student's guilt or innocence by first informing the student. If necessary, the faculty member will report the infraction with evidence to the appropriate school dean who, in consultation with the program director, may proceed to appoint an adhoc Academic Integrity Task Force.

This adhoc task force, called by the appropriate school dean, will consist of one faculty member from each school who regularly teaches graduate courses, one graduate student from each school and one at-large faculty member who regularly teaches graduate courses, selected by the other task force members. The at-large faculty member shall serve as chair of the task force and will vote only if there is a tie.

The student will be informed in writing by the adhoc task force of the charge and the evidence upon which it is based and will be given the opportunity to present a defense.

The chair of the adhoc task force will set the time and place of the defense, which should normally occur within three weeks from the date the task force was called.

In the defense, the student may be accompanied by one adviser and may call witnesses but no legal counsel since this is an academic matter. Hearings will be tape-recorded or transcribed and kept in the office of the school dean. A copy of such material will be available to the student. The student has a right to confront the accuser.

If the Task Force on Academic Integrity finds the student guilty, it will recommend an appropriate penalty, such as expulsion from the department and/or the school, suspension for variable periods of time, a course grade of "F" or an "F" for the work in question.

The task force's conclusion and recommendations will be forwarded to the school dean who within ten working days will inform the student, with copies to the program director, associate provost/dean of students, and provost.

The student may appeal in writing to the provost within ten working days of being informed of the task force's decision.

The provost's decision is final.

### Grade Appeals

A student wishing to file an appeal about a final grade or a grade received for a particular piece of work in a course should follow this procedure:

#### For a grade received for a particular piece of work in a course:

1. The student must first attempt to resolve the matter through discussion with the faculty member who assigned it within 10 working days of receiving the grade.
2. If the issue cannot satisfactorily be resolved between the student and faculty member within ten working days after the student has conferred with the faculty member, the student may specify in writing the basis for the grade appeal and request a review by the appropriate program director. This written appeal should reach the program director no later than ten working days after the student has conferred with the faculty member. The program director shall attempt to resolve the issue between the student and the faculty member, in consultation with the faculty members in the discipline. Written notification of the determination by the program director shall be sent to the student within ten working days of the receipt of the appeal. The program director's decision is final.

#### For a final grade:

1. The student must first attempt to resolve the matter through discussion with the faculty member who assigned it within the first ten working days of the next semester. If the faculty member receives from the student convincing evidence that the original grade is inaccurate, the faculty member shall correct the grade. If an inaccurate final grade has been given, the faculty member shall submit a "Change of Grade" form to the Office of the Registrar.
2. If the issue cannot satisfactorily be resolved between the student and faculty member within ten working days after the student has conferred with the faculty member, the student may specify in writing the basis for the grade appeal and request a review by the appropriate program director. This written appeal should reach the program director no later than ten working days after the student has conferred with the faculty member. The program director shall attempt to resolve the issue between the student and the faculty member.
3. If the issue cannot be resolved satisfactorily within ten working days, the student may then submit the appeal in writing to the dean of the school of the particular discipline, who will then attempt to resolve the issue between the student and the faculty member.
4. If the issue is still unsatisfactorily resolved within ten working days,



the student may submit the appeal in writing to the provost, who shall attempt to resolve the issue in consultation with the student, faculty member, program director, and dean of the school. If an agreement is not reached in this consultation, the provost shall have the final authority to resolve the appeal. Written notification of the determination by the provost shall be sent to the student within ten working days of the receipt of the appeal. The provost's decision is final. Copies of the decision shall be provided to the student, faculty member, dean of the school, program director and registrar within ten working days of the receipt of the appeal. If the faculty member believes that his/her academic freedom has been compromised by the provost's decision, the faculty member may appeal the decision in accordance with the grievance procedure and timelines set forth in the appropriate section of the faculty personnel policies volume of the policy manual, which can be accessed at [www.georgian.edu](http://www.georgian.edu).

### **Nondisclosure**

Failure to submit complete records of all previous academic experience can result in the student being denied admission, or in the case of nondisclosure or misrepresentation, the rescinding of previously granted admission which may result in dismissal from the institution.

### **Attendance**

Classes vary in size according to the subject matter, but enrollment in every class provides maximum opportunity for discussion and exchange of views.

All students are expected to attend class regularly. Instructors will, at the beginning of each semester, advise students concerning the pattern of attendance needed for suitable performance. A student's response to this advice is her/his own responsibility.

Nonattendance or verbal notification, in a semester for which a student has registered, does not constitute an official withdrawal.

### **Course Final Assessment**

The university schedules time at the end of each semester for a final assessment in each course. Should illness prevent a student from being present on that day, the student should contact instructors immediately to arrange to make-up the missed work. Such arrangements must have the approval of the program director.

### **Repeating a Course**

A course retaken to improve a grade will result in only the higher grade being calculated in the academic average. The lower grade will remain on the academic transcript but will not be included in the grade point average or in the earned credit total. Repeated courses shall be taken at Georgian Court, unless special permission is given by the program director.

### **Academic Year**

Georgian Court University's Academic Year begins on August 1 and extends through July 31. Any class beginning during a particular academic year is considered to be part of that academic year, regardless of when the class ends.

### **Add/Drop/Withdrawal Policy**

Students may add courses during the first week of the fall/spring semester. Students may drop courses during the first two weeks of the fall/spring semester. Students who withdraw from courses between the third and fourteenth week of either the fall/spring semester will receive grades of "W" on their records. Students who withdraw from courses after the

fourteenth week of the semester will receive grades computed on the basis of all work completed and not completed at the end of the semester. For all other sessions please consult the Office of the Registrar's Web page at [www.georgian.edu](http://www.georgian.edu). Students must follow published procedures for change of program and pay any designated change of program fee.

Nonattendance or verbal notification, in a semester for which a student has registered, does not constitute an official withdrawal.

### **Official Leave of Absence**

Students may apply for an official leave of absence for up to two consecutive main academic terms. The application must be in writing and submitted to the Office of the Registrar. A leave of absence permits a student to maintain his/her recorded curriculum at the university if he/she returns within the specified time frame. (Note: semesters in which a student is on an Official Leave of Absence are not calculated as part of the six year time limit for degree completion). Students leaving GCU to take courses at another institution are not eligible for a leave of absence. Students who fail to register for a third main academic semester must reapply to the university through the Office of Admissions.

Nonattendance or verbal notification, in a semester for which a student has registered, does not constitute an official withdrawal.

### **Withdrawal from University**

If a student decides to withdraw from Georgian Court University, she/he must submit written notification of withdrawal to the Office of the Registrar with a copy to the program director. The official date of withdrawal is the date on which the notification is received by the registrar.

Students who do not enroll for two consecutive main terms are considered to have voluntarily withdrawn from the institution. In order to return to GCU, students are required to reapply through the Office of Admissions.

Nonattendance or verbal notification, in a semester for which a student has registered, does not constitute an official withdrawal.

### **Length of Time to Complete Degree, Certificate, or Certification Program**

Unless otherwise specified, the master's degree, certificate, or certification program must be completed within six continuous academic years following the date of first enrollment as a matriculated student at Georgian Court. (The six years does not include an official leave of absence.) In rare and compelling circumstances, an extension of one year may be requested by a degree candidate to complete her/his program. This request may be granted only once upon approval by the provost. Only graduate courses taken within the five years prior to acceptance into the current graduate program will be applicable to the program requirements.

Note: If New Jersey regulations or policies change regarding preparation or requirements for certification or licensure during the six-year period, the state's policy will prevail and may result in the need for a continuously enrolled student to take additional courses to complete a program.

### **Graduation & Degree Requirements**

1. Submission of Graduation Application by appropriate submission date is required.
2. Successful completion of specified credits for each program is required.
3. Maintenance of a minimum of a "B," 3.0, academic average is required.
4. Completion of all work toward the master's degree during a six-year period exclusive of an approved leave of absence is required.

## Graduation Application

All students must submit an application for graduation to the Office of the Registrar by the priority due date: July 1 for May graduation; February 1 for August graduation; and May 1 for December graduation. Receipt of application will result in preparation of an academic audit. Students are encouraged to apply two semesters prior to intended completion of degree requirements.

Late applications are accepted for a limited time after the priority due date. A \$50 late fee is applicable to any late application received once the semester of graduation begins. Please refer to the Office of the Registrar's Web page for submission deadlines.

## Grade Posting

Grades are available via Self-Service approximately three weeks after the completion of any term. Indebtedness to Georgian Court University precludes access to grades and transcripts.

## Graduate Program Grade Definitions

Grade	4.0 Scale
A	4.0 Indicates excellent work of consistently high standard (superior)
A-	3.7
B+	3.3 Indicates good work, demonstrating qualities such as organization, accuracy, originality, understanding (high average)
B	3.0
B-	2.7
C+	2.3 Unsatisfactory performance, below the level expected of a graduate student
C	2.0 Unsatisfactory performance, below the level expected of a graduate student
F	Indicates failure and work undeserving of credit
W	Indicates that a student withdrew from a course
INC	Indicates a temporary extension of the semester
P	Indicates an acceptable level of performance (project/thesis)
P*	Indicates an acceptable level of performance worthy of distinction (project/thesis)
T	Indicates transfer credit

## Incomplete Work

A student who has done satisfactory work in a course, but has not completed the course requirements because of illness or some other emergency situation, may request an "Incomplete" as a temporary extension of the semester. To receive this extension, the student must submit the "Request for Extension" form to the instructor and dean of the appropriate school for approval. This request must be made prior to the start of final assessment. At the end of the semester extension, if the instructor does not submit a final grade to the registrar, the student will automatically receive an "F" for the course unless the instructor submits a different grade, based on work previously completed.

The semester extension period is governed by the semester length and is referenced on the Office of the Registrar's Web page and "Request for Extension" form. For example, a student requesting an extension for a 15-week semester will receive an extension of six weeks for a final grade to be submitted.

## Graduation Terms

The university holds a Commencement ceremony in May of each year at which May graduates and graduates from the preceding August and December may participate. Only students who have completed all

requirements for graduation (including all course work) prior to the Commencement ceremony are eligible to participate in the ceremony.

Students who have completed all requirements for graduation except for a few credits should consult the university's Commencement web page three months prior to Commencement for the current policy regarding participation in ceremony. The conferral of degrees (graduation) takes place in August, December, and May.

## Comprehensive Examination

A final comprehensive examination is required of candidates in some of the master's degree programs. Students are directed to individual programs to ascertain the requirements in their specific program.

## Research

Most programs require that a student present a written project or thesis as one of the requirements for the degree. The project/thesis must have academic significance and must be completed under the guidance of the program director or someone specifically designated by the program director. The project/thesis, as a general rule, will be in the student's area of specialization in the graduate program. The project/thesis must show evidence that the student

- understands the theoretical basis of the topic,
- proceeds independently with a well-organized plan of work,
- demonstrates reasonable familiarity in handling the research methods involved in the project,
- demonstrates graduate-level facility in writing and interpreting the material, and
- demonstrates skill in interpreting findings and drawing conclusions.

Although the structure of the research may differ somewhat for the various programs, each project/thesis includes the review of published literature, data collection, and analysis.

## Graduate Thesis Continuation Policy

This policy does not apply to students in programs in the School of Education. With the permission of the instructor, a student who does not finish his or her graduate internship, thesis or research course in the allotted time period may register for a graduate continuation course in order to complete course requirements. The graduate continuation course, designated GRCONT, will have a flat fee assigned. The student will have up to one calendar year to complete the graduate internship/thesis/research continuation. The student is required to enroll on a semester-basis for the graduate continuation course. Should s/he not complete course requirements within the required time frame, a grade of "F" will be assigned to the course.

## Request for Transcripts

Transcript requests must be made in writing to the Office of the Registrar. There is a \$5 fee per transcript. Transcripts are processed in the order in which they are received within five working days. The Office of the Registrar is not able to issue transcripts immediately upon request. The transcript request form is available on the Office of the Registrar's Web page at [www.georgian.edu](http://www.georgian.edu).

## Online, Hybrid & VTC Courses

**Online:** the course is taught 100 percent online using the university's course management system to deliver internet-based interactive instruction. Students do not come to a classroom.

**Hybrid:** the course is taught 50 percent or less online using the university's course management system to deliver internet-based interactive instruction, and 50 percent or more with the instructor in

the same room as the students. Students are required to come to the classroom for the face-to-face sessions.

**VTC:** the course is taught 100 percent by video teleconference. Students are required to come to a classroom for all class sessions but the instructor may be teaching from a different location using real-time, interactive video conferencing.

### Independent Studies

Some departments list and describe courses that provide opportunities to earn credit for the intensive study of something not offered as a regular course. These courses are normally limited to juniors, seniors, or graduate students who have at least a 3.5 cumulative GPA.

Occasionally, students may need an independent study in order to complete a regular course required for graduation. Students should speak with the instructor who teaches that course and who can initiate the application. Completed applications must be approved by the department chair, dean and associate provost before the end of the add period. Generally, applications will not be approved for courses that are listed on the schedule in the current academic year. A copy of the final exam or paper required for the course is retained by the department chair.

Students receiving GCU tuition remission may be required to pay the normal tuition rate for independent studies.

### Credit Hour Assignments for Courses

A credit hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as required in (1) for other activities such as lab work, internships, practica, and studio work. Faculty members in academic departments propose the amount of credit hours to be assigned to each new course to the dean and appropriate curriculum committee based on the preceding definition of a credit hour. The amount of credit hours approved for a new course by the dean and curriculum committee is then reviewed by the provost, who has the final authority for assigning credit hours to a course.

### Study Abroad

All interested students are invited to experience either a short-term study abroad experience (one, two, or three weeks), a summer, a semester or a year abroad at an approved program after applying and discussing their options with the associate provost for academic program development, who should be the first point of contact, and the faculty advisor.

The associate provost for academic program development provides direction for selecting culturally rich and academically sound international experiences, and university approval when selecting Study Abroad sites for the major and/or elective courses in all disciplines. Students are referred to [www.georgian.edu/study\\_abroad](http://www.georgian.edu/study_abroad) for more information and for a copy of the *Study Abroad Handbook*.

Enrollment in a program of study abroad approved for credit by GCU may be considered enrollment at GCU for the purpose of applying for assistance under title IV, HEA programs.

### Access to Records

#### Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), commonly referred

to as the Buckley Amendment, was enacted in 1974 and applies to those institutions that regularly receive funding from the US Department of Education. FERPA was written specifically for students and guarantees these primary rights:

#### The right to inspect and review education records within 45 days of the day the university receives the request for review.

Students should submit a written request to the Office of the Registrar identifying those records the student wishes to inspect. The education record will be reviewed under the supervision of an agent of the US Office of the Registrar. Students may not add or remove any information during the review.

#### The right to seek to amend education records believed to be inaccurate or misleading.

After inspecting his/her education record a student can notify the registrar, in writing, of any portion they believe should be changed. The student should specify why the information is inaccurate or misleading. If the university determines that the record should not be amended they will inform the student and advise the student of his or her right to a hearing.

#### The right to some control over the disclosure of information from education records.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with a legitimate educational interest. A school official is a person employed by the university in an administrative, supervisory, academic/research, or support staff position, including the law enforcement unit and health staff. A school official can also include a person or company the university has contracted (such as an attorney, auditor, or collection agent); persons or organizations providing student financial aid; or determining financial aid eligibility, amount, or conditions of financial aid, or to enforce the terms and conditions of aid; and accrediting organizations carrying out their accrediting functions. Education records will also be released without the student's prior written consent in compliance with a judicial order or lawfully issued subpoena or in the event of an emergency if it is necessary to protect the health or safety of the student or other persons.

A school official has a legitimate educational interest if they need to review an education record in order to fulfill their professional responsibility.

Institutions may disclose directory information about a student without violating FERPA. Directory information at GCU is defined as name, address, telephone number, and e-mail address, enrollment status (e.g., undergraduate or graduate; full-time or part-time), major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, most recent previous school attended, photograph, and weight and height of members of athletic teams

#### The right to file a complaint with the US Department of Education should the student allege the university is not in compliance with the requirements of FERPA.

Family Policy Compliance Officer  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

Students who do not wish to release any or all of the above information to outside agencies must submit a request in writing to the registrar. This request must state which items or information they wish withheld from disclosure.

A student wishing to review his/her academic record should make an appointment to do so with the registrar.

## Solomon Amendment

The Solomon Amendment became effective on October 23, 1998. Under the Solomon Amendment institutions are required to fulfill military requests for student recruiting information. Failure to comply may result in the loss of various forms of federal funding and Federal Student Aid. Student recruiting information includes, but is not limited to, student name, address, telephone number, date of birth, place of birth, class, major, degree(s) received, and educational institutions attended. Under FERPA, students may request that directory information be withheld. This protection will be honored under the Solomon Amendment. Any student who wishes to have directory information withheld should request a "no release" as described above.

## Academic Probation and Dismissal Process

### Academic Probation

A student currently enrolled in a graduate program will be placed on probation if her/his cumulative average falls below a 3.0 (a student in the Clinical Mental Health Counseling or School Psychology Programs should consult the descriptions of these programs for additional conditions that will result in academic probation and dismissal). A student on probation must achieve a cumulative average of at least 3.0 by the time an additional six credits are completed or face academic dismissal. If a student receives a grade of "C+" or below in a course, it is recommended the course be repeated. Students in the School of Education who earn a "C" in any course will automatically be put on probation and will be required to retake the course.

### Academic Dismissal

Georgian Court reserves the right to dismiss at any time students who do not maintain the specified standards of scholarship or who are not in accord with its ideals and expected patterns of behavior. The former case is determined by action of the program director and dean or the Academic Standards Committee, the latter by action of the provost.

### Dismissal Conditions

Academic dismissal occurs when students fail to maintain satisfactory progress toward the attainment of their graduate degrees or certifications or fail to maintain the requisite 3.0 cumulative grade point average. In the School of Education, students who earn 2 or more grades below "B" will be dismissed. Students so dismissed may not register for any additional courses in that program. Students who have been dismissed may seek readmission into the program through the Office of Admissions after two academic years. Students who are dismissed forfeit any grants, graduate assistantships or scholarship aid that may be in effect at the time. Students who are academically dismissed have the right to appeal through the normal dismissal appeal process within each school. Students are referred to specific program policy handbooks regarding academic and nonacademic dismissal.

### Dismissal Appeals Process

Students may appeal a dismissal or academic probation in writing to the appropriate program director within ten working days of the notice. If the program director is unable to resolve the issue within ten working days, the issue is appealed to the dean of the school who likewise has ten working days to resolve the issue. If the matter is appealed in writing to the provost, written notification of the determination by the provost shall be sent to the student within ten working days of the receipt of the appeal by the provost. The provost's decision is final.

### Readmission after Academic Dismissal

Students who have been dismissed for academic reasons may reapply after two years. Applications must be submitted to the Office of

Admissions three months prior to the beginning of the semester.

The decision to readmit will be made by the program director/chair with the concurrence of the dean. Applicants for readmission may be required to:

- Submit two letters of recommendation
- Have a personal interview with program director/chair and the dean of the school
- Retake the appropriate standardized graduate admissions test(s) and submit the results to the appropriate school
- Present a written statement describing activities during the period of their dismissal which address the causes of dismissal.

Students may be required to retake courses at Georgian Court University that impacted on their dismissal.

## Cancellation of Classes by the University

Cancellation of classes will be announced over the following radio stations: WOBN (FM 92.7); WOR (AM 710) and online at WOR710.com; and WBUD (AM1260 or FM 101.5) and online at NJ1015.com. Cable channel NEWS 12 NJ will carry cancellations. Information may also be obtained by dialing 732.987.2555 and listening for specific instructions concerning weather. The Connect-Ed Emergency Notification System will be used to send the campus community voicemail, e-mail, or text messages about class cancellations. Classes are cancelled based on the policy of the location at which the classes are held, unless otherwise noted.

## Cancellation of Classes by an Instructor

The illness of an instructor, at times, will necessitate the cancellation of certain classes. The instructor notifies the dean of the school who will have notices posted in various locations on campus.

At other times, if a professor cancels a class, the prearranged class calling system will be activated if there is adequate time before the beginning of the class session.

## Motor Vehicles

All cars must be registered through the Office of Security. All students are billed a fee for a parking permit, which must be visible at all times only while on campus. Students are responsible for abiding by regulations printed on the back of the parking permit.

Please Note: As per State Motor Vehicle law in the State of New Jersey, Statute 39:3-74 "No person shall drive with any sign, poster, sticker, or other nontransparent material upon the front windshield, wings, deflectors, side shields, corner lights, adjoining windshield, or front side windows of such vehicle other than a certificate or other article required to be so displayed by statute or by regulations of the commissioner."

Students must:

- Display a valid parking permit to park in any campus parking area
- Park in white-lined spaces only; red-lined spaces are faculty and staff; green-lined spaces are reserved; blue-lined spaces are for handicapped individuals; yellow lines indicate no parking
- Observe speed limits and comply with all traffic signs and markings
- Respect the rights of pedestrians

Citations will be issued for violations of the above.

Georgian Court University does not assume responsibility for theft or damage while the car is on campus. Parked cars should be locked at all times.

Handicapped spaces have been designated in various areas around campus. In keeping with the laws of the State of New Jersey, a fine of

\$100 will be issued for parking in reserved handicapped parking spaces.

Visitors must obtain a parking pass from the Office of Security. This parking pass must be visible while on campus. Parking is not permitted on roads, driveways, or grassy areas. Violators will receive a summons and a fine of \$25. Repeated violations may result in loss of parking privileges on campus and/or in the towing away of vehicles.

The 9<sup>th</sup> Street Gate is open 24 hours a day, seven days a week. The 7<sup>th</sup> Street Gate is secured at 10:00 PM, Monday through Thursday; 5:00 PM on Friday, and secured Saturday and Sunday.



# V: FINANCIAL INFORMATION: GRADUATE PROGRAM

## TUITION & FEES: 2012–2013

### Tuition

Tuition . . . . .	\$745 per credit
Tuition for Student Teaching (12 credits) . . . . .	\$13,370 per semester
Accelerated Education Grad . . . . .	\$14,425 per semester
M.B.A. . . . .	\$600 per credit
Accelerated M.B.A. . . . .	\$800 per credit
Communiversity . . . . .	\$644 per credit
Auditing . . . . .	1/3 of tuition

### General Fee

Graduate FT Comprehensive Fee . . . . .	\$430 per semester
Graduate PT Comprehensive Fee . . . . .	\$220 per semester

### GCU@Woodbridge

Accelerated Education Grad . . . . .	\$14,425 per semester
M.B.A. . . . .	\$600 per credit
Accelerated M.B.A. . . . .	\$800 per credit
M.A. in Administration & Leadership . . . . .	\$644 per credit
M.B.A. General Fee . . . . .	\$103 per semester
Accelerated M.B.A. Comprehensive Fee . . . . .	\$275 per semester
M.A. in Education Comprehensive Fee . . . . .	\$170 per semester

### St. Pius/St. Elizabeth Seton

M.A. in Theology . . . . .	\$745 per credit
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### Special Fees

Return Check Fee. . . . .	\$50
Graduation Fee. . . . .	\$150
Late Graduation Application Fee . . . . .	\$50
Late Registration Fee . . . . .	\$25
Change of Schedule Fee . . . . .	\$15
Parking Fee—Commuter. . . . .	\$155+tax
Transcript Fee per request . . . . .	\$5
Course Fees . . . . .	Variable

The charges listed are in effect for the 2012–2013 academic year. The university reserves the right to change its schedule of tuition, fees and refunds policies at any time.

### Medical & Accident Insurance

New Jersey law requires all full-time higher education students to carry medical insurance. Students with personal health insurance who wish to decline the university's plan must return a completed waiver card to the Student Financial Service Center by the deadline noted on the form. The low-cost student policy has few restrictions, and, in most instances, no deductibles. Brochures outlining the benefits of this plan and claim forms are available in the Health Center

### Manner of Payment

Tuition and fees may be paid by cash, check, money order. MasterCard, Discover or American Express are accepted in our online payments in Self-Service. There is a 2.75 percent convenience fee for using credit cards. We also offer ACH check payments online and there is no charge for this service. Checks should be made payable to Georgian Court University. All charges must be paid in full, or appropriate arrangements must be made with the Student Financial Service Center by the date printed on the bill. If payment is not made by the designated date, a late payment fee of \$50 will be levied. Students may not be allowed to register for subsequent

courses or receive a transcript or diploma until bills are satisfied. If the university is forced to use an agency to assist in the collection of a delinquent account, all collection and legal fees will be added to the outstanding balance.

### Tuition Plan

The university offers a monthly installment plan through Tuition Management Systems. There is an application fee; however, there are no interest charges. To participate in the plan, students can go on the website [www.afford.com](http://www.afford.com). Plan participation is granted by semester.

### Employer Reimbursements

Students whose education will be financed by their employer may be able to defer their tuition payment. Arrangements should be made with the Student Financial Service Center prior to registration. If payment is not made within five weeks of the end of semester, company reimbursement will no longer be accepted for deferred payment. The following documentation must be submitted:

- letter on company stationery establishing reimbursement policy and confirming employee eligibility with
- employee contact to verify such eligibility if necessary

### Due Date for Payments

Bills will be available online beginning the 3<sup>rd</sup> week of July for fall term and on December 16 for spring term. Accounts must be settled between the student and the university 2 weeks before the first day of class. A settled account is defined as:

- Cash payment from the student
- + Georgian Court Scholarships awarded to the student
- + Student loans granted by the lender and accepted by the student
- + Federal or State aid for which the student is eligible
- + Expected receipts from a payment plan (i.e. TMS)
- = Room, board, tuition, fees and other charges billed to the student

Students whose accounts are not settled will be placed on Billing hold and will be prohibited from registering for subsequent semesters, from receiving grades, from graduating or may be asked to leave the university for non-payment.

### Refund Policy

The following policy sets forth refunding tuition for those students who officially withdraw from the university.

- Within the 1<sup>st</sup> week of classes: add/drop period—no charge
- Within the 2<sup>nd</sup> week of classes: 25% of tuition plus all fees charged
- Within the 3<sup>rd</sup> & 4<sup>th</sup> week of classes: 50% of tuition plus all fees charged
- Within the 5<sup>th</sup> week of classes: 75% of tuition plus all fees charged
- After the 5<sup>th</sup> week of classes: 100% of tuition plus all fees charged

General fees, lab fees and room deposits are nonrefundable. Upon official withdrawal from the institution, the university will calculate the amount of tuition refund, if any, based on the above schedule. If a student withdraws from the university prior to completing 60% of the semester, the federal government mandates that the student may keep only the federal and state financial aid "earned" up to the time of the withdrawal. After completing 60% of the semester, there is no reduction in federal or state financial aid.

Please Note: Students are not eligible for a refund unless they have officially notified the Registrar and completed all requirements for withdrawal. The effective date of withdrawal is the date on which the

Office of the Registrar receives written notice. No refunds will be made until the conclusion of the drop/add period. Students receiving financial aid should contact the Office of Financial Aid to ascertain the effect of a withdrawal on their financial aid eligibility.

## INTERNATIONAL STUDENT POLICY & PROCEDURES

### International Admissions

#### Deadline for Applications

Fall Semester: March 1

Spring Semester: August 1

#### Admission Requirements

1. A completed GCU Application Form
2. \$40 application fee in U.S. currency
3. Official or notarized transcripts and all relevant examination results, document translation into English, and course evaluation may be required.
4. Proof of English proficiency
5. Two letters of recommendation

#### Deadline for Payments for new students and returning students:

1. A tuition deposit of \$1,000 is required at time of acceptance.
2. All tuition is to be paid by July 1 for fall semester and December 1 for spring semester.
3. Fees, room, and board are to be paid by August 15 for the fall semester and January 15 for the spring semester.
4. No payment plans will be done through the institution or Tuition Management System.

The Higher Education Act of 1965 states in Section 116 the financial responsibility of foreign students. Nothing in this Act or any other Federal law shall be construed to prohibit any institution of higher education from requiring a student who is a foreign national (and not admitted to permanent residence in the United States) to guarantee the future payment of tuition and fees to such institution by:

- making advance payments of such tuition and fees,
- making deposits in an escrow account administered by such institution for such payments; and
- obtaining a bond or other insurance that such payments will be made.

All students applying for an F-1 (student) visa must submit the following:

1. A bank letter in your name or the name of your sponsor attesting to the amount that is on deposit in U.S. dollars. The letter must be dated within three months prior to the start of classes.
2. An affidavit of financial support. This document must be signed by your sponsor (the person whose name is on the bank statement) and must be stamped by a notary public.
3. Declaration of Finances (Affidavit of Support). U.S. visa regulations require that a student's admission be based upon academic acceptance and satisfactory evidence of adequate funds to meet the expenses involved in the proposed program of study. Students must submit documentary evidence of the amount of financial support available from personal resources, family funds, or another sponsor (e.g., an employer or government organization) that will provide funds for their educational and living expenses at Georgian Court University. The evidence required depends on the source of financial support.
4. If personal resources are the source: (1) A letter from the student stating that he/she will provide for his/her own expenses; (2) Personal bank statements, an official letter from the student's bank stating his/her balance, or certification of income from the student's employer.
5. If family resources are the source: (1) Letter of sponsorship from

the family member(s) indicating his/her relationship to the student and the duration and level of support; (2) Bank statements, an official letter from the sponsor's bank, or certification of income from the sponsor's employer.

6. If another sponsor is the source (e.g., employer, government, organization): (1) Declaration of Finances from the sponsor or organization that states (a) name and address of the sponsor, (b) duration of support, (c) dollar amount available for educational expenses, (d) dollar amount available for living expenses and (e) how the funds will be disbursed to the university (e.g., monthly, quarterly). If the sponsor wishes to be billed by Georgian Court University, this must be stated in the letter. Be sure to make it clear if fees, room/board, and health insurance should be billed in addition to tuition.

### International Student Addendum: Part 1

#### Sponsor's Affidavit of Support

While Georgian Court University offers limited scholarship support to international students, it does not provide need-based financial aid. As a result, you are required to provide proof of your ability to pay for all your educational expenses incurred. Applicants must show sufficient support or continuing income for four years of undergraduate study or two years of graduate study (tuition, room, board, fees, books, and personal expenses) in order to receive an I-20. The Financial Resource Statement must be signed by both the applicant and the sponsor (if applicable) and must be signed and sealed by a Notary Public or Official Administering Oath. Applications cannot be processed if this is not completed properly.

#### Supporting Documents

In addition to completing the Sponsor's Affidavit, documentary evidence of your financial ability to pay for your education must also be provided. All forms must be originals (except tax documents), translated to English, and less than six months old. If one document is not sufficient to provide proof of full program funding, include additional documentation. Acceptable forms of proof are as follows:

1. Letter of employment stating the sponsor's annual income (from the employer).
2. Bank letter stating the date the account was opened, total amount deposited for the last six months, and the present balance. Bank statements saying that "enough" or "sufficient" funds are available to support a student are not acceptable forms of evidence; they must also indicate U.S. dollar amounts.
3. Award letter from an organization providing a scholarship.

### FINANCIAL AID INFORMATION

Please visit the GCU Web site for the most up to date financial aid information at [www.georgian.edu](http://www.georgian.edu).

Office of Financial Aid

900 Lakewood Avenue

Mercy Center Student Financial Service Center

732.987.2258 office 732.987.2023 fax • [finaid@georgian.edu](mailto:finaid@georgian.edu)

#### Office Hours

Monday through Friday, 8:30 AM to 4:30 PM; extended hours on Tuesdays, 4:30 PM to 7:00 PM (6:30 PM in summer)

Financial aid is available to matriculating graduate students who have been admitted as a degree or certificate candidate and intend to register at least half-time (six credit hours per semester) in their program. For the purposes of financial aid, Georgian Court University has established that nine semester credit hours of course work constitutes full-time status.

Georgian Court University reserves the right to review, adjust, or cancel



awards at any time because of changes in your financial or academic status, academic program, athletic program, enrollment status (half-time to part-time), or students code of conduct violations. Awards are contingent upon actual receipt and verification of funds by GCU. If adjustments are made to the university's federal and /or state allocations, the university reserves the right to adjust individual aid awards at the beginning of each semester, as necessary. All students' financial aid awards are contingent on the availability of funds. The Georgian Court University Office of Financial Aid reserves the right to review and cancel awards at any time during the academic year

## Federal Funding

The primary source of federal funding for graduate and professional students is in the form of loans. To be eligible for federal student loans, you must be a U.S. citizen or permanent resident, enrolled at least half time, pursuing a degree or certificate. Federal student loans typically have lower interest rates than private or alternative loans from banks or other financial institutions. They also may not require credit checks. However, there are limits on how much you can borrow from some of these loans programs per academic year and in the aggregate.

The most common federal student loan for professional and graduate students is the William D. Ford Federal Direct Stafford Loan administered by the U.S. Department of Education. A Stafford loan is unsubsidized, meaning you are responsible for paying all interest that accrues. You can elect to pay that interest while you are enrolled in school or have it accrue until you enter repayment, when it will be added to the original amount you borrowed.

Some of the benefits of the Federal Direct Stafford Loan over other types of loans include the following:

- Lower fixed interest rates than on most student loans or other kinds of consumer loans
- Flexible repayment options to help borrowers more easily afford their monthly payments
- Delay of repayment until after you leave school with a "grace period" of six months
- No credit check
- Partial deduction of interest on federal tax return, up to a certain income level
- Options for temporarily postponing loan repayment under certain circumstances
- Loan forgiveness programs for teachers

There are limits to how much you can borrow in the Federal Direct Stafford Loan program. As of July 1, 2007, you can borrow up to a total of \$20,500 in Federal Direct Stafford Loans each academic year. Likewise, there is an aggregate (cumulative) limit of \$138,500 for graduate and professional students. This aggregate amount includes both undergraduate- and graduate-level Federal Direct Stafford Loan borrowing. So, if you borrow a total of \$46,000 as an undergraduate (the maximum amount allowed for an independent undergraduate student), the maximum amount of Federal Direct Stafford Loans you could borrow for graduate or professional school would be \$92,500.

[Note: Higher limits on the unsubsidized Federal Direct Stafford Loan may apply to certain health profession students. Ask your financial aid administrator for more information.]

Another type of federal educational loan aid is the Federal Direct Graduate PLUS Loan. This loan, similar to the Federal Direct Parent Loan for Undergraduate Students (PLUS), is now available to graduate students. This loan allows you, not your parents, to borrow up to the cost of attendance, less any other financial aid you receive. It has a fixed interest rate and no aggregate limits. Unlike the Federal Direct Stafford Loan,

however, this is a credit-based loan. To be eligible for this loan, you cannot currently have "adverse credit". However, if you do not meet the credit requirements, you can still obtain the loan with an endorser who does.

## Verification Policy

Your application for Federal Student Financial Aid may be selected by the US Department of Education or GCU for review in a process called verification. Verification is a systematic means of comparing various financial and informational documents with the information you provided on the Free Application for Federal Student Aid (FAFSA). The following information is an outline of the policies and procedures that govern the verification process, your responsibilities, and the appropriate deadline dates for the Federal Student Aid Programs. If you have any questions, feel free to contact the GCU Office of Financial Aid.

Our Verification Policy: Students selected for verification will be notified of the requirement to submit specific documentation of items included on the FAFSA. It is the policy of GCU to withhold the disbursement of Federal Student Financial Aid until the verification process is considered completed. This policy ensures that the information provided on your Student Aid Report to our office and your aid eligibility determination are correct before any funds are awarded to you.

Verification Completion: The verification process will be considered complete once the following have been accomplished:

1. You fully complete and submit to the GCU Office of Financial Aid the Verification Form along with copies of your (and spouse if married) Federal transcripts.
2. You submit copies of any other documents as requested by the GCU Financial Aid Office.
3. The GCU Office of Financial Aid has completed comparison of federal processor results with the documents requested.
4. If verification reveals that data provided by the federal processor is accurate, you will receive an award letter from the GCU Office of Financial Aid .
5. If verification reveals that data provided by the federal processor is incorrect, the GCU Office of Financial Aid will electronically correct your data with the federal processor. As a result, you will receive notification of the corrections, either by mail or e-mail, from the federal processor. After we receive the corrected information, you will receive an award letter.

## The Consequences of Failing to Complete Verification

Under the Stafford Loan and Work-Study programs, GCU will withhold disbursements of Stafford Loan, discontinue your employment under the Work-Study Program, and withhold certification of any further Stafford Loan applications.

In all cases, GCU will take the necessary steps to secure repayment of aid funds already disbursed to you for which you have been determined to be ineligible.

## Federal Title IV Refund Policy

Georgian Court University is required to determine a student's earned and unearned federal student aid (Title IV) funds as of the date the student withdraws or ceases attendance based on the amount of time the student spent in attendance. The calculation of funds earned by the student has no relationship to the student's incurred institutional charges.

Up through the 60 percent point in each period of enrollment, a pro rata schedule is used to determine the amount of federal student aid (Title IV) funds the student has earned at the time of withdrawal. The university must refund the actual percentage of unearned federal financial aid up to the date of withdrawal. After the 60% point in the period of enrollment, a

student has earned 100 percent of the federal student aid funds awarded for that period, and all federal student aid (Title IV) funds will remain on the student's account.

Refunds will be distributed in the following order:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal PLUS Loans
4. Other federal, state, private, or institutional sources of aid
5. Student, if applicable

Warning: Federal refunds may result in a student owing an outstanding balance to the university.

### SATISFACTORY ACADEMIC PROGRESS POLICY

Georgian Court University is required by federal law (34 CFR 668.34) to define and enforce standards of Satisfactory Academic Progress (SAP). All students receiving financial aid from federal, state and/or university sources must be making Satisfactory Academic Progress at Georgia Court University to establish and retain eligibility for student financial aid. Enrolled students applying for financial aid for the first time must demonstrate Satisfactory Academic Progress prior to applying for financial aid and must continue to meet Satisfactory Academic Progress standards.

SAP is reviewed after fall, spring, and summer grades are posted. The student's academic progress is measured using both qualitative and quantitative measures of academic progress. The first time a student does not meet the minimum requirements for the two components, the student is placed on financial aid warning for the subsequent semester and will be notified of the warning via registered mail. Students failing to achieve satisfactory status following their warning semester are placed on financial aid suspension and notified by e-mail that their aid has been cancelled for subsequent terms. Students may appeal their suspension of financial aid based on extenuating circumstances (i.e. student injury or illness, death of student's relative, and/or other circumstances resulting in undue hardship to student). See the appeal process.

#### Qualitative Measures of Academic Progress

The qualitative measure of academic progress is based on a grading scale of 0.00 to 4.00 and the students' enrollment classification.

Classification	Grade Point Average Requirement
Graduate Students	Minimum 3.00 GPA

Incoming graduate students are considered eligible for financial aid upon admission to the university.

#### Quantitative Measures of Academic Progress

Students must successfully complete at least two thirds (66%) of their attempted credit hours at Georgian Court University. The following table provides an example of the number of credits a full-time student must attempt and successfully complete each semester:

Semester	Credits Attempted	Minimum Credits Completed
1	9	6
2	18	12
3	27	18
4	36	24
5	45	30
6	54	36
7	63	42
8	72	48
9	81	54
10	90	60
11	99	66
12	108	72

Hours completed do not include the following grades; however, these hours are included in hours attempted:

Grade	Description
U	Unsatisfactory
INC	Incomplete
W	Withdrawal from course

If a grade other than U, I, and W is received, courses that have been repeated will be counted for each enrollment as hours attempted as well as hours completed.

Graduate students will be ineligible for aid if they do not meet their degree objectives after carrying the maximum number of credit hours listed below (whether or not they have received aid for all terms):

Classification	Total Attempted Hours Including Transfer Credit	Ratio of Completed Hours to Attempted Hours
Graduate & Professional	100 hours beyond B.A.	66%

### APPEAL PROCESS

#### Financial Aid Suspension Notification

The GCU Office of Financial Aid reviews satisfactory academic progress for each student at the end of each term. If the student is not making satisfactory academic progress, notification is sent registered mail informing the student of their noncompliance. A student may apply for financial aid reinstatement by submitting a satisfactory academic progress appeal. The satisfactory academic progress appeal allows the student to explain extenuating or unforeseeable circumstances that may have hindered the student's academic progress. Appeals based on extenuating circumstances (i.e. student injury or illness, death of student's relative, and/or other circumstances resulting in undue hardship to student) should be accompanied by documentation of the extenuating circumstances and a description of what has changed that will allow the student to make SAP. See Appeal form for exact guidelines.

**Step 1:** Student must begin the financial aid reinstatement process by downloading the Financial Aid Appeal Form from the financial Aid web page. Appeals based on extenuating circumstances (i.e. student injury or illness (on the physician's letterhead), death of student's relative, and/or other circumstances resulting in undue hardship to student) should be accompanied by documentation. Students indicating that stress or depression was the cause of their satisfactory academic progress not

being met must provide medical documentation on the physician's letterhead and signed by the physician.

Appeal Forms should be received by the Office of Financial Aid within 14 days from the day you receive your Satisfactory Progress letter or August 1, whichever comes first. Late appeals may be denied.

**Step 2:** The Financial Aid Review Committee will normally review the appeals provided within ten days of submission. The committee may render one of the following decisions:

Decision	Description
Pending	Additional information is needed to render a decision
Financial Aid Probation	Student may continue to receive student financial aid for one semester.* Student must have the minimum credits and required GPA at the conclusion of the next semester as determined by the committee.
Continued Suspension of Aid Eligibility	Student's financial aid will be suspended until the student regains satisfactory standing at the student's expense.

**Step 3:** The Financial Aid Office will communicate the Committee's decision to the student via an email.

### Adjustment of Financial Aid

All financial aid awards from Georgian Court University are based upon information provided by the applicant and are subject to revisions and/or cancellations due to changes in federal, state, or institutional regulations or policies; changes to the applicant's expected family contribution; receipt of additional financial aid; receipt of VA educational benefits; or an error made in the calculation of eligibility or calculation of any award by the university or donor. Georgian Court University reserves the right to correct clerical or computational errors that may result in an over award or under award or to adjust a financial aid award. Financial aid awards will be adjusted for changes in enrollment status. The student is responsible for any balance created due to a change in the student's award.

### Student Responsibilities

The student must

- submit all application documents on time;
- submit all required documents for verification, if selected;
- provide correct and complete information;
- inform the Office of Financial Aid if you receive financial aid that is not listed on your financial aid award letter;
- inform the Office of Financial Aid of any change in your address;
- complete a Loan Entrance Interview (first-time borrowers at GCU);
- complete a Loan Exit Interview upon graduation or withdrawal;
- file the Free Application for Federal Student Aid (FAFSA) each year;
- maintain Satisfactory Academic Progress;
- repay your educational loans after graduation or after ceasing to be enrolled for at least 6 credit hours per semester; and
- write a thank-you letter to the donor(s) and attend the annual Scholarship Tea (for named scholarships and awards only).

The Office of Financial Aid complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) by protecting the confidentiality of all disclosed information.

Georgian Court University administers federal, state, and institutional aid to all eligible students without regard to gender, race, color, handicap, age, and national or ethnic origin.

## SCHOLARSHIPS

GCU students are fortunate to benefit from the generosity of many individuals and organizations. Listed below are scholarships that may be available to qualifying students. For additional information, please contact the Office of Financial Aid.

- Eleanor Mary Weisbrod Graduate Endowed Scholarship
- Mary Ann T. Fluehr Murphy Graduate Scholarship

## GRADUATE ASSISTANTSHIP PROGRAM

The Graduate Assistantship Program offers tuition remission to assist graduate students in funding their education while using skills they have already acquired in identified areas of Georgian Court University's operation. Only matriculated graduate students who have been accepted in a degree or certificate program are eligible to participate in the Graduate Assistantship Program. Special consideration may also be given to non-matriculated students who require a semester of pre-requisites for their approved program. A letter of acceptance and recommendation must be received from the dean of the specified school.

**Semester Graduate Assistants** work 135 hours per semester (approximately 9 hours per week for 15 weeks) for which they receive tuition remission for one three-credit course per semester. The student is responsible for all fees in excess of the three credit tuition remission.

**Full-Year Graduate Assistants** work 1,000 hours per twelve-month period (approximately 20 hours per week) for which they receive tuition remission for a total of 24 credits per year (9 credits in the fall, 9 credits in the spring, and 6 credits in the summer), and a \$100 stipend per month (September-August). The student is responsible for all fees above and beyond the 24 credits of tuition remission per year.

Courses subject to tuition waivers would be only those courses applicable to the student's matriculated graduate degree program, unless authorized otherwise. If a graduate student wishes to enroll in a course that is not a part of the degree program, in which the student is matriculated, the student shall be fully responsible for the payment of tuition for the course.

To apply for a Graduate Assistantship you must be a graduate student or a prospective matriculating graduate student, unless approval has granted for prerequisites from the dean of the school. You may download an application from the Office of Financial Aid section of the GCU Web site.

A prospective student may apply for a graduate assistantship at the same time as applying for admission. However, the applicant cannot be employed as a graduate assistant before being accepted as a matriculated graduate student, or non-matriculated due to required prerequisites. Although there is no application deadline, graduate assistantships are filled on a "first-come, first-served" basis by applicants whose skills most closely match the needs of the Georgian Court University office or department requiring assistance.

The duties and responsibilities of the graduate assistant are generally of a professional or quasi-professional nature. Graduate Assistants may be assigned a wide range of responsibilities, including research, administrative work, and other assignments in selected areas.

If a graduate assistant resigns or terminates prior to the end of the appointment, the student is liable, on a prorated basis, for the payment of all tuition and fees applicable to the semester in which the resignation or termination occurs. Medical conditions, family emergencies, or other emergencies will be reviewed on a case-by-case basis.

The performance of the graduate assistant will be evaluated on a schedule and according to criteria established by the department in which the student works. An unsatisfactory performance evaluation is grounds for termination of the assistantship.



## VI: STUDENT LIFE

College life at Georgian Court is an experience in community living within the framework of the liberal arts and Christian tradition. In order that the art of living successfully and happily with other individuals and with groups be developed, students and members of the administration, faculty, and staff share in the planning of a wide variety of religious, intellectual, cultural, social, and athletic activities.

Georgian Court believes a sense of responsibility and self-government can be developed only when a person has the freedom to exercise independent thought and judgment and abide by the result of one's own decisions. However, it must be recognized that membership in any community may require limitations on personal freedom. Therefore, rules and standards of conduct are necessary and important.

### Commuting

Commuting students are an integral part of the Georgian Court community. They have the use of the Library/Student Lounge Complex, the Fitness Center, the Health Center, the Counseling Center, the Office of Career Development, and Campus Ministry. They are invited to all special dinners and receptions. It is in their interest to attend university functions in the evenings and afternoons and to participate as fully as possible in the life of the university.

### Student Organizations

The students in some graduate programs have formed associations, or participate as graduate students in undergraduate honor societies in their discipline. Students should contact their graduate program director for more information.

### Omicron Delta Kappa National Leadership Honor Society

The university-wide circle of the Omicron Delta Kappa national leadership honor society is open to graduate students. Students who meet the academic criterion for membership will be sent an e-mail invitation to apply. New members are elected from among the applicants based on leadership accomplishments.

### Special Interest Organizations

- Chorale
- Court Singers (women's chorus)
- Georgian Court University Concert Band
- Georgian Court University Court Singers
- Georgian Court University Flute Ensemble
- Georgian Court University Gospel Singers
- Georgian Court University Guitar Ensemble
- Georgian Court University Jazz Band
- Georgian Court University String Orchestra

### Student Publications

- The Fountain Spray* (literary magazine)
- The Lion's Tale* (student newspaper)

### Student Activities

Georgian Court recognizes that experiences outside the classroom are important to the overall development of students and supports a strong cocurricular program to complement the instructional activities. Through the coordinator of student activities a full program of social, cultural, and recreational activities are planned in conjunction with students, classes, clubs, and campus organizations and implemented to enhance the

classroom experience, e.g., trips, Broadway shows, sporting events, and other social and educational activities.

### Recreation & Intramurals

The Georgian Court University recreation and intramural program seeks to promote wellness throughout the GCU community by encompassing a variety of activities for participation. Through programming, the promotion of good mental and physical health as well as improved personal wellness and social interactions is a goal. The program is designed to create an atmosphere that encourages individuals to develop a lifelong pattern of wellness through positive recreational activities regardless of skill level.

Offerings include intramural soccer, tennis, and basketball. Noncompetitive activities include sessions in Zumba, yoga, Cardio Boot Camp, hip-hop dancing and martial arts/self defense.

A state-of-the-art fitness center is available for use by all students with a current ID. The Athletics and Recreation offices are located in the Wellness Center. 732.987.2683.

### Campus Ministry

The Office of Campus Ministry, located in the Gate Keeper's Lodge, coordinates educational and social activities of a religious nature for the university community. Student representatives work with the campus ministers and chaplains to plan liturgical celebrations, retreats, prayer and reflection opportunities, interfaith experiences, community outreach projects, and social activities. In collaboration with other departments on campus, the Campus Ministry Office sponsors programs relating to the church, peace and justice issues, and spiritual development. Students, faculty, and staff of all faiths are welcomed and encouraged to participate.

The campus ministers and chaplains are available to individuals or groups for consultation and discussion of personal, religious, or moral concerns.

Eucharistic liturgies are celebrated frequently throughout the week and on Sunday evenings. Provision is made for the Sacrament of Reconciliation. The Campus Ministry Office coordinates arrangements for weddings of students and alumnae desiring use of the Chapel. RCIA (Rite of Christian Initiation for Adults) and confirmation preparation sessions are scheduled annually.

Many different religious faiths are represented in the Georgian Court community. Information regarding churches and synagogues in the Lakewood area is provided.

### The Counseling Center

The Georgian Court experience is one of challenge and change for both traditional students and nontraditional students. The Counseling Center, located on the second floor of the Casino, offers a wide variety of services that are free of charge to students. The Counseling Center provides individual and group therapy on a confidential basis. The Counseling Center also offers workshops on stress management, test anxiety, smoking cessation, and procrastination. In addition, the Counseling Center offers screenings for depression and anxiety. All services offered by the Counseling Center are geared toward facilitating adjustment and personal growth in an effort to enrich the students' college experience and to encourage persistence in their academic endeavors. The Counseling Center is accredited by the International Association of Counseling Services, Inc.

### Career Development

The Career Development Office, located on the second floor of the Casino, offers a wide range of career services to the Georgian Court community. It assists students in maximizing their potential by helping them to identify and explore career opportunities and alternatives, and to formulate

academic and career goals.

Career planning integrates awareness and exploration of personal, academic, and career factors with decision-making skills. It also encourages students to learn more about their interests, values, skills, personal assets, and life goals as a basis for choosing and preparing for a career.

To this end, Career Development provides a resource area equipped with career preparation information, vocational guides, internet resources and graduate school information.

Supplementing these are several on-line vocational tools that can be accessed through our web site [www.georgian.edu/Career\\_dev](http://www.georgian.edu/Career_dev). These include:

- Do What You Are—a vocational assessment tool
- What Can I Do with this Major – information that helps link majors to occupations
- Perfect Resume—a step-by-step resume builder
- Perfect Stream—an interactive tool to develop and practice interviewing skills
- GCU Career Connections—an online job posting system

Other services include one-on-one career counseling which assists students in gathering, understanding and utilizing these resources to develop informed and sound career plans.

Internships also are coordinated through the office of Career Development. Staff can assist the student in locating and developing an internship experience that will satisfy the experiential learning requirements and provide an opportunity for further career exploration.

Other activities of the Career Development Office include a Career Fair held during the spring semester which focuses on job opportunities for education majors, both undergraduate and graduate students. Fall semester Career Week is several days of activities, organized to assist students in all majors to explore career opportunities.

At the events the university hosts numerous employers from a wide range of businesses, schools and nonprofit organizations, which provide the opportunity to network, explore career choices and interview for potential job placement and internships.

Students are encouraged to register with the Office of Career Development and meet with a career counselor to discuss these services and how they can assist in their career planning.

## Health Services

Free, confidential medical care is provided to all Georgian Court students, regardless of insurance coverage, with special attention to those problems frequently encountered in a college-age population.

Medical care includes treatment of minor illnesses and conditions, interim care of those with chronic illnesses, first aid, and care of minor injuries. Additionally, immunizations required by state law are provided at a discounted rate.

The Health Center is staffed with registered nurses and a part-time physician. Appointments are not required, but are recommended for doctor visits. Students with more serious medical problems are referred to specialists, hospitals, and other appropriate agencies.

Health education and disease prevention is promoted through health counseling, screenings, and wellness programs that are presented throughout the year.

The staff also offers information and assistance with the student health insurance. New Jersey state law requires all full-time students to be enrolled in a health insurance program. For this reason, all full-time

students will be automatically enrolled in a basic medical (illness and accident) plan offered by the university. The illness portion of the plan may be waived by signing an insurance waiver form and submitting a copy of a current insurance card to the bursar. Please note: this waiver does not apply to athletes.

All students are required to complete a student health form and provide documentation of state-mandated immunizations before attending class and/or moving into residence halls.

Health Services is in compliance with federal and state regulations regarding the security and privacy of health information. Confidentiality is assured by the entire medical staff regarding all interactions, information, and health records.

The Health Center is located on the second floor of the Casino. Elevator access is available at the rear entrance.

## Office of International Programs

Under the direction of the provost, the Office of International Programs (OIP) advances the university's mission to educate and empower our students to succeed, serve, and lead in a diverse local and global community by internationalizing the campus community in multiple ways. This includes

- approved Travel Abroad and Study Abroad programs
- approved International Student Exchange Programs
- faculty exchanges and visiting professors
- hosting international conferences and visitors

All interested students are invited to experience either a short-term study abroad experience (one, two, or three weeks), a summer, a semester or a year abroad at an approved program after applying and discussing their options with the associate provost for academic program development, who should be the first point of contact, and the faculty advisor.

The associate provost for academic program development provides direction for selecting culturally rich and academically sound international experiences, and university approval when selecting Study Abroad sites for the major and/or elective courses in all disciplines. Students are referred to [www.georgian.edu/study\\_abroad](http://www.georgian.edu/study_abroad) for more information and for a copy of the *Study Abroad Handbook*.

Enrollment in a program of study abroad approved for credit by GCU may be considered enrollment at GCU for the purpose of applying for assistance under title IV, HEA programs.

## VII: SCHOOL OF ARTS & SCIENCES

### CLINICAL MENTAL HEALTH COUNSELING, SCHOOL PSYCHOLOGY & APPLIED BEHAVIOR ANALYSIS

Georgian Court University offers Master of Arts Degree programs in: Clinical Mental Health Counseling, School Psychology and Applied Behavior Analysis. Qualified candidates interested in any of these programs must submit all requirements for review. Candidates will be notified in writing as to their status.

Students are only admitted to the Clinical Mental Health Counseling program for the fall semester. A personal interview with the program director or with the graduate faculty is required. The application deadline is March 31 prior to the fall semester in which the student wishes to begin study. Only complete applications are considered. Applicants generally are notified of admissions decisions within two weeks of the interview.

However, applicants for the School Psychology program may seek admission for the spring and summer semesters also. Those wishing to enter the program in the spring and/or summer semesters must have all their application materials completed by November 1; accepted applicants are limited to taking only those education courses required for program completion in order to remain with their entering cohort and with the proper sequence of School Psychology courses which begin in the fall semester. The deadline for fall semester applicants is March 31.

Requirements for admission for Clinical Mental Health Counseling and School Psychology

1. Baccalaureate degree from an accredited college or university.
2. Minimum grade point average of 3.0 on a 4.0 scale.
3. A minimum of 12 credits in psychology beyond the introductory level, including Abnormal Psychology/Psychopathology, Personality Theory, and either Statistics or Experimental Psychology (Research Methods), and at least one other psychology elective.
4. Applicants with deficiencies may be required to register for appropriate undergraduate course(s) without graduate credit as a condition of their acceptance.
5. Miller Analogy Test (MAT) scores taken within the last five years.
6. Completed self-managed application packet, including the following:

Completed application for admission.

- A check or money order for \$40 (nonrefundable) made payable to Georgian Court University.
- A reasonably complete statement of the applicant's reasons for undertaking this program of graduate study. An explanation of what factors influenced applicant's decision and how this program will facilitate attainment of the applicant's professional goals for the future should be addressed. School psychology applicants also must highlight in their statements any professional experiences they have had in working with school-age children.
- Sealed and signed envelopes containing the official transcripts of each undergraduate and graduate institution applicant has attended. If the official seal has been broken, the transcript is considered to be unofficial and cannot be accepted for use toward the application.
- Three letters of recommendation written by college professors, deans, supervisors, or other persons engaged in or familiar with the profession for which the applicant wishes to prepare.

Accepted students will receive a health form that must be completed and submitted to the Health Office. No specific reasons will be given in the

case of rejection, and no information will be given by telephone.

Requirements for admission to the Applied Behavior Analysis

1. Baccalaureate degree from an accredited college or university.
2. Undergraduate major in Psychology, Special Education, Education, Speech Pathology, Social Work or similar discipline.
3. Minimum undergraduate major grade point average of 3.0 on a 4.0 scale.
4. Applicants with deficiencies may be required to register for appropriate undergraduate courses without graduate credit.
5. Miller Analogy Test or Graduate Record Examination scores taken within the last five years
6. Completed self-managed application packet, including:
  - Application for admission
  - A check or money order for \$40 (nonrefundable) made payable to Georgian Court University
  - An essay of the applicant's reasons for applying to the Applied Behavior Analysis program including what factors influenced the applicant's decision and how this program will facilitate attainment of the applicant's professional goals for the future.
  - Sealed and signed envelopes containing official transcripts of each undergraduate and graduate institution the applicant has attended. If the official seal has been broken, the transcript is considered to be unofficial and cannot be accepted for use toward the application. Official transcripts electronically transmitted directly from the Registrar's Office of each institution will be accepted in lieu of a paper copy.
  - Three letters of recommendation written by professors, supervisors or other persons engaged in the practice of Applied Behavior Analysis or other human services profession.
7. Successful completion of an interview with the program staff. Interviews will only be scheduled for those applicants who meet the criteria indicated above.

### MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

The Clinical Mental Health Counseling program philosophy is predicated on the belief that an effective counselor must be a whole person. Self-reflection, therefore, is a necessary and required part of the training program. Since the person of the counselor is an important component in the healing of a client, self-reflection allows the helping professional to understand and to empathize with clients' experiences. Thus, it is customary that many of the courses in the Clinical Mental Health Counseling program will involve assignments that require self-disclosure and personal study. Students are expected to reflect on and to share their past and present personal experiences in course and program-related activities. Confidentiality is strictly respected. Moreover, students' progress in the program is not based on the disclosure of any specific information. This philosophy allows for a richer training experience than standard lecture or written materials, which do not include the person of the counselor in training.

This 60-credit program is intended for those who wish to pursue advanced studies in the counseling. Emphasis is placed on development of knowledge and skills that will allow students to seek licensure as a Licensed Professional Counselor and/or to enter into a doctoral program in Counselor Education. The program is in the process of becoming aligned with the standards and course offerings recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and submission for accreditation review is anticipated within the coming year. Although every effort is being made to conform to the standards and requirements of CACREP, we cannot guarantee eventual accreditation at this time.

## PROFESSIONAL COURSES ARE OPEN ONLY TO STUDENTS FORMALLY ADMITTED TO THE PROGRAM.

### Required Courses (60)

CMH5100	Introduction to Counseling Skills (3)
CMH5101	Advanced Psychopathology and Diagnosis (3)
CMH5200	Multicultural Issues in Counseling (3)
CMH5300	Counseling Theories (3)
CMH5301	Clinical Mental Health Counseling Interventions (3)
CMH5302	Appraisal of the Individual (3)
CMH5303	Techniques of Group Counseling (3)
CMH5400	Lifespan Development (3)
CMH5500	Organizational Counseling and Career Development (3)
CMH5600	The Counseling Profession (3)
CMH5700	Applied Research Methods (3)
CMH5800	Practicum in Counseling (4)
CMH5802	Internship in Counseling I (4)
CMH5804	Internship in Counseling II (4)
CMH6000	Proseminar (3)
Electives	15 credits of electives are required.

Students intending to pursue doctoral training are strongly urged to register for CMH6001 and CMH6002 (Thesis I and Thesis II).

A comprehensive examination is required of all candidates, which consists of a national standardized test (the CPCE) and a case-study. Students are allowed two opportunities to pass each section of the comprehensive examination. If a student passes one section and does not pass the other, s/he will not be required to retake the passed section. If a student fails to complete the comprehensive exam sections successfully after two attempts, the student may be subject to academic dismissal. Students who fail either section of the comprehensive examination must arrange to meet with their advisor or their program director within two weeks of results notification.

### GEORGIAN COURT UNIVERSITY PROFESSIONAL COUNSELOR CERTIFICATE\*

Students who have a Master's degree in Counseling who take 12 or more credits in the department will be eligible for a Georgian Court University Certificate. This is generally done by students who wish to meet licensure requirements for the New Jersey Licensed Professional Counselor (LPC).

\*Gainful Employment information about GCU certificate programs can be found at [www.georgian.edu/uploadedFiles/GCU\\_NonDegree\\_Programs.pdf](http://www.georgian.edu/uploadedFiles/GCU_NonDegree_Programs.pdf).

### SECOND MASTER'S DEGREE

Students who have a Master's degree from an accredited program in a closely related field to Clinical Mental Health Counseling (such as school counseling) may apply up to 30 credits of that Master's degree to the M.A. in Clinical Mental Health Counseling at Georgian Court. This is generally done by students who wish to meet licensure requirement for the New Jersey Licensed Professional Counselor. A specific program of study is developed by the student and the student's advisor. The program director's final approval is required.

### CLINICAL MENTAL HEALTH COUNSELING COURSES

All courses offered in seminar format.

#### CMH5100 Introduction to Counseling Skills 3 credits

Learn and practice interviewing and counseling skills, the intake interview process, suicide assessment, and how to conduct a mental status examination. Engage in self-exploration and counselor self-development. Students who receive a grade below "B" must repeat the course.

#### CMH5101 Advanced Psychopathology and Diagnosis 3 credits

Engage in an in-depth examination of current research and theory regarding psychological disorders. Explore and practice development of multiaxial diagnoses within the context of the *Diagnostic and Statistical Manual of the American Psychiatric Association*. Prerequisite: An undergraduate course in abnormal psychology.

#### CMH5200 Multicultural Issues in Counseling 3 credits

Explore issues regarding counseling individuals from diverse ethnic and cultural groups. Examine family structure, gender role, socioeconomic issues, community and cultural influences, and religious beliefs as well as other issues.

#### CMH5201 Spirituality in Counseling 3 credits

Examine the theoretical, philosophical, and developmental frameworks for the integration of psychological and spiritual issues within the counseling context. Consider issues such as gender, age, race, culture, and religious background. Emphasis on clinical application skills. (Not offered every year.)

#### CMH5300 Counseling Theories 3 credits

Learn basic counseling techniques and explore psychodynamic, cognitive, behavioral, humanistic, and existential counseling theories. Apply theory to case analysis, including diagnosis and developmental factors. Prerequisite: CPS5100.

#### CPS5301 Clinical Mental Health Counseling Interventions 3 credits

Delve deeper into theory-based counseling techniques and community-based interventions. Consider mental health care and coverage, termination, outcome evaluation, and related current issues. Prerequisites: CMH5300 and CMH5600.

#### CMH5302 Appraisal of the Individual 3 credits

Explore psychometric theories and approaches to appraisal, along with reliability, validity and use of test results in counseling.

#### CMH5303 Techniques of Group Counseling 3 credits

Examine observation and measurement of group dynamics, stages of group development, theoretical approaches to groups, setting guidelines, establishing confidentiality, clarifying issues and goals, maintaining trust, resolving conflicts, termination issues, ethical issues. Course-sponsored group experience required. Prerequisite: CMH5100.

#### CMH5304 Techniques of Marriage & Family Counseling 3 credits

Explore the theory, process, and techniques of family and marriage counseling, including the effects of ethnicity on family interaction patterns. Prerequisite: CMH5100.

#### CMH5305 Cognitive Behavioral Treatment Techniques 3 credits

Investigate concepts of treatment using the cognitive behavioral treatment model and learn to apply this approach to *DSM-IV* diagnostic categories. Prerequisite: CMH5301. (Not offered every year.)

#### CMH5355 Introduction to Addictions Counseling 3 credits

Examine the major treatment approaches to substance abuse and their accompanying etiologies. Investigate the pharmacological and medical aspects of commonly abused substances and explore the meaning of addiction and abuse in relation to related compulsive behaviors such as overeating and gambling. Emphasis on assessment and differential diagnosis skills. Prerequisites: CMH5100, CMH5101.

#### CMH5400 Life Span Development 3 credits

Explore normative developmental processes from birth through late adulthood, including social, emotional, physical, and cognitive perspectives.

#### CMH5500 Organizational Counseling & Career Development 3 credits

Review career development theories, current research, and applied literature on career/vocational assessment and planning, employee assistance programs, safety and wellness programs, workforce diversity,



family and lifestyle issues, outplacement, and retirement.

**CMH5600 The Counseling Profession** 3 credits

Consider the role of the counselor in various settings, including goals, organizational supports, history and trends, professional ethics, legal issues, credential standards, and working in managed care settings

**CMH5601 Psychopharmacology** 1 credit

Study pharmacological treatment of Axis I and Axis II disorders, including a basic understanding of central nervous system function.

**CMH5602 Treatment of Personality Disorders** 1 credits

Review treatment of personality disorders from current theoretical perspectives.

**CMH5603 Crisis Intervention** 3 credits

Explore various crisis intervention models, the necessary skills for multiple assessment systems, as well as crisis case handling in situations such as suicides, school violence, hostage crises, medical crises, and personal loss. Appropriate for both community counseling and school psychology certification students. Prerequisites: PS510 and PS530 or CMH5100 and CMH5300. (Not offered every year)

**CMH5604 Seminar in Adult Psychopathology** 3 credits

Examine current theories and research on physical, cognitive, conative, social, and emotional disorders of adulthood. Prerequisite: CMH5101. (Not offered every year)

**CMH5605 Integrative Professional Seminar** 3 credits

An advanced seminar for students who have completed the courses for the M.A. program (except for thesis) or who are taking post-master's credits, this course integrates the core areas in the field of counseling: Human Growth & Development, Social & Cultural Foundations, Helping Relationships, Group Counseling, Career & Lifestyle Development, Assessment & Appraisal, Research & Program Evaluation, Professional Orientation & Ethics. Emphasis on preparing students for the CPCE and NCE. Prerequisites or co-requisites CMH5200, CMH5301, CMH5302, CMH5303, CMH5400, CMH5500, CMH5600, CMH5700 or permission of instructor.

**CMH5612 Advanced Seminar in Ethics in Counseling** 3 credits

Study legal and ethical issues in the counseling profession through case studies. Review the process of ethical decision making, the ethical standards of the American Counseling Association, and federal and state laws. Prerequisites: CMH5100, CMH5300

**CMH5700 Applied Research Methods** 3 credits

Review inferential statistical techniques and factorial research designs, including between group designs, repeated measures, mixed designs, multivariate analysis, parametric and non-parametric analysis. Requires permission of the program director.

**CMH5701 Program Assessment** 3 credits

Learn to develop, participate in, and evaluate the structure, function, and effectiveness of programs and services in counseling perspectives and settings. Prerequisites: CPS5100, CPS5300. (Not offered every year.)

**CMH5702 Clinical Case Studies** 3 credits

Analyze intake, establishing diagnosis, note-taking and record keeping, interpretation of clinical data, report structure and writing, goals and outcomes. Prerequisite: CMH5100. (Not offered every year.)

**CMH5703 Case Formulation** 3 credits

Explore the assessment of multiple factors related to mental health disorders in adults and the use of clinical case formulation as a guide for treatment/clinical interventions. Review symptoms, conceptualization, development factors, theories of etiology, treatment interventions, and prognosis within each diagnostic category and examine a variety of assessment tools in relation to individual contexts. While a broad base of theories in relation to case formulation will be presented, emphasis is on conceptualization within

a CBT framework. Prerequisites: CMH5100, CMH5300

**CMH5710 Advanced Topics** 3 credits

An in-depth examination of the current theories and research on topics of special interest. (Not offered every year.)

**CMH5800 Practicum in Counseling** 4 credits

Select a placement reflective of your area of interest in a mental health agency, college counseling center, etc., and participate in intake interviews, individual and group counseling, and other counseling related activities for 100 hours. Supervision will take place individually on site, as well as with the university supervisor and supervision groups. Prerequisites: CMH5300, CMH5600, and graduate faculty recommendation. Students who receive a grade below a "B" must repeat the course. Corequisite: CMH5301.

**CMH5802 Internship in Counseling I** 4 credits

Select a placement reflective of your area of interest in a mental health agency, college counseling center, etc., and will provide counseling under supervision for at least 300 hours beyond the Practicum in Counseling level. Emphasis is placed on counseling skills development and professional identity. Supervision takes place individually on site as well as in small groups with the university supervisor. Students who receive a grade below a "B" must repeat the course. Prerequisites: CMH5800, CMH5301, and graduate faculty recommendation.

**CMH5804 Internship in Counseling II** 4 credits

Select a placement reflective of her or his area of interest in a mental health agency, college counseling center, etc., and will provide counseling under supervision for at least 300 hours beyond the Internship in Counseling I level. Emphasis is placed on counseling skills development and professional identity. Supervision takes place individually on site as well as in small groups with the university supervisor. Students who receive a grade below a "B" must repeat the course. Prerequisites: CMH5800 and CMH5802 and graduate faculty recommendation. May be taken concurrently with CMH5802.

**CMH6000 Proseminar** 3 credits

Review the professional literature of counseling and related disciplines to examine psychology as a science and profession. Emphasis on recent trends as well as significant theoretical positions and major controversies. Develop comprehensive literature review on a topic of interest.

**CMH6001 Thesis Seminar I** 1 credit

Consult with faculty to develop an approved master's topic and a proposal that includes a comprehensive literature review. Students who do not develop an approved proposal after two semesters of seminar may be required to meet with the chair. Prerequisites: CMH5700 and CMH6000.

**CMH6002 Thesis Seminar II** 2 credits

Under the direction of a faculty mentor, conduct research designed in CPS6001. This advanced seminar will culminate in the approved completion of an appropriate master's thesis. Prerequisites: CMH6000, CMH6001.

**CMH6100 Supervision in Counseling** 3 credits

Investigate the supportive, developmental, educational, administrative, and performance management purposes of supervision and develop a personalized structure for delivering supervisory services in context. Identify social, psychological, and organizational factors that influence the effectiveness of supervision and learn to manage these factors by through case studies and real-world examples.

## **MASTER OF ARTS IN SCHOOL PSYCHOLOGY**

### **Certificate of Advanced Graduate Study In School Psychology\* NASP Approved Program (conditional)**

The school psychology program prepares students to help children

succeed in school and to serve the needs of children and families. Emphasizing issues of diversity and social justice., the program also promotes professional practice by developing competent, socially conscious professionals capable of providing evidence-based services to children, individual schools and school districts, and school staff members who impact on the lives of children. The program emphasizes generalized evidence-based problem-solving skills, considered to be essential to mastering the diversity of roles associated with school psychology today and into the future. Applicants are expected to be committed to working on behalf of children and families, with an understanding and an appreciation of the various contexts of the multicultural, pluralistic society in which we live and that shapes children's lives.

The school psychology program prepares its students to address the psychological, emotional, academic, and behavioral needs of school-age children and adolescents, particularly as these issues compromise education. Students develop a range of knowledge and skills essential for the provision of psychological services in schools, including skills in assessment, consultation, counseling, and other school-based interventions through coursework and practicum and externship experiences.

The Master of Arts in School Psychology and the specialist-level Certificate of Advanced Graduate Study (CAGS) in School Psychology comprise an integrated sequence of coursework, practicum, and externship experiences that prepares students to serve as school psychologists for public and private schools and for other community-based, human service settings. A total of 75 semester hours, including a 300-hour practicum and a 1200-hour externship, is required. Graduates are eligible for certification as school psychologists in New Jersey. The program is dedicated to the principles of the National Association of School Psychologists (NASP), and has adopted NASP's *Domains of School Psychology Training and Practice* as the basis for the objectives of its training model.

The program has two levels: a Master of Arts in School Psychology awarded upon completion of 33 credits, followed by the 42-credit certification level (CAGS) coursework. The M.A. program alone does not enable students to function as school psychologists; successful completion of the additional CAGS-level courses is required for students to satisfy the New Jersey Department of Education standards for certification.

At the conclusion of the credit requirements for the M.A. program, students are required to pass a comprehensive exam before beginning CAGS-level courses. Once all coursework is completed, students begin a 1200-hour externship, during which students sit for the Praxis II Examination in School Psychology. With a passing score, graduates may apply for the Nationally Certified School Psychologist (NCSP) credential from NASP.

\*Gainful Employment information about GCU certificate programs can be found at [www.georgian.edu/uploadedFiles/GCU\\_NonDegree\\_Programs.pdf](http://www.georgian.edu/uploadedFiles/GCU_NonDegree_Programs.pdf).

### Master of Arts in School Psychology Required Courses (33)

- SPS5100 Introduction to Counseling Skills
- SPS5302 Appraisal of the Individual
- SPS5401 Seminar in Child & Adolescent Development
- SPS5402 Seminar in Psychopathology of Childhood
- SPS5403 Neurological Basis of Educational Disorders
- SPS5406 School Crisis Prevention & Intervention
- SPS6108 Seminar in Ethics & Law for School Psychologists
- SPS6110 Multicultural Issues in School Psychology
- SPS6190 Seminar in Psych Services in the Schools

Plus two courses from Education Required Courses list.

### Certificate of Advanced Graduate Study (CAGS) Required Courses (42)

- SPS5300 Counseling Theories

- SPS5405 Psychotherapy with Children
- SPS5700 Applied Research Methods
- SPS5801 Practicum in School Psychology
- SPS6103 Cognitive Assessment & Intervention
- SPS6104 Behavioral and Social/Emotional Assessment & Intervention
- SPS6106 Theory & Practice of School Consultation
- SPS6109 Academic Assessment & Intervention
- SPS6200 Externship I
- SPS6202 Externship II

Plus four courses from Education Required Courses list.

### Education Required Courses

- EDC5002 Diversity in Inclusive Education
- EDC5032 Community Services for Individuals with & without Special Needs
- EDC5301 Nature & Needs of Individuals with Autism & Pervasive Developmental Disorders
- EDC5302 Strategies for Teaching Students with Autism & Developmental Disabilities
- EDC5303 Communication & Social Skills Interventions for Autism Spectrum Disorders
- EDC5304 Assessment & Curricular Interventions for Autism Spectrum Disorders
- EDC5305 Treatment and Intervention for Asperger's Syndrome

Applicants who hold a master's degree in psychology or a closely related field from another college/university and who wish to apply for the CAGS-level only may do so; however, only courses taken within five years of the application will be considered for transfer. Applications will also be reviewed by the program director and by school psychology faculty to determine the comparability of training and coursework between programs. This review may result in acceptance of some, but not all, of these courses, and in these students being advised to complete additional master's-level coursework that is congruent with the GCU school psychology program. It is the applicant's responsibility to submit all necessary information to establish equivalence. These materials, at the discretion of the program director, may include course descriptions, syllabi, student work such as papers, and class notes.

### SCHOOL PSYCHOLOGY COURSES

#### SPS5100 Introduction to Counseling Skills 3 credits

Learn and practice interviewing and counseling skills, the intake interview process, suicide assessment, and how to conduct a mental status examination. Consider self-exploration and counselor self-development. Students who receive a grade below "B" must repeat the course.

#### SPS5300 Counseling Theories 3 credits

Review basic counseling techniques and in-depth exploration of psychodynamic, cognitive, behavioral, humanistic, and existential counseling theories. Apply theory-to-case analysis, including diagnosis and developmental factors. Students who receive a grade below "B" must repeat the course.

#### SPS5302 Appraisal of the Individual 3 credits

Learn psychometric theories and approaches to appraisal. Explore reliability and validity and the use of test results in school psychology.

#### SPS5401 Seminar in Child & Adolescent Development 3 credits

Examine current theories, research, and applications of development from the prenatal through adolescent periods. Prerequisite: An undergraduate course in child and/or adolescent development.

#### SPS5402 Seminar in Psychopathology of Childhood 3 credits

Explore current theories and research on physical, cognitive, social, and emotional developmental disorders. Prerequisites: undergraduate courses

in child and/or adolescent development and abnormal psychology.  
Prerequisite or co-requisite: CPS5401.

### **SPS5403 Neurological Basis of Educational Disorders** 3 credits

Study neuroanatomy and the central nervous system structure, organization, and function. Explore the principle of the neurological mediation of behavior, particularly as it pertains to children with disabilities as defined by the New Jersey administrative code.

### **SPS5405 Psychotherapy with Children** 3 credits

Investigate child treatment techniques, including play therapy, cognitive therapy, and social skills training. Prerequisite: An undergraduate or graduate course in child and/or adolescent development.

### **SPS5406 School Crisis Prevention & Intervention** 3 credits

Examine the range of crisis situations that school psychologists encounter in educational settings. Consider crisis prevention, issues of school climate and school discipline, and how school psychologists influence policy. Includes system-wide crises such as school shootings, bomb threats, and natural disasters, and individual threats such as bullying, physical abuse, and suicide. Study methods of intervention within the school setting as well as the impact of trauma on children. Emphasis on prevention practices and interventions that promote healing.

### **SPS5700 Applied Research Methods** 3 credits

Learn inferential statistical techniques and factorial research designs, including between group designs, repeated measures, mixed designs, multivariate analysis, parametric, and nonparametric analysis.

### **SPS5801 Practicum in School Psychology** 3 credits

Participate in 300 hours of closely supervised on-campus and field-based activities designed to develop and evaluate a mastery of professional skills consistent with the program's goals. Students who receive a grade below a "B" must repeat the course.

### **SPS6103 Cognitive Assessment & Intervention** 3 credits

Develop skills in the administration, scoring, interpretation, and communication of the results of the major individual intelligence tests. Analyze other areas related to the assessment of the cognitive abilities of children, adolescents, and adults, including problems and issues in assessment and legal and ethical considerations. Open only to matriculating school psychology students who have completed the 48-credit master's degree and who are ready for the CAGS-level coursework toward state certification in school psychology. Requires permission of the program director. Students who receive a grade below "B" must repeat the course. Lab fee.

### **SPS6104 Behavioral & Social/Emotional Assessment & Intervention** 3 credits

Develop skills in the administration, scoring, interpretation and integration of various assessment instruments, including projective, objective, and observational procedures, of children and adolescents. Focus on the assessment of the social-emotional functioning of pupils. Learn report writing skills in the communication of results to parents/guardians and school personnel. Open only to matriculating school psychology students who have completed the 48-credit master's degree and who are ready for CAGS-level coursework. Requires permission of the program director. Students who receive a grade below a "B" must repeat the course. Lab fee.

### **SPS6106 Theory and Practice of School Consultation** 3 credits

Explore the role of the school psychologist as a school consultant interacting with families and instructional, administrative, and support staff concerning children and their social, behavioral, learning, and other developmental needs. Review various models of consultation and apply them to situations faced by the school psychologist. Examine the important features of collaboration with diverse audiences that impact children and review actual case studies with the goal of selecting

and implementing appropriate interventions for children in the school setting. Focus on the development of functional behavioral assessments for children whose challenging behaviors impact school performance. Students who receive a grade below a "B" must repeat the course.

### **SPS6108 Seminar in Ethics & Law for School Psychologists**

3 credits

Explore a host of legal and ethical issues unique to school psychology, including those related to students' and parents' rights to privacy and informed consent, the provision of culturally sensitive services to a diverse clientele, counseling and therapeutic interventions in the schools, and educating all children with disabilities. Prerequisites: completion of 48-credit master's program. Students who receive a grade below a "B" must repeat the course.

### **SPS6109 Academic Assessment & Intervention** 3 credits

Survey a variety of academic assessment tools, including norm-referenced tests, curriculum-based assessments, and observation systems. Learn to use these techniques to assist in the identification of educational difficulties and explore approaches to interventions with emphasis on the link between assessment and specific intervention techniques. Students who receive a grade below a "B" must repeat the course.

### **SPS6110 Multicultural Issues in School Psychology** 3 credits

Investigate some of the cultural, socioeconomic, racial, and ethnic variables that impact service delivery in school psychology. Develop an understanding and appreciation of cultural and ethnic differences among individuals, groups, and families. Learn to apply knowledge of multicultural issues to personal and professional life. Expand your self-awareness, other awareness, cultural sensitivity, and ability to access resources to provide more culturally appropriate services to children and families of diverse backgrounds. Identify possible culturally relevant solutions to ethical conflicts/dilemmas. Students who receive a grade below a "B" must repeat the course.

### **SPS6190 Seminar in Psychological Services in the Schools**

3 credits

Explore the theory and practice of school psychological services, including current as well as best practices, legal requirements, historical developments, and trends in the profession.

### **SPS6200; SPS6202 Externship I & II** 3 credits

Participate in a 1200-hour experience in the public schools (two consecutive 600-hour semesters) to refine assessment, counseling, and intervention skills. Structured to meet the requirements for certification as a school psychologist by the New Jersey State Department of Education, the externship provides supervision on site by certified school psychologists as well as by the university supervisor. All coursework must be completed prior to taking externship. Students who receive a grade below a "B" must repeat the course.

*Students who earn below a "B" in any of the clinical or CAGS-level courses (see course descriptions) are required to repeat these courses. Students who earn two or more grades below a "B" will be formally reviewed by program faculty and may be subject to academic dismissal.*

## **MASTER OF ARTS IN APPLIED BEHAVIOR ANALYSIS**

One of a limited number of programs in the U.S., the M.A. in Applied Behavior Analysis (ABA) is a 39-credit program focusing specifically on serving the needs of individuals who demonstrate autism spectrum disorders and developmental disabilities. Courses in applied behavior analysis are offered through the Department of Psychology while courses in teaching children within the spectrum are offered by the Department of Special Education. This program is also one of the few in the country to feature a culminating year-long internship experience.

ABA is based upon the science of psychology and employs the techniques that have demonstrated empirical validity. The program is based upon the practitioner-scientist model where students learn to engage in evidence-based practitioner skills such as conducting comprehensive functional behavioral analyses; program development and implementation to address behavioral excesses and deficiencies utilizing the full panoply of behavioral interventions; and procedure development for generalization and maintenance. Students also learn to conduct research to further the ABA empirical knowledge base. The program and the component courses are based upon Task List Four of the Behavior Analyst Certification Board®.

Upon completion, graduates meet the requirements of the Behavior Analyst Certification Board® for qualification for the examination. Upon successful completion of the examination, the graduate will become a Board Certified Behavior Analyst (BCBA). For additional information on the BCBA, see the BACB Web site at [www.bacb.com](http://www.bacb.com).

### Required Courses

- ABA501 Ethical & Professional Conduct (3)
- ABA502 Measurement & Design in ABA (3)
- ABA503 Concepts & Principles of Applied Behavior Analysis (3)
- ABA510 ABA I: Identification & Assessment of Target & Goal Behaviors (3)
- ABA511 ABA II: Behavior Change Procedures (3)
- ABA512 Advanced Behavior Interventions (3)
- EDC5301 Nature & Needs of Individuals with Autism & Pervasive Disorders (3)
- EDC5302 Strategies for Teaching Students with Autism & Developmental Disabilities (3)
- EDC5303 Social Communication Interventions for Students with Autism Spectrum Disorders (3)
- EDC5304 Assessment & Curricular Interventions for Autism Spectrum Disorders (3)
- ABA513 Verbal Behavior (3) OR
- EDC5305 Treatment & Intervention for Asperger Syndrome (3)
- ABA550 Internship in Applied Behavior Analysis I (3)
- ABA 551 Internship in Applied Behavior Analysis II (3)

### APPLIED BEHAVIOR ANALYSIS COURSES

#### ABA501 Ethical & Professional Conduct 3 credits

Investigate the requirements for professional and ethical behavior as specified by the Behavior Analyst Certification Board's (BACB) *Professional Disciplinary and Ethical Standards and Guidelines for Responsible Conduct for Behavior Analysts*. Prerequisite: Admission to the M.A. in Applied Behavior Analysis program or permission of the program director.

#### ABA502 Measurement & Design in Applied Behavior Analysis 3 credits

Explore the design and analysis of Applied Behavior Analysis research. Emphasis on single-subject research. Prerequisite: Admission to the M.A. in Applied Behavior Analysis or permission of the program director.

#### ABA503 Concepts & Principles of Applied Behavior Analysis 3 credits

Examine the underlying concepts and procedures of Applied Behavior Analysis. Develop an understanding of the theoretical and philosophical bases of ABA. Emphasis on procedures for the evaluation and presentation of behavioral data; procedures to develop, increase, decrease, generalize and maintain human behavior; and the ethical and professional standards for the use of the procedures. Prerequisites: ABA501 and ABA502.

#### ABA510 ABA I: Identification & Assessment of Target & Goal Behaviors 3 credits

Investigate the behavior analytic techniques employed by behavior analysts

to identify, operationally define, and assess behavioral excesses and deficits. Emphasis on count, frequency, rate, topography, latency, duration, magnitude, and intensity as well as celeration, and reliability and validity of behavioral measures. Prerequisites: ABA501, ABA502, and ABA503.

#### ABA511 ABA II: Behavior Change Procedures 3 credits

Examine the elements of behavior change and procedures to accomplish behavior increases, decreases, generalization, and maintenance. Emphasis on reinforcement, schedules of reinforcement, extinction, and alternate treatment procedures. Prerequisite: ABA510.

#### ABA512 Advanced Behavior Interventions 3 credits

Learn to develop individualized behavior change programs through this advanced seminar. Study the factors that influence program development including system and family variables, implementation of programs with treatment integrity, and the supervision and management of behavior change agents. Prerequisite: ABA511.

#### ABA513 Verbal Behavior 3 credits

Analyze Skinner's (1957) theory on verbal behavior, including mands, tacts, echoics, intraverbal, textual, and transcription verbal operants. Emphasis on training and remediation procedures to elicit each of the verbal operants. Prerequisite: ABA511.

#### ABA550/551 Internship In Applied Behavior Analysis I & II 3 credits

Intern in an agency that provides Applied Behavior Analysis services to individuals who have been diagnosed as evidencing an Autism Spectrum Disorder. Under supervision, gain the real-world experience necessary to integrate academic knowledge with professional practice. Emphasis on ethical and professional practices, behavioral measurement and treatment integration, and case conceptualization. Prerequisite: successful completion of all courses in the M.A. in Applied Behavior Analysis program. Prior to registration for ABA550 and 551, students must apply for permission and have demonstrated professional and ethical behavioral standards as well as competent knowledge of the evaluation, treatments and presentation of ABA procedures. Completion of the preceding courses does not guarantee admission. Failure to demonstrate continuing compliance with professional practice, ethical behavior, and best practices standards may result in removal for internship.

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## HOLISTIC HEALTH STUDIES

### MASTER OF ARTS IN HOLISTIC HEALTH STUDIES

The Master of Arts in Holistic Health Studies is based on a philosophy of interconnectedness and grounded in the principles, strategies, and concepts of using mind-body-spirit integration to achieve optimal life quality. This 36-credit program (27-credit core course requirement and 9-elective credits) provides professionals with the educational framework necessary to explore the role of holistic health as an integration of Western (conventional/allopathic) and Eastern (traditional) approaches to health, spiritual and psychological meaning, and our relationship with the environment. The program includes principles and techniques to ensure mastery of content and competence in educating individuals in matters related to mind-body-spirit integration, quality of life, and complementary (traditional) health care. The coursework is based on a scientific foundation and a philosophical paradigm that includes both Eastern and Western approaches to health and provides a framework that allows students to develop a personal holistic philosophy of physical, social, mental, spiritual, and emotional well-being. Students explore choices within holistic health that affect human connectedness and encourage respect and cooperation with others and with the environment.

## Requirements for admission:

1. Baccalaureate degree from an accredited college or university\*
2. Cumulative grade point average of 3.0 on a 4.0 scale
3. Academic preparation in behavioral or health-related sciences
4. Completed self-managed application packet, including:
  - Completed application for admission
  - A check or money order for \$40 (nonrefundable) made payable to Georgian Court University
  - A reasonably complete statement of applicant's reasons for undertaking this program of graduate study. An explanation of what factors influenced applicant's decision and how this program will facilitate attainment of applicant's professional goals for the future should be addressed.
  - Sealed and signed envelopes containing the official transcripts of each undergraduate and graduate institution applicant has attended. If the official seal has been broken, the transcript is then considered to be unofficial and cannot be accepted for use toward your application.
  - Three letters of recommendation written by college professors, deans, supervisors or other persons engaged in or familiar with the profession for which applicant wishes to prepare.

Accepted students will receive a health form that must be completed and submitted to the Office of Health Services.

A personal interview is required. Candidates who do not have the necessary background will be required to complete HH500 with a grade of "B" or better before matriculation into the program.

Students who hold a Holistic Health Minor (or undergraduate certificate) will be placed in the advanced standing as they begin their M.A. in Holistic Health program at GCU. A three- to six-credit course waiver (one elective course and or HH515 Stress Management) may be granted based on their academic standing.

## Required Courses (27)

- HH500 Anatomy and Physiology: A Holistic Approach (3)
- HH501 Foundations of Holistic Healing (3)
- HH502 Advanced Healing Methods (3)
- HH515 Holistic Stress Management (3)
- HH520 Energy Medicine (3)
- HH525 Holistic Perspectives: Counseling Techniques (3)
- HH530 Research Methods (3)
- HH555 Holistic Spirituality (3)
- HH599 Project in Holistic Health (3)

## Electives (9)

- HH535 Eastern Approach to Nutrition (3)
- HH540 Humor & Healing (3)
- HH545 Ayurvedic Approach to Mind Body Healing (3)
- HH550 Healing Arts: Visual Arts, Music, Movement & Journaling (3)
- HH560 Native American Medicine (3)
- HH565 Homeopathy (3)
- HH570 Special Topics in Holistic Health (3)

## CERTIFICATE IN HOLISTIC HEALTH\*

Designed for students who wish to pursue knowledge related to holistic health but do not wish to complete a master's degree, the Certificate in Holistic Health requires a minimum of 18 credits, including HH500 and HH501 are required courses. Other courses should be chosen in consultation with an advisor. Students who wish to change their status from certificate to the M.A. program should have a "B" average in the certificate program, adhere to the admission criteria stated above, and file an application with the admissions committee.

Those seeking the Certificate in Holistic Health may take courses entirely online instead of traditional classroom instruction.

\*Gainful Employment information about GCU certificate programs can be found at [www.georgian.edu/uploadedFiles/GCU\\_NonDegree\\_Programs.pdf](http://www.georgian.edu/uploadedFiles/GCU_NonDegree_Programs.pdf).

## Requirements for admission:

1. Baccalaureate degree from an accredited college or university
2. Cumulative grade point average of 3.0 on a 4.0 scale
3. Completed self-managed application packet, including:
  - Completed application for admission
  - A check or money order for \$40 (nonrefundable) made payable to Georgian Court University
  - A reasonably complete statement of applicant's reasons for undertaking this program of graduate study. An explanation of what factors influenced applicant's decision and how this program will facilitate attainment of applicant's professional goals for the future should be addressed.
  - Sealed and signed envelopes containing the official transcripts of each undergraduate and graduate institution applicant has attended. If the official seal has been broken, the transcript is then considered to be unofficial and cannot be accepted for use toward your application.
  - Three letters of recommendation written by college professors, deans, supervisors or other persons engaged in or familiar with the profession for which applicant wishes to prepare.

Accepted students will receive a health form that must be completed and submitted to the Office of Health Services.

## Required Courses (6)

- HH500 Anatomy and Physiology: A Holistic Approach (3)
- HH501 Foundations of Holistic Health (3)

## Electives (12)

Elective credits selected upon advisement.

\*Registered nurses (RN) can apply for certificate program without baccalaureate degree

## HOLISTIC HEALTH STUDIES COURSES

### HH500 Anatomy & Physiology: A Holistic Approach 3 credits

Examine both the Western perspective of the structure and function of the organs and systems in the human body and the Eastern perspective that emphasizes the interrelationship of the internal organs to overall health of body, mind, and spirit. A prerequisite for all other courses in the program. Students will begin a journal in this course and continue to document their master's degree experience throughout the program.

### HH501 Foundations of Holistic Healing 3 credits

Explore the basic principles and differences between Western (allopathic) and Eastern (traditional) health care. Examine the differences and similarities of the various forms of traditional healing methods and analyze current health practices and future trends. Continue to keep a journal documenting development through the program. The journal experience is incorporated in all courses in the program and integrated into the culminating experience (HH599). A prerequisite for all other courses in the program.

### HH502 Advanced Healing Methods 3 credits

Explore the philosophic, historic, and cultural aspects of traditional healing methods. Examine the basic principles and the ancient art of diagnosis as developed in countries such as Japan, China, and India. Evaluate basic techniques used in the complementary medical arena. Complete a field experience in a health care setting. Prerequisites: HH500 and HH501.

### **HH515 Holistic Stress Management** 3 credits

Examine the stress response; holistic approaches to stress management (such as meditation); manual medicine (acupressure, massage); the role of exercise and laughter; effects of stress on sleep; stress and nutrition; and the role of spirituality, including research on prayer and healing. Prerequisites: HH500 and HH501.

### **HH520 Energy Medicine** 3 credits

Examine current research in the emerging field of energy medicine, concepts related to the human energy field, and the effects of electromagnetic radiation on health. Emphasis on valuation and therapeutic strategies employed by energy medicine practitioners.

### **HH525 Holistic Perspectives: Counseling Techniques** 3 credits

Gain a basic understanding of psychological disorders from a holistic perspective and practice basic counseling skills, empathy, listening, communication, and evaluation of client issues. Practice skills, develop an understanding of communication patterns, and expand the capacity for empathy. Prerequisites: HH501.

### **HH530 Research Methods** 3 credits

Learn basic research design and control techniques from threats to internal validity and interpretation of statistical analysis to critical evaluation of research in the field. Includes instruction in the use of library databases. Prerequisites: HH501.

### **HH555 Holistic Spirituality** 3 credits

Explore the development of holistic spirituality as a way to foster a new appreciation of total humanness. Investigate the interrelationship of body, mind, and spirit; body awareness and praying with our bodies; creative prayer experiences; praying contemplatively and effectively; and the healing power of touch. Prerequisites: HH500 and HH501.

### **HH599 Project in Holistic Health** 3 credits

Produce a paper critically reviewing relevant literature and develop an educationally based program or design a research project relevant to the profession or field of interest in this capstone experience. Evaluate self-development through journal review. May be taken after completion of 21 core course credits, including HH530.

## **ELECTIVE COURSES**

*HH500 and HH501 are prerequisites for all electives.*

### **HH535 Eastern Approach to Nutrition** 3 credits

Examine the underlying Eastern theories practiced primarily in traditional Chinese medicine and study the ways in which the Eastern approach to nourishment complements basic Western medicine.

### **HH540 Humor & Healing** 3 credits

Explore the philosophy of healthy humor and the science behind the healing properties of laughter with regard to specific dis-ease processes and overall wellbeing.

### **HH545 Ayurvedic Approach to Mind-Body Healing** 3 credits

Explore the oldest medical system in history, which teaches that every aspect of our wellbeing is influenced by the *doshas* (Ayurvedic body types). Examine the various characteristics of each dosha and explore techniques prescribed for strengthening the mind-body system while eliminating the *ama* or toxins.

### **HH550 Healing Arts: Visual Arts, Music, Movement, Journaling** 3 credits

Examine the role of visual imagery and art media, dance, music and movement, and writing as an integral part of the healing process through experiential activities and lectures. Prerequisites: HH500 and HH501.

### **HH560 Native American Medicine** 3 credits

Investigate the contributions of Native Americans to natural healing.

Explore the historic and philosophical perspective of Native American culture and its beliefs concerning the relationship of humans to the environment and the rest of the animal kingdom. Explore past and present medicine men and women and their impact on their communities. Specific medicinal herbal remedies will be examined.

### **HH565 Homeopathy** 3 credits

Examine the history, laws, principles, and terminology used in the practice of homeopathy. Identify the techniques used in case analysis as well as the basic components of constitutional classification.

### **HH570 Special Topics in Holistic Health** 1–3 credits

Explore a specific topic of interest according to faculty availability. The topic will differ semester to semester; 1–3 credits.

### **HH580 Health & the Environment** 3 credits

Investigate the effects of human social organization and relationships with the natural environment on physical, emotional, mental, and spiritual well-being. Explore individual health issues and learn healing responses to imbalances in social, environmental, and personal health.

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## **HOMELAND SECURITY**

The Master of Science in Homeland Security provides students with values-based knowledge, skills, and abilities required to join the expanding world of homeland security and offers professional advancement to individuals already employed in the field. A range of public and private organizations require professionally prepared homeland security personnel. Study with internationally known faculty who have insight into preparation and response for the continued global war on terror, emergency management, and related areas. Work, learn, and develop the key analytical concepts and tools needed in today's challenging and threatening world. Case studies are used throughout the program, combining theory and fact with analytical tools to support decision-making. A variety of content delivery methods are used throughout the program: classroom, hybrid, online, and experiential. This is a 36-credit degree program, including a thesis or capstone experience course.

Requirements for admission to the M.S. in Homeland Security.

1. Baccalaureate degree from an accredited college or university.
2. All majors considered. Student transcript(s) will be evaluated to determine appropriateness for graduate study in Homeland Security. The applicant may be required to complete prerequisite coursework. An interview may be requested.
3. Undergraduate grade point average of 3.00 on a 4.00 scale.
4. Completed pre-admission packet, including the following:
  - Application for admission.
  - Non-refundable fee payable to Georgian Court University.
  - An original essay discussing the applicant's academic preparation, career goals and commenting on how a Graduate Degree in Homeland Security will contribute to those goals.
  - Official transcripts from each undergraduate and graduate institution that the applicant has attended.
  - Three letters of recommendation prepared by former college instructors commenting on the applicant's academic ability to successfully complete graduate study. Recommendation letter(s) commenting on the applicant's professional qualifications may be substituted for academic letter(s).

Applicants are encouraged to contact the program director for clarification or additional information.

### **Required Courses (24)**

- HS501 Introduction to Homeland Security: Management & Legal Issues (3)

- HS505 Understanding Violence & Victimization (3)
- HS510 Research Design & Methods (3)
- HS515 Computer Applications in Criminal Justice & Homeland Security (3)
- HS520 Homeland Security Preparedness, Prevention & Deterrence (3)
- HS525 Leadership & Policy Analysis for Protective Professionals (3)
- HS530 The Intelligence Function; Collection, Analysis, Use (3)
- HS590 Capstone Option: Applied Research Project or Thesis (3)

## Electives (12)

- HS535 Selected Topics in Homeland Security (3)
- HS540 Hostage Recovery (3)
- HS545 Political Crime and Terror (3)
- HS550 Private Protection Systems (3)
- HS555 Comparative Homeland Security Systems (3)
- HS560 Weapons of Mass Destruction (3)
- HS565 The Political Setting of Criminal Justice & Homeland Security (3)
- HS570 Bureaupathology (3)
- HS575 Forensic Applications (3)
- HS580 Criminal Investigation (3)
- HS585 Mapping (3)
- HS599 Internship in Homeland Security: Field Placement (3)

## COURSES

### HS501 Intro Homeland Security: Management & Legal Issues

*3 credits*

The events of September 11, 2001, including pre-incident and post-occurrence activities, have resulted in the U.S. and other nations rewriting the meaning of national security and the management of reaction to catastrophe. Included in the U.S. response is the creation of a new cabinet-level Department of Homeland Security, built from portions of more than a dozen other agencies and bureaus. This policy-oriented course is designed to examine the largest re-engineering of the U.S. government since post-World War II. Examine the creation of the new bureaucracy responsible for 'homeland security' and its impact on state and local resources committed to "security" in communities. Evaluate the strengths—and weaknesses—of the new "homeland security" efforts on the national, state, and local levels.

### HS505 Understanding Violence & Victimization *3 credits*

Examine the traumatic consequences of terrorism and disasters upon individuals and groups, as well as the individual and collective social behaviors that often occur as a result of these events. Explore a range of psychological and social issues related to terrorism and disaster, including theories of trauma, trauma prevention strategies and crisis intervention, the impact of trauma upon first responders and those directly exposed to terrorism and disasters, the psychological goals of terrorism, and post-traumatic stress.

### HS510 Research Design & Methods *3 credits*

Explore the nature of the research process and guidelines for formulating research questions and testable hypotheses. Review methods of operationalizing variables and indicators and collecting data, including designing experiments and carrying out surveys. Explore data analysis strategies leading to a written report.

### HS515 Computer Applications in Criminal Justice & Homeland Security *3 credits*

Explore computer applications, information requirements, acquisition, analysis, modeling, database management; decision support systems; networking; telecommunications; remote sensing technologies, and other emerging technologies related to criminal justice and homeland security

planning and response. Learn to use software programs to search for relationships and patterns in data sets and to calculate the statistics needed to draw interpretations and conclusions in research reports.

### HS520 Homeland Security Preparedness, Prevention & Deterrence *3 credits*

Investigate the intersection of strategic plans, incident management, and intelligence analysis to provide the foundation required for terrorism preparedness. Study infrastructure protection, the National Incident Management System, data collection and analysis, threat and vulnerability assessments, information sharing, resource planning, intelligence failures, and terrorism prevention and deterrence.

### HS525 Leadership & Policy Analysis for Protective Professionals *3 credits*

Prepare for the challenges that arise when a crisis or disaster impacts a government unit or business. Managing during crises involves a different set of conditions and requires new skills; leaders must be able to make decisions based on limited information, customary relationships and ways of doing business change, and the scope and parameters of responsibility are often increased. Study the institutional structure and system for emergency management in the U.S., including key leadership characteristics and strategies for competently negotiating a successful response to and recovery from crisis.

### HS530 The Intelligence Function; Collection, Analysis, Use *3 credits*

Review the role of intelligence in government, military, and business. Learn collection and analysis techniques used by intelligence operatives and analysts. Produce a project that incorporates data-basing, collection planning, organizational and link analysis, and structured analysis techniques. Computer software programs are used to enhance that analytical product.

### HS590 Capstone Option: Applied Research Project or Thesis:

**Applied Research Project:** The capstone project is a comprehensive analysis of a significant incident, case problem or policy dilemma related to an agency selected by the student. Develop a proposal identifying and describing the agency and the problem to be addressed, the data to be collected and analyzed, a list of viable alternatives, and a set of evaluation criteria to be used in selecting the best course of action to resolve the problem. Produce a comprehensive analytical report that could be used in solving an actual organizational or policy-related problem.

**Thesis:** A standard academic thesis research project supervised by a mentor and reviewed by at least one additional faculty member.

### HS535 Selected Topics in Homeland Security *3 credits*

Analyze a selected topic or problem related to homeland security. A different topic is considered each semester (maximum two semesters).

### HS540 Hostage Recovery *3 credits*

Review hostage negotiations / crisis negotiation from the perspective of governmental agencies. A history of hostage holding is included with emphasis on the organization of the earliest formal hostage negotiation program in the US in 1973. This is a multi-disciplinary approach: law, strategic planning, crisis intervention, tactical alternatives, organization and management, leadership, and decision-making. Case studies are used to emphasize and illustrate learning objectives.

### HS545 Political Crime and Terror *3 credits*

Investigate the political nature and crime-related strategies of terrorism, its origins, and developing trends. Study select terrorist groups (foreign and domestic) with respect to organization, operations, goals, and financing and logistic support. Covering both historical and contemporary terrorist incidents, emphasis is on strategies and tactics used by

terrorists as well as to actual and potential preventive actions taken by governmental authorities and private sector organizations.

### **HS550 Private Protection Systems** 3 credits

Review the theory and practice of risk management as applied to the security and safety of persons and property. Examine the management of risk associated with a range of conditions and events, including fire, building systems, crime and terrorism, security deficiencies, worker safety, hazardous and toxic materials, disasters and emergencies. Consider analytical software applications in the risk analysis process.

### **HS555 Comparative Homeland Security Systems** 3 credits

Compare and contrast homeland security in the United States with systems in select countries. Note similarities and differences in administration, organization, principal functions, and objectives. Consider the nature of governmental control and oversight, the relationship between the justice system and the public, and cultural issues.

### **HS560 Weapons of Mass Destruction** 3 credits

Analyze current and emerging threats to homeland security posed by weapons of mass destruction (WMD), including the range of chemical, biological, radiological, nuclear and explosive (CBRNE) weapons. Among the issues considered are U.S. vulnerability and realistic modes of response to WMD attacks, as well as the technology and availability of WMDs and potential scenarios for their deployment by extremists.

### **HS565 The Political Setting of Criminal Justice & Homeland Security** 3 credits

Explore natural and human-caused disasters in the U.S., considering that the concept of disaster is in many ways politically and socially constructed. Examine laws, programs, agencies, and institutions involved in U.S. disaster policy and emergency management. Examine the federal government's major responsibilities for our national response and investigate how state and local governments are also important, as are a variety of private and nonprofit organization stakeholders. Consider how public policy, public management, and politics are central to understanding how we organize and respond to disaster.

### **HS570 Bureaupathology** 3 credits

Explore corruption, waste, favoritism, excessive secrecy, arbitrary, and illegal exercises of power and other pathologies of bureaucracies. Examine the organizational situations and social contexts conducive to departures from the laws, rules, and regulations that define the formal mission of an agency. Consider the remedial and preventative actions available to elected officials, organizational managers, line employees and clients, customers, and citizens.

### **HS575 Forensic Applications** 3 credits

Explore the world of forensics from a cross-disciplinary approach using material from the biological sciences, physics, and chemistry as well as from the fields of criminal justice and the law. Topics include: physical evidence, dna, trace evidence, toxicology, latent prints, questioned documents, and cyber-evidence.

### **HS580 Criminal Investigation** 3 credits

Through case studies, examine the rules of evidence followed in criminal trials and administrative proceedings, with emphasis on the methods and ethical obligations of government agents assigned to gather evidence. Consider the discovery and documentation of corrupt practices in politics and administration and review the public employee's obligations and rights and of the laws and regulations governing criminal investigations.

### **HS585 Mapping** 3 credits

Explore the theory and practice of mapping to assist planning and response. Learn how mapping patterns can assist in the explanation of problems. Illustrates how this understanding is vital for designing and implementing effective programs of prevention, problem solving and

response. Discusses the major theories of events that are crucial for interpreting patterns. Introduces state-of-the-art mapping techniques and provides experience in the use of mapping software.

### **HS599 - InternHomeland Security-Field Placement** 3 credits

Gain knowledge and apply specialized work-related theory, skills, and concepts appropriate to a particular organization through this career-based learning experience. Develop a learning plan with the instructor and submit reports weekly. Meet periodically with the instructor to review experiences to date. Produce a correlated research project. May be repeated if topics and learning outcomes vary. An elective in the M.S. in Homeland Security program and highly recommended for all students not employed in a homeland security related organization. Prerequisite: Permission of the program director.

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## **THEOLOGY**

### **MASTER OF ARTS IN THEOLOGY**

Learn to meet the pastoral faith needs of communities within an intellectual and creative atmosphere. The curriculum fosters intensive study in various areas of scripture and theology. Accomplished, scholarly faculty challenge students to engage in critical analysis of different aspects of theology.

Requirements for admission

1. Baccalaureate degree from an accredited college or university
2. An academic theological background in scripture and dogma that properly prepares the student for graduate study.
3. If an applicant lacks such background, sufficient competency will be determined by the Admissions Committee of the
4. Graduate Theology Program.
5. Undergraduate grade point average of at least 2.75 on a 4.0 scale
6. Completed self-managed application packet, including:
  - Completed application for admission
  - A check or money order for \$40 (nonrefundable) payable to Georgian Court University
  - A statement of objectives discussing applicant's academic and vocational goals
  - Sealed and signed envelopes containing the official transcripts of each undergraduate and graduate institution applicant has attended. If the original seal has been broken, the transcript is then considered to be unofficial and cannot be accepted for use toward the application.
  - Three letters of recommendation written by persons who can comment from personal knowledge on applicant's academic and/or professional qualifications for graduate study.
  - Accepted students will receive a health form that must be completed and submitted to the Office of Health Services.

### **Program Tracks**

#### **The General Master of Arts**

This program is designed for students who teach in religious education programs and religion in the schools and those who minister in churches or related fields or work in another field but are interested in formal studies in theology.

Degree Requirements

1. Successfully complete 30 credits, including TH500 Introduction to Theological Research and 3 credits each in three areas: Biblical, Theological, and Pastoral Studies
2. 18 credits in electives
3. Maintain a "B" (3.0) average.



4. Complete degree requirements within six years of formal admission.
5. During the last semester, the student will assemble a portfolio of four research papers, one from each area of study and a fourth in an area of the student's choice. The student will defend two of these papers before a committee of professors. Portfolios must be submitted either October 1 or March 1.

### The Research Master of Arts (Research Seminar)

This program is designed for students who intend to pursue doctoral studies in theology and for those who hope to publish in the field and for those who are interested in research.

#### Degree Requirements

1. Successfully complete 36 credits, including: TH500 Introduction to Theological Research; 3 credits each in Biblical, Theological and Pastoral Studies; 21 credits in electives; and a 3-credit thesis.
2. Maintain a "B" (3.0) average.
3. Complete degree requirements within six years after formal admission.

### M.A. in Theology (Pastoral Theology Track) (30)

This program is designed for those who intend to enter lay ministry in the Catholic tradition. The following courses or areas are required.

- TH500 Introduction to Theological Study (3)
- TH502 New Testament: Selections (3)
- TH650 Christian Formation (3)
- TH501 Hebrew Bible Sections (3) OR
- TH533 The Christian Community (Ecclesiology/Church History) (3)
- TH556 Theology of Pastoral Ministry (3)
- TH651 Counseling: Pastoral Applications (3)
- TH552 Intro to Canon Law (3)
- TH551 The Sacraments (3)  
Elective (3)

### M.A. in Theology (Youth Ministry Track) (30)

This program is designed for those who desire to earn an M.A. in Theology while concentrating in youth ministry.

The following courses or areas are required.

- TH500 Intro to Theological Study (3)
- TH501 Hebrew Bible Selections (3)
- TH502 New Testament: Selections (3)
- TH533 The Christian Community (3)
- TH551 The Sacraments (3)
- TH556 Theology of Pastoral Ministry (3)
- TH640 Christian Ethics (3)
- TH671 Certificate in Youth Ministry Studies, Year I (4)
- TH672 Certificate in youth Ministry Studies, Year II (4)
- TH673 Youth Ministry Project (1)

### THEOLOGY CERTIFICATE PROGRAM\*

For those who do not wish to pursue the Master of Arts degree, a Georgian Court University Certificate Program in Theology of 18 credits is also available. Of these 18 credits a maximum of 6 may be transferred from another accredited institution.

The following admission requirements must be met for matriculation into the Georgian Court University Certificate Program in Theology:

1. Baccalaureate degree from an accredited college or university
2. Adequate theological background
3. Completed self-managed application packet, including:
  - Completed application for admission
  - A check or money order for \$40 (nonrefundable) payable to

Georgian Court University

- Personal statement of educational and professional goals
- Sealed and signed envelopes containing the official transcripts of each undergraduate and graduate institution applicant has attended. If the original seal has been broken, the transcript is then considered to be unofficial and cannot be accepted for use toward the application.
- One current letter of reference
- Accepted students will receive a health form that must be completed and submitted to the Health Office.

\*Gainful Employment information about GCU certificate programs can be found at [www.georgian.edu/uploadedFiles/GCU\\_NonDegree\\_Programs.pdf](http://www.georgian.edu/uploadedFiles/GCU_NonDegree_Programs.pdf).

### PROFESSIONAL DEVELOPMENT FOR PASTORAL LEADERS: CERTIFICATE PROGRAMS\*

*No more than 6 credits may be transferred in from another institution.*

#### Religious Education Certificate Program

18 credits in the theological studies and 6 credits in Catechetical studies for a total of 24 credits (for information on the required courses, contact the department). Upon completion, candidates earn a Georgian Court University Graduate Certificate in Religious Education.

#### Pastoral Administration Certificate Program

18 credits in theological studies and 12 credits in business administration for a total of 30 credits (for information on the required courses, contact the department). Upon completion, candidates earn a Georgian Court University Graduate Certificate in Pastoral Administration.

#### Pastoral Ministry Certificate Program

18 credits in theological studies and 6 credits in pastoral studies for a total of 24 credits (for information on the required courses, contact the department). Upon completion, candidates earn a Georgian Court University Graduate Certificate in Pastoral Ministry.

#### Catholic School Leadership Program

12 credits in theological studies and 12 credits in education for a total of 24 credits (for information on the required courses, contact the department). Upon completion, candidates earn a Georgian Court University Graduate Certificate in Catholic School Leadership.

#### Parish Business Management Certificate Program

12 credits in theological studies and 12 credits in business administration for a total of 24 credits (for information on the required courses, contact the department). Upon completion, candidates earn a Georgian Court University Graduate Certificate in Parish Business Management.

\*Gainful Employment information about GCU certificate programs can be found at [www.georgian.edu/uploadedFiles/GCU\\_NonDegree\\_Programs.pdf](http://www.georgian.edu/uploadedFiles/GCU_NonDegree_Programs.pdf).

### GCU & INSTITUTE FOR LAY ECCLESIAL MINISTRY (ILEM) OF THE DIOCESE OF TRENTON

In cooperation with the Diocese of Trenton, GCU provides the academic component of the Institute for Lay Ecclesial Ministry (ILEM). ILEM requires 24 credits of either undergraduate or graduate courses in religious studies/theology. The core curriculum requirements for lay ecclesial ministers have been established by the United States Conference of Catholic Bishops and are reflected in the academic curriculum offered at GCU for the participants of the institute. Upon successful completion of the three-year program comprised of theological education, spiritual formation, and pastoral skills development, candidates receive a Certificate of Completion

from the Diocese of Trenton and are commissioned for service in the diocese by the Bishop of Trenton. Special scholarship funding for tuition will be given to participants. Further information may be obtained by contacting the Diocese of Trenton Office of Parish Life, associate director for Lay Ecclesial Ministry, at 609.406.7400, ext. 5634 or online at dsass@dioceseoftrenton.org.

## COURSES

Students will be able to choose from the following areas. The actual courses to be taught will be tailored to meet the needs of the students and the demands of the program.

### TH500 Introduction to Theological Study 3 credits

Prepare for graduate research by studying the background of biblical and theological studies. Emphasis on scholarly approaches to the texts, current concepts in the literature, methods used by various schools of thought, and proper tools for research. Required of all students.

### Biblical Studies

#### TH501 Hebrew Bible Selections 3 credits

Examine important texts within the Hebrew Bible. Emphasis on particular writings in Hebrew Scripture; e.g., the Pentateuch, Prophetic literature, the Wisdom tradition, Psalms, or apocalyptic.

#### TH510 Pentateuch 3 credits

Study the Hebrew Scriptures in light of the historical, cultural, political, and religious circumstances that influenced their formation and explore the literary and historical questions raised by this important work.

#### TH515 Pre-Exilic Prophets 3 credits

Study the concepts of prophecy, prophets and their call and message, as discovered in the literature of the Hebrew Bible. Examine the meaning and purpose of the divine message of selected classical prophets and how they increase awareness and accountability in the area of social justice.

#### TH523 Women & the Bible 3 credits

Examine the experiences of women in the narratives of the Bible. Consider how female deities in other religions influenced the Bible and review theological traditions about women and the functions of women in the early Christian communities as they impact today's church.

#### TH525 Israel: The Roots of Christianity 3 credits

Explore the land, culture, and people of ancient Israel and of early Christianity through visits to biblical sites, archeological excavations, and museums. This course is taken in Israel. (This course does not fulfill the biblical core requirement.)

#### TH526 Paul & the Early Church 3 credits

Study the travels of Paul and the history of the early Christian church. Visits to biblical sites, archeological excavations, and museums. This course is taken in Greece and/or Turkey. (This course does not fulfill the biblical core requirement.)

#### TH527 Rome & the Christian Church 3 credits

Explore the history of the churches of Rome proper, from early Christianity and to modern day. Taught on location in Rome, includes visits to various basilicas and churches in the city. (This course does not fulfill the biblical core requirement.)

#### TH528 Topics in the Bible 3 credits

Embark on an in-depth exploration of the Hebrew Scriptures through a specific topic. May be repeated with different areas of concentration.

#### TH610 The Gospel of Mark 3 credits

Study the compositional history, literary design, and social situations in the Gospel of Mark. Consider this earliest gospel in light of Christology, its contribution to the New Testament, and its use as a source for other gospels.

#### TH612 The Gospel of Luke 3 credits

Examine the third gospel and Luke's major themes with emphasis on miracles, parables, passion and resurrection narratives, Jesus as Prophet, table fellowship, and discipleship.

#### TH613 The Gospel of John 3 credits

Examine the history and identity of the Johannine community as it develops and interacts with the mission of Jesus. Emphasis on Jewish feasts, Johannine signs and discourses, and the leadership of women.

#### TH614 The Gospel of Mark & Matthew 3 credits

Examine the person and work of Jesus Christ as experienced in the early Christian Communities of Mark and Matthew. Consider the background of Gospel formation and sources, including first century Palestinian Judaism, Christology, parables, miracles, as well as the Passion, Death, Resurrection narratives within the first two gospels.

#### TH624 Selected Letters of Paul 3 credits

Analyze Paul's message to specific early Christian communities. Study the person of Paul, the cultural milieu of the first century Greco-Roman world and, the theology of the authentic letters of Paul in relationship to today.

#### TH502 New Testament: Selections 3 credits

Review the religious literature of the earliest churches as preserved in the New Testament. Examine selected writers/categories of New Testament literature; e.g., the Synoptic Gospels, Luke-Acts, the Johannine corpus, the letters of Paul, the Pastoral Epistles. Gain an understanding of those documents that have had the most significant effect on the development of the church and its character, including readings in modern New Testament criticism.

### Theological Studies

#### TH531 Christology 3 credits

Explore issues at the base of Christian belief in Jesus as Lord and Savior. Consider the meaning of Jesus and the faith placed in him by examining the scriptural data, historical dialogues, current issues raised by faith in Jesus, and intellectual frameworks that have shaped the theologians as they articulate for the community of faith what Jesus truly means.

#### TH532 The Trinity: The Nature of God 3 credits

Study the theology of God as Trinity dealing with Biblical, Conciliar, and theological developments through the centuries. Emphasis on contemporary insights and thinking that highlight the "relational"—yet unitary—understanding of God as Trinity.

#### TH533 The Christian Community 3 credits

Explore the definition and history of the Christian community and the challenges that the modern Christian community faces. Consider challenges to the community and theological principles behind communal praxis in the world to gain an understanding of the community at large.

#### TH535 History of Christianity 3 credits

Investigate key moments throughout the two thousand years of Christian history using original texts, art, architecture, and music. Review major historical periods beginning with early Christianity and continuing through the centuries to present day. Emphasis on community development.

#### TH536 Theology of Women 3 credits

Explore the treatment, writing, and praxis of women throughout the history of Judeo-Christian tradition, beginning with women of the Hebrew Scriptures and following through to modern day.

#### TH537 Topics in Theology 3 credits

Study a particular topic in theology. Topics are chosen by the professor with reference to the interests and needs of students.

#### TH539 Nature & Grace 3 credits

Explore the issues at the foundation of Christian belief about humanity

and its ultimate purpose. Study the Christian tradition on sin and grace and the optimistic and pessimistic strains within the world religions, including Christianity.

### **TH542 Theology of the Liturgy** 3 credits

Review the historical evolution and ongoing theological reflection on the Church's worship as found in the Catholic Tradition. Consider questions such as: How has the "text" of the Church's worship evolved in historical, cultural and pastoral "context"? How has celebration of the Church's liturgy been a source of theology and expression of Christian identity and transformation? What are the basic principles of worship articulated in Vatican II's Constitution on the Sacred Liturgy and subsequent documents? Examine the Church's worship through the lenses of paschal mystery, revelation, sacramentality, symbol, word, proclamation, and liturgical arts using both ancient texts, as well as historical and theological analysis by contemporary theologians. Consider the issues that led the bishops at Vatican II to reform the Missal of Pius V, examine the Council's Document on the Liturgy and the documents issued by the Congregation for Divine Worship since Vatican II, including most recent documents and publications concerning the Roman Missal. Achieve a fuller understanding of the theological and spiritual contexts that underscore the Liturgy of Word and Sacrament.

### **TH551 The Sacraments** 3 credits

Explore the historical, theological, and pastoral practice that gives ritual expression to the presence of God. Study the pastoral and theological development of the Church's understanding of sacraments.

### **TH640 Christian Morality** 3 credits

Examine the Christian perspective on morality and its application to current moral issues. Explore the theological definition and principles of Christian morality and the historical development of Christian morality.

### **TH645 Social Justice** 3 credits

Study the theological, Christological, and ecclesiological foundations for social justice. Emphasis on the systemic and structural issues of being a just society.

### **TH646 Theology of Marriage & Family Life** 3 credits

Engage in a theological investigation of marriage and family life with emphasis on current understanding and developments.

## **Pastoral Studies**

### **TH550 Liturgy** 1 credit

Examine liturgy as an expression of spirituality, Christian theology, and history. Explore a contemporary approach to Word and Sacraments as well as liturgy as a source of theology.

### **TH552 Canon Law: Introduction to Pastoral Perspectives** 3 credits

Explore the nature, purpose, and function of Church law using practical applications of pastoral significance in the modern Church. Emphasis on the role of law in the Church from viewpoints of ecclesiology, theology, and social justice, as well as on the role of basic canonical principles in the life of members of the Catholic Church.

### **TH554 Evangelization** 3 credits

Examine the biblical, theological, and ecclesial foundations in understanding and implementing the missionary evangelization process deeded to the Christian community. Reflect on the centrality of this call to the identity and purpose of the Church and observe the cultural, psychological, and social dimensions that shape the Church's evangelization.

### **TH556 Theology of Pastoral Ministry** 3 credits

Explore the historical, philosophical, and pastoral approaches at the base of ministry. Consider the sources for each of these: the Scriptures and the Church's tradition.

### **TH560 Spirituality** 3 credits

Investigate the connection between spirituality and justice, earth, ecumenism, feminism. Consider the unfolding universe and all human processes through the integration of personal experience and spiritual tradition.

### **TH561 Spirituality & Healing** 3 credits

Explore the issues at the base of Christian belief in God as Triune. Consider the Christian understanding of God and the faith and practice placed in God by examining scriptural data, the historical dialogues that led to clarification regarding Jesus, and the Spirit as divine realities of the creator God in the Christian faith. Examine current issues raised by faith in the Trinity.

### **TH562 Survey in Christian Spirituality I** 3 credits

Consider the impact of key people on the early development of the Christian spiritual tradition. Emphasis on the support they can give to the spiritual journeys of people today.

### **TH563 Survey in Christian Spirituality II** 3 credits

Examine the impact of feminine thought and experience on the Christian Spiritual Tradition. Emphasis on the influence of varied women during the medieval period and the spirituality of Julian of Norwich. Consider the tradition's guidance in the development of spirituality today.

### **TH580 Ministerial Leadership of the Catholic School Administrator** 3 credits

Gain an understanding of the ministerial roles and responsibilities of the Catholic school administrator. Investigate the philosophical and historical foundations of the Catholic school and the role of Church governance and governmental structures of the Catholic school and the public arena. (does not count toward degree).

### **TH650 Christian Formation: Catechesis & Sacramental Preparation** 3 credits

Consider what helps or hinders religious development and the responsibility of Church to foster growth in faith. Examine the various theological, philosophical, and educational models that inform the foundations of religious formation. Learn to evaluate appropriate models of religious formation.

### **TH651 Counseling: Pastoral Applications** 3 credits

Study the interfacing of theology and psychology as it relates to the solid development of people engaged in religious counseling on the parish level. Gain a theological foundation and psychological insights to assist people working in forms of counseling outside the therapeutic field.

### **TH652 Parish Ministry** 3 credits

Learn to create a loving and caring parish through a blend of theory (ecclesiology of Vatican II) and practical translation. Study types of parishes, shared and collaborative ministry, parish identity, and more.

### **TH653 Topics in Pastoral Ministry** 3 credits

Examine issues in field ministry today, such as the role of the lay minister, the professionalization of ministry, ministry as service, and specific kinds of ministry that encompass the theology of mission and ministry.

### **TH655 Certificate Program for Administrators' Program (Diocese of Trenton-Religious Education Office)** 3 credits

Completing this one year course offered by the Diocese of Trenton, allows students to transfer 3 credits with a "P" (Pass) grade.

### **TH656 Preaching** 3 credits

Study the art and creation of homilies and the craft of preaching. Explore various models of homiletic preparation while developing a unique style.

### **TH660 The Liturgical Year in Eucharistic Worship & the Prayer of the Church** 3 credits

Explore the formation and development of the liturgical cycle of seasons

and feasts, their structures, and the musical genres that were created in response to them. Includes recent directives and documents concerning music within the worship and prayer life of the contemporary church.

**TH680 Independent Study** 3 credits

Work independently with a professor on a subject pertinent to your interests and program as agreed upon by the professor. The proposed study and the number of credits to be allocated must be approved by the director of graduate theology. Offered on application.

**Youth Ministry Studies**

**TH671 Certificate in Youth Ministry Studies Year I (Center for Ministry Development Program)** 4 credits

Examine the principles, practices and foundations of youth ministry and learn skills for Christian leadership. Upon completion of this one-year course, students are eligible register for 4 credits with a "P" (Pass) grade. Offered by the Center for Youth Ministry Development on four weekends over the course of one year. Required for Youth Ministry Track.

**TH672 Certificate in Youth Ministry Studies Year II (Center for Ministry Development Program)** 4 credits

Learn to foster the faith growth of youth through evangelization and Catechesis; justice and service; pastoral care; and prayer and worship. Upon completion of this one-year course, students are eligible to register for 4 credits with a "P" (Pass) grade. Offered by the Center for Youth Ministry Development on four weekends over the course of one year. Required for Youth Ministry Track.

**TH673 Youth Ministry Project** 1 credit

Create and implement a ministry project and produce a paper to describe and analyze the project according to the literature related to the theory and practice of youth ministry. Required for Youth Ministry Track.

**Closure Experiences**

**TH689 Master's Thesis** 3 credits

Research an area of theological thought to assist in the formulation and writing of the master thesis. Taken in the final semester. Requires the completion of all coursework for the degree. Offered on application.

**TH690 Seminar for Master's Thesis** 6 credits

Intensive study in one area of theological concentration to assist in the formation and writing of the master's thesis. Participation upon acceptance from the program director. Offered on application.

## VIII: SCHOOL OF BUSINESS

Nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

### BUSINESS ADMINISTRATION

**Master of Business Administration (MBA)** is offered in one year and two year cohort-based programs in convenient evening or Saturday formats available at the main campus in Lakewood and Woodbridge.

Advanced admission to the Master's of Business Administration Program (B.S./M.B.A.) is also available in combination with Georgian Court's undergraduate major programs in Business Administration and Accounting.

#### Mission & Objectives

The mission of the Master of Business Administration program for Georgian Court University is to prepare professionals for positions of leadership and responsibility in corporate, government and service organizations according to the Mercy Values.

Specific objectives are

- To prepare women and men for careers in the management of organizations both in the private and public sectors
- To provide women and men with the graduate-level qualifications accepted for advancement in their chosen career field
- To provide women and men with an ethical basis for sound, values-based decision making in a complex technological society and
- To promote understanding of today's competitive global environment

Qualified candidates interested in the M.B.A. program should contact the associate director of graduate admissions at 732.987.2736. Information and applications are also available on the Georgian Court University Web site at [www.georgian.edu](http://www.georgian.edu). All requirements listed below should be submitted as soon as possible since applications are considered on a space-available basis. In special cases, a personal interview may be requested.

#### Requirements for admission to the M.B.A. program:

1. Baccalaureate degree from an accredited college or university
2. Completed self-managed application packet, including the following:
  - Completed application for admission
  - A check or money order for \$40 (nonrefundable) payable to Georgian Court University
  - A statement of objectives listing your academic and career goals
  - Sealed and signed envelopes containing the official transcripts of each undergraduate and graduate institution you have attended. If the original seal has been broken, the transcript is then considered to be unofficial and cannot be accepted for use toward your application.
  - One current letter of recommendation, if requested.
3. Completed successful interview.
4. Graduate Management Admission Test (GMAT) scores, if requested.

Candidates are evaluated on an individual basis. Strong consideration will be given to an applicant's business and life experience. A waiver of the GMAT requirement will be given for applicants who possess graduate degrees in other academic disciplines, a CPA license, or who have already demonstrated strong academic performance and/or business success.

Upon matriculation, all coursework is to be completed at GCU.

#### The Common Professional Component (CPC)

The courses in the Common Professional Component are prerequisites to the M.B.A. Most students with a B.S./B.A. in Business Administration will not be required to take these prerequisite courses. For those with non-

business bachelor's degrees, up to 18 credits of prerequisite courses may be required. These courses would have to be completed before the student would be allowed to begin the M.B.A. program. The director of the M.B.A. program will evaluate the student's undergraduate transcript to determine if the requisite courses have been successfully completed with a "B". It is also possible for students to take College Level Examination Program (CLEP) exam in order to meet the CPC requirements.

#### The six CPC courses are:

1. Financial Accounting (AC476)
2. Economic Survey (EC476)
3. Statistical Analysis (BU476)
4. Marketing Fundamentals (BU477)
5. Principles of Management (BU478)
6. Principles of Finance (BU479)

The CPC courses will be offered prior to the start of the MBA graduate program to allow students to complete the pre-requisite work and join a graduate cohort.

Georgian Court University's M.B.A. program features advanced courses in each of the major business disciplines with a focus in the second half of the program on global issues. Students are required to take the following 12 three credit courses for a total of 36 credits:

#### Accounting and Accounting Management:

- Managerial Accounting (AC602)
- Contemporary Issues in International Accounting (AC621)

#### Management:

- Management and Leadership of Human Resources (BU609)
- Production and Operations Management (BU600)

#### Finance:

- Financial Management (BU628)
- International Finance (BU614)

#### Marketing:

- Global Marketing (BU616)

#### Economics:

- Managerial Economics (EC611)
- International Economics (EC614)

#### Law:

- International Business Law (BU623)

#### Capstone

- Corporate Strategy & Planning (BU691)
- Corporate Strategy & Planning Simulation Lab (BU691A)
  - Alternatives with prior approval
  - Corporate Strategy and Planning Project (BU691B)
  - Corporate Strategy and Planning Internship (BU691C)

#### New Jersey CPA License Requirements

Georgian Court maintains its curricula to be consistent with the current educational requirements for many professional licenses and certifications in Business and Accounting. Details of these requirements should be obtained from the body issuing the license or certification. The New Jersey State Board of Accountancy should be consulted for the requirements for a New Jersey license as a Certified Public Accountant (CPA). Students without an undergraduate accounting degree may be required to take additional graduate or undergraduate courses to meet the requirements for a New Jersey license.

## COURSES

### Accounting

#### **AC476 Financial Accounting** 3 credits

Learn basic accounting theory and practice with emphasis on the concepts underlying income determination and preparation of the statements of financial position. Topics include transaction analysis, revenue and expense recognition, accounting for merchandising, manufacturing, cost operations, depreciation, inventories, statement analysis, stockholders' equity, transactions, fund statement and capital budgeting. Waived for those who have completed six credits of undergraduate accounting with a grade of "B" or better. Not open to undergraduate students with majors in the School of Business.

#### **AC601 Federal Taxation** 3 credits

Examine federal income taxation as applied to individuals, including the concepts required to determine an individual's tax liability, such as filing status, exemptions, gross income, exclusions, deductions and credits.

#### **AC602 Cost and Managerial Accounting** 3 credits

Examine management control systems and their impact on management decision making. Topics include cost analysis, break-even analysis, standard costs and variances, and the budget process.

#### **AC604 Not-for-Profit Accounting** 3 credits

Examine the accounting and reporting of governmental and nonprofit organizations, including general and special revenue, propriety, and fiduciary funds in government accounting and private, university, and healthcare organizations in the nonprofit area.

#### **AC605 Corporate Taxation** 3 credits

Explore the tax issues and consequences of formation, current and liquidating distribution, and the determination of taxable or flow-through income. Prerequisite: AC601.

#### **AC606 Auditing, Attestation & Corporate Governance** 3 credits

Investigate generally accepted auditing standards (GAAS) and the requirements of the Public Companies Accounting Oversight Board (PCAOB) procedures used by the independent certified public accountant to render an opinion on financial statements through field and case research. Topics include professional ethics and legal liability. Prerequisite: AC609.

#### **AC608 Intermediate Accounting I** 3 credits

Analyze and research accounting theory applicable to the form and content of general-purpose corporate financial statements., including elements of cash, trading securities, receivables, inventory, fixed assets and related measurement of income issues. Emphasis on the Opinions of the APB and Statements and Concepts of the FASB.

#### **AC609 Intermediate Accounting II** 3 credits

Continuation of AC608 focusing on the elements of intangible assets, current liabilities, long-term investments and debt, deferred tax, stockholders' equity, and the statement of cash flows. Emphasis on the Opinions of the APB and Statements and Concepts of the FASB. Prerequisite: AC608.

#### **AC612 Advanced Auditing** 3 credits

An in-depth examination of and research into selected issues in auditing and the auditing profession. Emphasis is placed on the study of the Generally Accepted Auditing Standards (GAAS) and the Public Companies Accounting Oversight Board (PCAOB) requirements on independent certified public accountants. The course employs case study analysis and case research methodologies. Prerequisite: AC606.

#### **AC613 Fraud Auditing & Forensic Accounting** 3 credits

An in-depth study of financial statement fraud (i.e., fraudulent reporting by owner or top management to outside users of financial statements); internal

fraud (i.e., fraud schemes perpetuated by employees); forensic accounting; and the relationship and application of financial facts to legal problems.

#### **AC614 Advanced Taxation Concepts** 3 credits

Study federal tax law applicable to inception, operation, current distribution and dissolution of the partnership, limited liability companies, and S corporation. Emphasis on the similar and distinct tax aspects of each entity form. Prerequisite: AC601 and AC605.

#### **AC615 Advanced Accounting Issues** 3 credits

Explore advanced accounting theory and practice with emphasis on the applications and limitations of accounting; the nature and measurement of income; problems connected with matching cost and revenue. Covers the current thinking of the FASB as reflected in their official releases. Prerequisite: AC609.

#### **AC616 Advanced Financial Accounting & Reporting** 3 credits

Examine select advanced matters, including mergers, acquisitions, and consolidated entities using purchase and pooling methods, partnerships, installment sales and FASB pronouncements on these and related topics. Prerequisite: AC609.

#### **AC620 International Accounting** 3 credits

An in-depth study of the major issues and practices in international accounting. Topics include history, environmental influences, the international monetary system, accounting for changes in monetary values, contemporary issues, information disclosure, pricing, international information systems, international auditing standards and professional groups. Prerequisite: AC608.

#### **AC621 Contemporary Issues in International Accounting** 3 credits

Generally accepted accounting principles and reporting practices vary significantly throughout the world. Examine the history, environmental, and legal issues that contribute to these differences and consider contemporary issues that will change over time, including how management of related entities deal with issues arising from the use of differing currencies, systems and procedures in local reporting, budgeting and incentives. Emphasis on issues that affect management decision making by executives of multinational companies. Prerequisite: BU602.

### Business

#### **BU476 Statistical Analysis** 3 credits

A rigorous treatment of modern statistical methods with reference to their application in business research and decision making. Topics include descriptive statistics, discrete and continuous probability distributions, theory of estimation, testing of hypotheses, analysis of variance, regression and correlation analysis. Computer statistical packages are used. This course is waived for the student who has completed three credits of undergraduate statistics with a grade of "B" or better. Not open to undergraduate students with majors in the School of Business.

#### **BU477 Marketing Fundamentals** 3 credits

Identify and analyze marketing problems in business and public institutions. Weigh the effects of environment, competition, society, the economy, and the media on marketing objectives and strategies. Emphasis on the total marketing package, including market segmentation, promotion, advertising, pricing, packaging and distribution. Waived for those who have completed three credits of undergraduate marketing with a grade of "B" or better. Not open to undergraduate students with majors in the School of Business.

#### **BU478 Principles of Management** 3 credits

An integrated analysis of the development of management thought, theories and functions. Review of contemporary American management thought against a background of the economic, social, political, ethical and global climate. Waived for those who have completed three credits of

undergraduate management with a grade of "B" or better. Not open to undergraduate students with majors in the School of Business.

#### **BU479 Principles of Finance** 3 credits

Examine financial decisions of a firm and develop policies for managing assets. Topics include asset management, working capital management, short- and long-term financing, capital budgeting, dividend policy and financial decisions under conditions of risk and uncertainty. Case problems provide practical applications of subject material. Waived for those who have completed three credits of undergraduate finance with a grade of "B" or better. Not open to undergraduate students with majors in the School of Business.

#### **BU600 Production & Operations Management** 3 credits

Study the principles, concepts, and techniques for managing productive systems. Learn the basics of transforming resources into products and services, be it a profit or nonprofit organization. Topics include capacity planning, product design and process selection, statistical quality control methods, total quality management, forecasting, job design and work measurement, inventory management, materials requirement planning and scheduling.

#### **BU601 Communications for Management Decision Making** 3 credits

Gain practical experience in the communication techniques required for success in business. Write business documents and give oral presentations based on cases that simulate actual business communication needs. Analyze different strategies for spoken and written communication and use those strategies in individual and group presentations. Develop techniques for producing effective written and oral communications for use in professional and business decision making. Assignments stress brevity, clarity and substance in the preparation of reports and other communicative formats.

#### **BU602 Management Decision Analysis** 3 credits

Study the use of microcomputers to solve management problems, including linear programming, network models, integer and goal programming, project management, queuing theory and decision analysis. Laboratory sessions introduce the use of advanced spreadsheet applications, as well as graphic and decision analysis software, when solving management problems.

#### **BU609 Management & Leadership of Human Resources** 3 credits

Continue the discussion of the skills a good manager should possess and how those skills should be used. Hone communication and interpersonal skills, discuss the ability to motivate and to manage change, and experiment to better understand their ethical/spiritual orientation through role-playing and other interactive exercises.

#### **BU610 Leadership & Power in Organizations** 3 credits

Examine the role of leadership and power in organizations. Emphasis on the ways in which power is created; the various types of leadership; and individual, intra-organizational, and inter-organizational factors that influence power and leadership. Topics include leaderless groups and politics.

#### **BU612 Managing the Human Resource Function** 3 credits

An advanced and applied course, skills- and issues-oriented, which assumes a basic working knowledge of each personnel function. Incorporates major elements and strategies related to total quality management. Deals extensively with new work relationships and the use of empowered teams.

#### **BU613 Applied Financial Management** 3 credits

Develop an understanding of the rapidly evolving theory of finance and evaluate a firm's investment, financing, and dividend decisions with the objective of increasing shareholder wealth. Study the application of

analytical techniques to a variety of problems in financial management. Computer applications are integrated throughout.

#### **BU614 International Finance** 3 credits

Develop a conceptual framework for the analysis of financial decisions of the multinational firm. Topics include foreign exchange markets, foreign exchange risk management, parity conditions in international finance, foreign investment analysis, political risk and financial management of the multinational corporation. Prerequisite: BU628.

#### **BU615 Investment Analysis and Portfolio Management** 3 credits

Study the theories and techniques basic to control investment risks and to optimize investment returns. Topics include security analysis, distribution of securities, regulation and functional operation of the securities markets.

#### **BU616 Global Marketing** 3 credits

Develop the skills and abilities needed to deal effectively with global marketing issues and problems. Focus on decision making, the basis of relevant principles, and an appropriate conceptual framework using case analysis.

#### **BU617 Advanced Marketing Management** 3 credits

Examine marketing policy decisions using a case study approach. Emphasis on the integration of marketing activities and the formulation and execution of marketing strategy within environmental constraints. Prerequisite: BU626 or permission of the instructor.

#### **BU618 Special Issues in Marketing** 3 credits

Focus on analytical integration of marketing strategy literature, economic dimensions of marketing analysis and comprehensive cases. Prerequisites: BU626 or permission of the instructor.

#### **BU623 International Business Law** 3 credits

Review the impact of international laws and agreements as they apply to American overseas business interests. Topics include NAFTA, GATT, ASEAN, LAFTA and the European and Arab Common Markets.

#### **BU624 Employment Law** 3 credits

Explore the employment relationship and study the law that applies to it through a review of federal legislation and case law. Topics include seniority systems, affirmative action, discrimination concerning age, disability, religion, sex and status, employee rights and protection, freedom of expression, procedural due process.

#### **BU625 Labor Law** 3 credits

Trace the development of organized labor throughout U.S. history. Review case law and federal statutes that ultimately resulted in the enactment of the National Labor Relations Act (NLRA). Analyze the NLRA and applicable case law to develop a complete understanding of the rights of employer and employees during collective bargaining, as well as the procedures and key concepts that are rudimentary to compliance within the framework of the NLRA.

#### **BU626 Marketing Management** 3 credits

Analyze the current methods and technologies used in the marketing of selective products, services, and experiences. Study the nature of market packaging, promotion, global marketing issues, and the establishment of domestic and international marketing policy. Emphasis on current marketing problems in both business and public institutions.

#### **BU627 Negotiation & Alternative Dispute Resolution** 3 credits

Review the techniques of negotiation and alternative dispute resolution through case problems and presentations. Requires research into the business, culture, and finances of your negotiation partner or adversary in dispute resolution.

#### **BU628 Financial Management** 3 credits

Learn to apply valuation theories to financing alternatives for corporate outside investments such as acquisition candidates and divestiture

strategies. Examine various practical problems in capital budgeting, the valuation of different kinds of debt and options, and financial planning and strategy.

### **BU629 Organizational Theory** 3 credits

Examine the structures, processes, and outcomes of organizations through the study of 1) Organizational Structure, emphasizing complexity and design; 2) Organizational Processes, emphasizing decision making, communication and change; 3) Organizational Environments, emphasizing inter-organizational relationships; and 4) theory and effectiveness. Link academic research to discussion of theory and behavior. Emphasis on the contemporary U.S. with studies from other countries to deepen understanding of work and organizations.

### **BU690 Special Topics in Management** 3 credits

Under the direction of the faculty, a variety of current-interest topics will be presented. Prerequisite: Permission of program director and instructor.

### **BU691 Corporate Strategy and Planning** 3 credits

Explores the sources of competitive advantage and how an organization builds on these areas through its functional, business, corporate and global strategies through this M.B.A. capstone course. Integrate accounting, marketing, finance and management concepts and skills acquired in prerequisite graduate classes to study advanced concepts in organizational strategy in the context of a larger industry. Through a co-requisite simulation component (BU691A), hone teamwork and leadership skills to collaboratively develop a winning corporate strategy. Taken in the final semester. Note that only with prior approval, this course can be taken with BU691B or BU691C as co-requisites. Prerequisites: AC602, AC621, BU600, BU609, BU614, BU616, BU623, BU628, EC611 and EC614 or permission of the program director and instructor. Co-requisite: BU691A, BU691B or BU691C. Note that with prior approval, BU691B or BU691C may be taken prior to BU691.

### **BU691A Corporate Strategy & Planning Simulation Lab** 3 credits

A co-requisite to BU691. Integrate accounting, marketing, finance, and management concepts and skills acquired in the M.B.A. program through an industry simulation. Practice teamwork and leadership skills to collaboratively develop a winning corporate strategy. Co-requisite: BU691.

### **BU691B Corporate Strategy and Planning Project** 3 credits

A complement to BU691. Integrate accounting, marketing, finance, and management concepts and skills acquired in the M.B.A. program through a project completed in support of your employer. Use knowledge and practice skills acquired through the M.B.A. program as applied to a real-world company. Co-requisite: BU691. Pre-approval of a specific project must be obtained during the semester prior to commencement of this course by the M.B.A. program director.

### **BU691C Corporate Strategy and Planning Internship** 3 credits

A complement to BU691. Integrates accounting, marketing, finance, and management concepts and skills acquired in the M.B.A. program through an internship. Use knowledge and practice skills acquired through the M.B.A. program as applied to a real-world company. Co-requisite: BU691. Pre-approval of a specific project must be obtained during the semester prior to commencement of this course by the M.B.A. program director.

## **ECONOMICS**

### **EC476 Economic Survey** 3 credits

Examine aggregate levels of income and output, employment, prices, the role of the Federal Reserve, the impact of government spending and taxation, and economic legislation. Analyze supply and demand, elasticity, monopoly power, and externalized and resource markets. Waived for those who have completed six credits of undergraduate micro- and macroeconomics with a grade of "B" or better. Not open to

undergraduate students with majors in the School of Business.

### **EC501 Economic Survey** 3 credits

Examine aggregate levels of income and output, employment, prices, the role of the Federal Reserve, the impact of government spending and taxation and well as economic legislation. Analyze supply and demand, elasticity, monopoly power, and externalized and resource markets. Open to graduate students outside the M.B.A. program in the School of Education only.

### **EC611 Managerial Economics** 3 credits

A rigorous treatment of microeconomic theory and its application. Examine quantitative techniques appropriate to demand forecasting, price determination, market share strategies, and resource planning.

### **EC614 International Economics** 3 credits

Study the theory of international trade including absolute advantage (Smith), comparative advantage (Ricardo) through Heckscher-Ohlin, and Leontief's paradox. Topics include the study of exchange rates; balance of payments; significance of international investments; global environmental economic issues; international commercial treaties and agreements; international investments; and the complexity of international finance as they affect the position of the U.S. in the world economy. Prerequisites: Macroeconomics and Microeconomics.

## **Health Care Management**

### **HC611 Legal Aspects of Health Care Administration** 3 credits

Study how law relates to health care administration. Topics include criminal aspects of health care, employment law, hospital waste, contract law, hospital liability, and liability of health professional.

### **HC612 Management and Marketing in Health Care** 3 credits

Offers health care managers and marketers the foundation for development and implementation of management and marketing strategy. Topic include planning and operation of health care systems competition in the health care marketplace and generating new service opportunities

### **HC613 Medical Ethics in Health Care Decision Making** 3 credits

Includes topics in health law, health administration, and health ethics. Emphasis on national health issues with inquiry into such topics as the crisis of costs, the government and health, the right to life, the dignity of dying, accountability and responsibility.

### **HC614 Health Care Finance** 3 credits

Investigate the latest developments in health care accounting and financial planning, including successful product costing, the importance of management control, formulating a sound financial plan, cost of capital, developing capital financing, and budgets acquisitions and mergers

## **Information Systems**

### **IS501 Information Systems Technology** 3 credits

Become proficient in the use of spreadsheet and database software and study their applications in business. Learn to use Excel for calculating, presenting data in tables, cross-tabulations, and creating charts and graphs. Consider how databases are different from spreadsheets, how they are designed, and how they are used as key components in all information systems. Prerequisites: Familiarity with MS Word, Excel, Access, and PowerPoint.

### **IS611 Cyber Law and Intellectual Property Issues** 3 credits

Review computer technology legal issues: patent, copyright, trademark, computer contract, employment contract, trade secrets, licensing, right to privacy, right to accuracy, access to databases, and international intellectual property protection.

### **IS612 Advanced Computer Concepts** 3 credits

Explore a current interest topic such as advanced practices and procedures in spreadsheets; networks and networking; and database management



systems and administration. Become proficient with these tools and learn to use them productively at home and in the workplace.

### **IS613 Project Management** 3 credits

Review the factors necessary for successful management of automated systems development. Consider technical aspects such as telecommunications, networking, project planning and analysis, and the behavior aspect such as managing team members, determining skill and training requirements, reporting and presentation techniques. Emphasis on management of the development of business systems.

### **IS614 Information Systems Analysis and Design** 3 credits

Study the use of systems analysis as a management tool to assist in defining, measuring, and evaluating criteria for system performance and demonstrate how this technique is applicable to the work environment. Emphasis on problem identification, feasibility analysis, development, and installation and operation from a manager's perspective.

## **B.S./M.B.A.—ADVANCED ADMISSION TO THE MASTER OF BUSINESS ADMINISTRATION PROGRAM**

The School of Business offers select students majoring in business administration or accounting the opportunity to apply for admission to the M.B.A program after completing 75 credits and at least  $\frac{3}{4}$  of the required business and accounting courses. For acceptance, students must

- Complete an application, which may be obtained from the Office of the Dean of the School of Business.
- Have an overall GPA of 3.5 or higher and 3.5 in the major program.
- Provide two letters of recommendation from the School of Business faculty attesting to the ability of the student to succeed in the program.
- Have an interview with the M.B.A. program director.

Students meeting the above criteria will be accepted into the M.B.A. program without taking the GMAT and may begin taking M.B.A. courses upon completing 90 undergraduate credits. The Common Professional Component courses of the M.B.A. program will be waived if the undergraduate grade for the matching course is "B" (3.0) or higher. This may permit students to complete the M.B.A. degree requirements with 36 graduate-level credits at the 600-level.

Students admitted to the B.S./M.B.A. program are permitted to take up to four graduate advanced program courses prior to the completion of their undergraduate degree. M.B.A. courses will count toward the M.B.A. degree requirements. While matriculated in the undergraduate degree program, students admitted to the B.S./M.B.A. will be limited to 12 credits from the M.B.A. program.

The B.S./M.B.A. program requires students to complete all the undergraduate and graduate degree requirements.



# IX: SCHOOL OF EDUCATION

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## MISSION

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

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

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

Revised and adopted August 21, 2007.

## FACULTY COMMITMENTS

### The faculty of the School of Education

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

## POSTBACCALAUREATE & GRADUATE PROGRAMS

Georgian Court's School of Education offers postbaccalaureate and graduate programs leading to master's degrees in:

- Pre-service teacher preparation in inclusive early childhood, elementary, middle school and secondary education;
- Advanced specialized teacher development in English as a second language, special education, inclusive education, and autism disorders;
- Programs leading to educational services certification as a reading specialist, school counselor, and learning disabilities teacher-consultant; and
- Programs in school administration and leadership for supervisors, directors of special services, principals, and superintendents.

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

Georgian Court's education programs are designed to equip aspiring educators with everything they need to be caring, competent and qualified in the area of their specialization. Our programs integrate four key components:

- Acquiring content knowledge;
- Focusing on the student;
- Creating effective learning environments;
- Becoming a professional.

The programs are similarly structured. In the introductory courses,

candidates gain a theoretical and philosophical foundation for the program's content and competencies and refine candidates' technology and learning skills. Next, the programs concentrate on developing professional knowledge and skills and provide opportunities to apply theory to practice. These two components must be successfully completed before candidates are ready for their final program segment in which they integrate theory and professional skills in intensive and extensive student teaching, practicum or an internship or in a thesis based on an applied research project. Candidates must meet standards-based performance expectations throughout their programs and keep evidence of this progress in e-portfolios that are monitored by their advisers and self-assessed by the candidates.

## INCLUSIVE DESIGN FOR PROFESSIONAL EDUCATION

Preparing candidates to teach or work effectively with "all students," is a common element of schools of education mission statements. At Georgian Court University, we take this statement seriously. According to the New Jersey Department of Education, as of December 2009, 15.87 percent of the state's nearly 1.4 million enrolled students have been identified as students with disabilities who are eligible to receive special educational services. More than 85 percent—about 182,000—of these students aged 6 to 21 receive some or all of their education in inclusive classrooms along with their non-disabled peers. Teachers may or may not have additional professional support in the classroom and some students may receive supplemental services outside the classroom. Teachers, education specialists, and school leaders who are prepared for meeting diverse students' needs in inclusive settings are more likely to be successful and truly able to teach and support all of their students.

GCU's postbaccalaureate and graduate programs are designed for this context. We believe that all students have a right to quality education; that all students are capable of learning, and that all students learn best in classrooms that reflect the social, ethnic, racial, religious, and ability dimensions represented in our society. As a result, all of GCU's pre-service teacher education programs integrate the knowledge and skills needed for teaching in general education and special education and lead to eligibility for regular instructional certificates (e.g., Early Childhood P-3 Teacher; Elementary K-5 Teacher; Teacher of Mathematics) and endorsement as a Teacher of Students with Disabilities. This dual certification (in some cases, triple certification) also gives GCU graduates flexibility in accepting teaching positions: They meet the "highly qualified" criteria to teach in regular education, inclusive classrooms, and in special education settings. Other graduate programs—Reading Specialization, Learning Disabilities Teacher-Consultant, Inclusion, Special Education, Autism Spectrum Disorders—focus on developing a specialization that enables the educator to work in a particular area of special need. Programs in school counseling and school administration also address the needs of general and special education, inclusive education, and differentiation of instruction to meet all students' needs.

The programs in instruction and educational services are guided by the NJ Professional Standards for Teachers; the programs in administration and leadership are guided by the NJ Professional Standards for School Leaders. By the time they've completed their programs, candidates are able to present evidence that they have achieved all standards.

One of the criteria for certification eligibility is achieving a passing score on the Praxis II exams, the state's mandated certification tests in the disciplines reflected in the certification. We are proud that Georgian Court University program completers meet this statewide standard.

## GCU Program Completers' Pass Rate on Praxis II Examinations

Year	Number of Completers	Pass Rate
2005–06	310	98.70%
2006–07	323	99.38%
2007–08	310	99.03%
2008–09	310	95.80%
2009–10	286	99.65%

*Note: Regulations regarding teacher certification are subject to change by the NJ Department of Education at any time. Please check the Department's website for the latest information regarding Praxis II examination requirements and passing scores. The Spanish exam is not available on all test dates or at all sites.*

## GRADUATE PROGRAM TRANSFER STUDENTS

Candidates accepted into a School of Education graduate program, including a postbaccalaureate certificate, may transfer up to six graduate credits from another regionally accredited four-year college or university if the courses directly align with courses in the Georgian Court program and have not been used to qualify for another degree. An applicant that transfers in an introduction to education course, however, will be required to take a one-credit field experience course to complete a sixty-hour field placement and develop related performance artifacts required in the program. Candidates transferring from one GCU School of Education graduate program to another may transfer up to nine (9) credits providing the courses fulfill the requirements of the new program. In all cases, courses transferred must have been taken within five years of the anticipated graduation/completion date. Decisions regarding course content alignment and suitability for transfer are made by the program director, department chairperson or SOE dean.

## ACADEMIC ADVISING

All candidates complete an interview with the School of Education Admissions Coordinator or the program director either prior to admission or immediately after admission, depending on the program. These meetings include written and oral communications screenings, a review of eligibility to begin professional course work, and provide an overview of program requirements and processes. All academic advising is provided by designated program faculty members. Graduate students are expected to be familiar with program, school and university policies and procedures included in the catalog and consult with their program advisers on specific issues and to plan their course schedules.

## PREREQUISITE CREDITS FROM TWO-YEAR & FOUR-YEAR COLLEGES

Pre-service teacher education candidates may need to take one or more prerequisite courses in order to meet state certification and/or program admission standards for general education or for a content area major or concentration. Generally, these courses may be taken at the undergraduate level at Georgian Court, or at an accredited two-year or four-year college. Consultation with a Teacher Education advisor is strongly recommended to assure courses taken at other institutions will fulfill requirements. The courses must be transferred to Georgian Court and listed on candidates' Georgian Court transcripts. The transfer request must have the approval of the program director and department chair. Note: Courses needed for certification in a specific subject K–12 may need to be at the 300-/400-level and taken at a four-year institution.

Pre-service teacher education applicants who need more than 12 credits of prerequisites at entry are not eligible to begin teacher education

courses until their prerequisite requirements are reduced to 12 or fewer credits. All prerequisite courses must be completed and transferred to Georgian Court before student teaching. Grades for such courses will be shown as a "T" on the GCU transcript. Candidates must earn a grade equivalent to a 3.0 or higher to transfer the course(s) and have them count toward program and certification eligibility. Credit from these undergraduate courses is not used toward the graduate degree and is not used to calculate the candidate's grade point average but is considered in evaluating the candidate's eligibility for student teaching and certification.

## PRE-SERVICE TEACHER EDUCATION PROGRAMS

The School of Education offers four pre-service teacher education programs for individuals who have already completed a bachelor's degree. Each program leads to a certificate of eligibility with advanced standing and an endorsement as a Teacher of Students with Disabilities from the New Jersey Department of Education:

1. Inclusive Early Childhood P–3 Education and Teacher of Students with Disabilities
2. Elementary Education K–5 and Teacher of Students with Disabilities
3. Elementary Education K–5 and Teacher of a Specific Subject Grades 5–8 and Teacher of Students with Disabilities
4. Teacher of a Specific Subject Grades K–12 and Teacher of Students with Disabilities

Candidates may complete either a postbaccalaureate program or a Master of Arts in Education degree, depending on prior academic achievement and personal goal. The M.A. requires five additional specific courses for a total of fifteen (15) credits beyond the certificate; it also requires an undergraduate cumulative GPA of 3.0. Most programs are offered in both accelerated (full-time, nine months) and traditionally scheduled part-time or full-time formats.

## Admission to Pre-service Teacher Education Programs

To be admitted to a graduate pre-service teacher education program, an applicant must submit a complete, self-managed application including:

- A check or money order for \$40 (nonrefundable) payable to Georgian Court University;
- Official transcript(s) showing the award of a baccalaureate degree from a regionally accredited college or university. In addition, official transcripts from each undergraduate and graduate institution attended. The transcript(s) must be in sealed and signed envelopes. If the original seals have been broken, the transcripts are considered unofficial and cannot be used in support of the application;
- Evidence of a cumulative grade point average for undergraduate study of at least 2.75 for a postbaccalaureate program or at least a 3.0 for a master's program; and
- Passing scores on Accuplacer or Praxis I tests of basic skills in reading, writing and mathematics;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;

*Note: An interview with the School of Education Admissions Coordinator or a program director is required prior to admission in some programs. For the remaining programs, the interview is part of Gateway 1 and required before the candidate begins her/his professional education courses.*

## ACCELERATED TEACHER EDUCATION PROGRAMS

Georgian Court University offers four accelerated pre-service teacher education options that lead to these NJ instructional certifications:

- Inclusive Early Childhood Teacher (P–3) and Teacher of Students with Disabilities;
- Elementary Teacher (K–5) and Teacher of Students with Disabilities;
- Elementary Teacher (K–5) and Specific Subject (5–8) Teacher, and

Teachers of Students with Disabilities, and

- Teacher of a Specific Subject (K–12) and Teacher of Students with Disabilities.

Georgian Court's accelerated teacher education programs allow candidates who have bachelor's degrees to complete their 39-credit teacher education programs in nine months—August through May—as a member of a cohort that studies and moves through the program as a learning community. In fall semester, candidates complete their course work in classes that meet four days per week from approximately 8:00 AM. to 6:00 PM. During this time, candidates spend the fifth weekday in a school field placement. In spring semester, candidates complete a full-time, 15-week student teaching experience.

Applicants who are interested in the accelerated option should apply early to find out whether they need to take any prerequisite courses to fulfill general education or content area requirements for admission and certification. Prerequisites and relevant Praxis II exams must be successfully completed prior to student teaching. These requirements should be addressed in the spring and summer prior to beginning the accelerated program.

Admission to the accelerated programs is the same as for traditionally scheduled programs. See individual program descriptions for criteria.

Accelerated cohorts are offered at the Lakewood and Woodbridge campuses. Not all options are available at both locations every year. The options available will depend on the number of qualified applicants for each option and the number of available field and student teaching placements. If there are insufficient numbers of applicants to offer a specific option, qualified applicants will be offered admission to the traditionally scheduled program.

## FIELD EXPERIENCE & STUDENT TEACHING

Georgian Court's teacher education programs provide the teacher 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 other school professionals, understand the culture of schools, and interact positively with parents and other caregivers. The programs include a 60-hour and a 90-hour field experience and a 15-week full-time student teaching placement in an inclusive setting.

*Note: Candidates in the accelerated cohorts have a weekly field experience leading up to student teaching, rather than two separate field experiences.*

The 60-hour field experience occurs early in the program as a requirement of EDC5105 Introduction to Inclusive Education. Its goals are to give candidates the opportunity to observe teachers and students and to link theoretical knowledge to practice. Candidates apply for field experiences using an Approval for a Restricted Course form which is signed by an adviser and submitted to the director of field experience (Room 104, Raymond Hall) by June 1 for fall or by December 1 for spring placements. Typical assignments in the 60-hour experience include working with an individual or small group of children, assisting the teacher with routine classroom tasks, reading to children, and assisting students with in-class assignments. At the end of the field experience, cooperating teachers submit signed logs of the candidates' hours in the field as well as evaluation forms and recommendations. Faculty members who teach EDC5105 Introduction to Inclusive Education include this input in determining grades for the course. Candidates must receive positive recommendations from cooperating teachers and acceptable grades in their first three courses in order to be approved to move forward in their

program. An individual who completed an introductory course in teacher education and transfers it in to the program will be required to take a one-credit course to complete the required 60-hour field experience and to develop related performance artifacts required in the GCU program.

The 90-hour field experience occurs in conjunction with EDC6313 Co-Planning and Co-Teaching for Inclusive Education as one of the last pedagogical (methods) courses to be completed. The application for fall 90-hours is due by March 1st and for spring 90-hour placements by October 1st. This experience allows teacher candidates to integrate all they have learned in the preparation and teaching of at least eight lessons. A GCU clinical supervisor and a carefully selected cooperating teacher work with the candidates to support their preparation for student teaching responsibilities. The first part of the field experience is used by teacher candidates to develop their expertise and gain some confidence in their teaching abilities. The GCU clinical supervisor observes candidates' teaching after the fifth lesson. After the observation, the clinical supervisor, candidate and cooperating teacher confer and identify areas of strength and areas needing attention during the final days of the field experience.

The evaluation of the 90-hour experience is based on the log of hours verified by the cooperating teacher, an early teaching observation and final report by the cooperating teacher, and the assessment of teaching made by the clinical supervisor. This evaluation includes a recommendation regarding readiness for student teaching. If the teaching evaluations identify significant weaknesses, they work with the candidate to troubleshoot the issues and a second clinical supervisor is assigned to evaluate a subsequent lesson taught by the candidate. The criteria for the grade for EDC6313 includes but is not limited to coursework, the input from the cooperating teacher, the log of hours, and the clinical supervisor's evaluation of the candidate's teaching.

Candidates in the pre-service inclusive early childhood programs will have a minimum of 60 hours of field experience in both preschool (a three or four-year preschool class or kindergarten) and a primary grade (grade 1, 2, or 3) and at least 150 hours total of field experience prior to student teaching.

A fifteen-week full-time student teaching placement is the final component of the teacher education program. Because time is needed to set up appropriate placements for field experience and student teaching (more than 800 placements are needed each year), the application for student teaching is made at the same time as the application for the 90-hour field experience. Both applications are due by March 1st for fall 90-hour placements and the following spring student teaching and by October 1st for spring 90-hour placements and the following fall student teaching. Although the application is made "early", final decisions regarding placements are not made until after grades and recommendations are in at the end of the semester before student teaching. Early childhood candidates may split their student teaching between a preschool (P-K) and primary grade (1–3) placement or have the full 15 weeks in a single placement.

To be approved for student teaching, candidates must have completed all other program requirements, have an earned cumulative grade point average of at least 3.0 and have passed the requisite Praxis exams for their program. During student teaching, the teacher candidate is supported by the cooperating teacher and a GCU clinical supervisor. The clinical supervisor visits the candidate eight times on alternate weeks during the 15-week placement period. The first visit serves as an orientation and review of the placement during which the clinical supervisor meets with the candidate, the cooperating teacher and principal and reviews Georgian Court's requirements and policies and establishes accord regarding expectations. During the remaining seven visits the clinical supervisor observes the candidate's teaching and confers with the candidate and cooperating teacher. The three develop a strong

relationship focused on developing the pedagogical and professional skills of the candidate. Student teaching is evaluated seven times by the clinical supervisor and generally documents the candidate's development and improvement over time. In addition the cooperating teacher evaluates the candidate's teaching three times: the first lesson taught, for immediate feedback and to alert the candidate of areas of strengths and weaknesses; at the mid-point, to show whether improvement has been noted and to check for areas of concern; and finally at the end of the experience, to document professional competencies.

Concurrent with student teaching, candidates are required to attend the student teaching seminar on alternate weeks. Seminar topics include but are not limited to: class management, district policies, safety, relations with parents, emerging issues, school law, school culture, sharing of experiences and best practices, certification processes, and job search skills. The first two sessions of the seminar provide an orientation and deal with procedures; artifacts; portfolio development; the roles of the cooperating teacher, clinical supervisor and candidate; lesson plans; transitioning to full-time teaching responsibilities; and other topics, as needed by the cohort of candidates.

Student teaching is an intensive and critical professional experience. For this reason, School of Education policy prohibits student teachers from taking other courses during student teaching and strongly recommends that student teachers not engage in other on- or off-campus employment during the 15 week experience. If extenuating circumstances make taking a course or working necessary, a waiver of this policy must be requested in writing to the Dean of the School of Education.

## E-PORTFOLIOS

Georgian Court's teacher education program courses and experiences were designed to enable candidates to meet the New Jersey Professional Teaching Standards. Each course includes one or more performance assessment or artifact of knowledge, skill, or dispositions that link to the standards. As candidates progress through their programs, these artifacts are archived in an electronic or e-portfolio and monitored by program faculty members. The e-portfolio also includes reflections, journal entries and other self-assessments that contribute to a candidate's professional development, reflective practice, and habit of lifelong learning. By the end of the program, candidates have amassed a substantial body of evidence that they have met Georgian Court's and the state's standards for beginning teachers.

## CERTIFICATION

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

## Harassment, Intimidation & Bullying (HIB)

NJ Department of Education regulations require training related to harassment, intimidation, and bullying. Candidates must provide evidence of successful completion of a GCU-approved HIB training program.

## INCLUSIVE EARLY CHILDHOOD EDUCATION (P-3) & TEACHER OF STUDENTS WITH DISABILITIES

### Georgian Court Certificate or Master of Arts in Education

This program was designed for change-of-career applicants or others who have completed a bachelor's degree and want to qualify for their first

instructional certificate. It prepares teachers to work in regular, inclusive classes, and special educational settings with young children in preschool, pre-kindergarten, kindergarten, and grades one to three. It leads to eligibility for NJ instructional certification in Early Childhood Education P-3 and Teacher of Students with Disabilities endorsement. An additional 15 credits are needed beyond the certificate to qualify for a Master of Arts in Education degree (See program sequence below.). Prerequisite courses, if any are needed to fulfill general education or content area requirements for certification, must be completed with a minimum grade of 3.0 and prior to student teaching.

### Admission requirements:

- Passing scores on Accuplacer or Praxis I tests of basic skills in reading, writing and mathematics;
- An earned bachelor's degree from a regionally accredited college or university with a cumulative undergraduate GPA of 2.75 for the GCU certificate or a 3.0 for the master's degree program;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- A minimum of 60 credits in the liberal arts and sciences which may include a major in a liberal art or science area;
- A foundation of prerequisite courses with a grade of B or better:  
**Behavioral/Social Sciences:** child development (3), educational psychology (3 cr.), and a course in multicultural relations (3)  
**Core Teaching Content:** children's literature (3), U.S. history (3), composition II (3), mathematics (6), science (6-8), art (3), and geography (3).

### Georgian Court EC Program (39); Master's Degree (54)

EDC5158	Instructional Technology for Inclusive Education
ECE5101	Growth, Development & Learning in Inclusive Early Childhood
ECE5102	Inclusive Early Childhood Curriculum & Assessment
EDC5105	Introduction to Inclusive Education (w/60 hrs. Field Experience)
EDC5206	Assessment & Instructional Design for Students with Special Needs
ECE5103	Language & Literacy Development in Inclusive Early Childhood
ECE5104	Mathematics, Science & Technology in Inclusive Early Childhood
ECE5105	Family, Community & the Young Child
EDC6313	Co-Planning & Co-Teaching for Inclusive Education (w/90 hr. field experience)
ECE5106/07	Early Childhood Student Teaching I&II

### Additional courses required for Master of Arts

EDC5001	Philosophical & Psychological Foundations of Inclusive Education
EDC5010	Curricular Leadership for the Inclusive School
EDC5014	Methods of Research for Leaders in Inclusive Schools
EDC6095/99	Project: Applied Thesis I & II

*Notes: Gateway 1 and Progress: To progress past introductory courses and be considered a teacher candidate, individuals must have had a positive interview with the SOE admissions coordinator, earn satisfactory ratings on the oral and written assessments, and have satisfactory ratings on Teacher Education Candidate Recommendation form (two recommendations required).*

**Physiology and Hygiene:** NJ Department of Education regulations requires all applicants for instructional certification to pass an examination in physiology and hygiene, including the effects of narcotics and alcohol. Candidates in this program are required to take and pass the GCU exam

in this area prior to student teaching.

**Praxis Exams** Early Childhood Teacher candidates are required to pass the applicable Praxis II examination prior to approval for student teaching: Early Childhood Content 0022. For fall student teaching passing scores must be submitted by July 15; for spring student teaching they must be submitted by December 15.

## ELEMENTARY EDUCATION K–5 & TEACHER OF STUDENTS WITH DISABILITIES

### Georgian Court El. Ed. or Master of Arts in Education

This program was designed for change-of-career applicants or others who have completed a bachelor's degree and want to qualify for their first instructional certificate. It program prepares teachers to provide instruction in all subjects in regular, inclusive, and/or special education settings in kindergarten through grade five. It leads to a postbaccalaureate certificate and eligibility for NJ certification in Elementary Education K–5 and Teacher of Students with Disabilities. An additional 15 credits are needed beyond the certificate to qualify for a Master of Arts in Education degree (see program sequence below). Prerequisite courses, if any are needed to fulfill general education or content area requirements for certification, must be completed with a minimum grade of 3.0 and prior to student teaching.

#### Admission requirements:

- Passing scores on Accuplacer or Praxis I tests of basic skills in reading, writing and mathematics;
- An earned bachelor's degree from a regionally accredited college or university with a cumulative undergraduate GPA of 2.75 for the certificate or a 3.0 for the master's degree program;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- A minimum of 60 credit hours in liberal arts and sciences including a 30-credit major or concentration in one of the liberal arts or sciences approved for teacher education;
- A foundation of prerequisite courses with a grade of B or better:

**Behavioral/social science courses in:** child development, educational psychology, and a course in multicultural relations;

**Core teaching content:** composition II (3), American literature (3), American history (3), geography (3), college level mathematics (6), and science with lab (6–8);

### Pre-service El. Ed. Program (39); Master's Degree (54)

EDC5105	Introduction to Inclusive Education (includes 60 hr. field experience)
EDC5110	Foundations of Inclusive Education
EDC5115	Instructional Design for Inclusive Social Studies Education
EDC5158	Instructional Technology for Inclusive Education
EDC5206	Assessment & Instructional Design for Students with Special Needs
EDC5210	Instruction in Literacy for Inclusive Elementary Education I
EDC5211	Instruction in Literacy for Inclusive Elementary Education II
EDC5225	Mathematics & Science Instruction for Inclusive Education
EDC6313	Co-Planning & Co-Teaching for Inclusive Education (includes 90 hr. field experience)
EDC6080	Student Teaching (15 weeks student teaching)

#### Additional courses required for master's degree:

EDC5001	Philosophical & Psychological Foundations of Inclusive Education
EDC5010	Curricular Leadership for the Inclusive School
EDC5014	Methods of Research for Leaders in Inclusive Schools
EDC6095/99	Project: Applied Thesis I & II

*Notes: Gateway 1 and Progress To progress past introductory courses and be considered a teacher candidate, individuals must have had a positive interview with the SOE admissions coordinator, earn satisfactory ratings on the oral and written assessments, and have satisfactory ratings on Teacher Education Candidate Recommendation form (2 recommendations required).*

**Physiology and Hygiene:** NJ Department of Education regulations requires all applicants for instructional certification to pass an examination in physiology and hygiene, including the effects of narcotics and alcohol. Candidates in this program are required to take and pass the GCU exam in this area prior to student teaching.

**Praxis Exams** Elementary Teacher candidates are required to pass the applicable Praxis II exam prior to student teaching: Elementary 0014. The latest test date to be considered is the June exam for fall student teaching or the November exam for spring student teaching.

## ELEMENTARY EDUCATION K–5 & SPECIAL SUBJECT GRADES 5–8 & TEACHER OF STUDENTS WITH DISABILITIES

### Georgian Court El. Ed. w/Grades 5–8 Program or Master of Arts

This program prepares teachers to provide instruction in all subjects in regular, inclusive, and/or special education settings in kindergarten through grade five. In addition, completers may teach a specific content area in the middle grades 5–8. The program leads to postbaccalaureate eligibility for NJ certification in Elementary Education K–5, Teacher of a Specific Subject Grades 5–8, and Teacher of Students with Disabilities. An additional 15 credits are needed beyond the certificate to qualify for a Master of Arts in Education degree (see program sequence below). Prerequisite courses, if any are needed to fulfill general education or content area requirements for certification, must be completed with a minimum grade of 3.0 and prior to student teaching.

#### Admission requirements:

- Passing scores on Accuplacer or Praxis I tests of basic skills in reading, writing and mathematics;
- An earned bachelor's degree from a regionally accredited college or university with a cumulative undergraduate GPA of 2.75 for the certificate or a 3.0 for the master's degree program;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- A minimum of 60 credit hours in liberal arts and sciences including a 30-credit major or concentration in one of the liberal arts or sciences approved for teacher education;
- A foundation of prerequisite courses with a grade of B or better:  
**Behavioral/social science courses in:** child and adolescent development, educational psychology, and a course in multicultural relations; *Note: if a child development course was not taken at Georgian Court and does not address adolescent development, then a course in adolescent development will also be required.*  
**Core teaching content:** composition II (3), American literature (3), American history (3), geography (3), college-level mathematics (6), and science with lab (6–8);
- A 15-credit concentration in one of these content areas: English language arts literacy; social studies, mathematics, science, or Spanish.

### Georgian Court El. Ed. w/Grades 5–8 Program (39); Master's Degree(54)

EDC5105	Introduction to Inclusive Education (includes 60 hr. field experience)
EDC5110	Foundations of Inclusive Education
EDC5115	Instructional Design for Inclusive Social Studies Education
EDC5158	Instructional Technology for Inclusive Education

- EDC5206 Assessment & Instructional Design for Students with Special Needs
- EDC5210 Instruction in Literacy for Inclusive Elementary Education I
- EDC5211 Instruction in Literacy for Inclusive Elementary Education II
- EDC5225 Mathematics & Science Instruction for Inclusive Education
- EDC6313 Co-Planning & Co-Teaching for Inclusive Education (includes 90 hr. field experience)
- EDC6080 Student Teaching (15 weeks student teaching)

**Additional courses required for master’s degree:**

- EDC5001 Philosophical & Psychological Foundations of Inclusive Education
- EDC5010 Curricular Leadership for the Inclusive School
- EDC5014 Methods of Research for Leaders in Inclusive Schools
- EDC6095/99 Project: Applied Thesis I & II

*Notes: Gateway 1 and Progress: To progress past introductory courses and be considered a teacher candidate, individuals must have had a positive interview with the SOE admissions coordinator, earn satisfactory ratings on the oral and written assessments, and have satisfactory ratings on Teacher Education Candidate Recommendation form (2 recommendations required).*

**Physiology and Hygiene:** NJ Department of Education regulations requires all applicants for instructional certification to pass an examination in physiology and hygiene, including the effects of narcotics and alcohol. Candidates in this program are required to take and pass the GCU exam in this area prior to student teaching.

**Praxis Exams** Elementary Teacher candidates are required to pass the applicable Praxis II exams prior to student teaching: Elementary 0014 or 5014 (electronic version) and one of the following: Middle School English Language Arts 0049; Middle School Social Studies 0089; Middle School Mathematics 0069; Middle School Science 0439; or Spanish 5195 (available only in electronic format at limited test sites). For fall student teaching passing scores must be submitted by July 15; for spring student teaching they must be submitted by December 15.

**TEACHER OF A SPECIFIC SUBJECT K–12 & TEACHER OF STUDENTS WITH DISABILITIES**

**Georgian Court Subject-Specific K–12 Program or Master of Arts**

This program prepares teachers to provide instruction in a single subject area in regular, inclusive, and/or special education settings kindergarten through grade twelve. Most graduates are secondary school teachers of art, biology, chemistry, English, history, mathematics, music, physics, or Spanish, depending on their major. It leads to postbaccalaureate eligibility for NJ certification in Teacher of a Specific Subject [art, biology, chemistry, English, social studies, mathematics, music, physical science, physics, or Spanish] and Teacher of Students with Disabilities. An additional 15 credits are needed beyond the certificate to qualify for a Master of Arts in Education degree (See program sequence below.). Prerequisite courses, if any are needed to fulfill general education or content area requirements for certification, must be completed with a minimum grade of 3.0 and prior to student teaching.

**Admission requirements:**

- Passing scores on Accuplacer or Praxis I tests of basic skills in reading, writing and mathematics;
- An earned bachelor’s degree from a regionally accredited college or university with a cumulative undergraduate GPA of 2.75 for the certificate or a 3.0 for the master’s degree program;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- A minimum of 60 credit in liberal arts and sciences including a

30-credit major or concentration in the liberal arts or science area of certification, including at least 12 credits at the 300 or 400 level;

- Candidates preparing to be social studies teachers must have a minimum of 15 credits in history;
- A foundation of prerequisite courses with a grade of “B” or better: **Behavioral/social science courses in:** adolescent development, educational psychology, and a course in multicultural relations; note: if a child development course was not taken at Georgian Court and does not address adolescent development, then a course in adolescent development will be required. **Core content:** composition II (3), college level mathematics (3), and science with lab (3–4).

**Pre-service Subject-Specific K–12 Program (39); Master’s Degree (54)**

- EDC5105 Introduction to Inclusive Education (includes 60 hr. Field Experience in schools)
- EDC5110 Foundations of Inclusive Education
- EDC5120 Instructional Design for Secondary Inclusive Education
- EDC5158 Instructional Technology for Inclusive Education
- EDC5206 Assessment & Instructional Design for Students with Special Needs
- EDC5215 Instruction in Literacy for Inclusive Secondary Education I
- EDC5220 Instruction in Literacy for Inclusive Secondary Education II
- EDC5230 Secondary Subject Instruction in Inclusive Education
- EDC6313 Co-Planning & Co-Teaching for Inclusive Education (includes 90 hr. field experience)
- EDC6080 Student Teaching (15 weeks student teaching)

**Additional courses required for master’s degree:**

- EDC5001 Philosophical and Psychological Foundations of Inclusive Education
- EDC5010 Curricular Leadership for the Inclusive School
- EDC5014 Methods of Research for Leaders in Inclusive Schools
- EDC6095/99 Project: Applied Thesis I & II

*Notes: Gateway 1 and Progress: To progress past introductory courses and be considered a teacher candidate, individuals must have had a positive interview with the SOE admissions coordinator, earn satisfactory ratings on the oral and written assessments, and have satisfactory ratings on Teacher Education Candidate Recommendation form (2 recommendations required).*

**Physiology and Hygiene** NJ Department of Education regulations requires all applicants for instructional certification to pass an examination in physiology and hygiene, including the effects of narcotics and alcohol. Candidates in this program are required to take and pass the GCU exam in this area prior to student teaching.

**Praxis Exams** Teacher candidates are required to pass the applicable Praxis II exam prior to student teaching: art 0133; biology 0435 (general science) and 0235 (biology content), English 0041, social studies 0081, mathematics 061, music 0113, physical science 0435 (general science) and 0245 (chemistry) and 0265 (physics), or Spanish 5195 (available only in electronic format and at limited test sites). For fall student teaching passing scores must be submitted by July 15; for spring student teaching they must be submitted by December 15.

**ADVANCED PROFESSIONAL PROGRAMS FOR TEACHERS**

The following advanced professional programs broaden teachers’ professional expertise by providing important knowledge and skills in a new area of instructional specialization and certification endorsement



**RECOMMENDED COURSE SEQUENCES FOR FULL-TIME GRADUATE TEACHER CERTIFICATION**

Semester	Early Childhood Program	Elementary Program	K–12 Program
	Inclusive Early Childhood P–3 w/TWSD	Elementary K–5 w/TWSD Elementary K–5 with Specific Subject 5–8 & TWSD	Specific Subject K–12 w/TWSD
Prior to 1 <sup>st</sup> Semester	Complete bachelor’s degree; apply to program; take prerequisites, if needed;	Complete bachelor’s degree; apply to program; take prerequisites, if needed;	Complete bachelor’s degree; apply to program; take prerequisites, if needed;
1 <sup>st</sup> Semester	<b>EDC5158</b> Instructional Technology for Inclusive Ed <b>ECE5101</b> Growth, Development & Learning in Inclusive Ed <b>ECE5102</b> Inclusive Early Childhood Curriculum and Assessment <b>EDC5105</b> Introduction to Inclusive Ed Take Praxis II Exams	<b>EDC5158</b> Instructional Technology for Inclusive Ed <b>EDC5115</b> Instructional Design for Elementary Ed <b>EDC5105</b> Introduction to Inclusive Ed <b>EDC5110</b> Foundations of Inclusive Ed Take Praxis II Exams	<b>EDC5158</b> Instructional Technology for Inclusive Ed <b>EDC5120</b> Instructional Design for Secondary Inclusive Ed <b>EDC5105</b> Introduction to Inclusive Ed <b>EDC5110</b> Foundations of Inclusive Ed Take Praxis II Exams
2 <sup>nd</sup> Semester	<b>EDC5206</b> Assessment & Instructional Design for Students with Special Needs <b>ECE5103</b> Language & Literacy Development in Inclusive Early Childhood Ed <b>ECE5104</b> Mathematics, Science & Technology in Inclusive Early Childhood Ed	<b>EDC5206</b> Assessment & Instructional Design for Students with Special Needs <b>EDC5210</b> Instruction in Literacy for Inclusive Elem. Ed <b>EDC5225</b> Mathematics, Science Instruction for Inclusive Ed	<b>EDC5206</b> Assessment & Instructional Design for Students with Special Needs <b>EDC5215</b> Instruction in Literacy for Inclusive Secondary Ed <b>EDC5230</b> Secondary Subject Instruction in Inclusive Ed
3 <sup>rd</sup> Semester	<b>ECE5105</b> Family, Community & the Young Child <b>EDC6313</b> Co-Planning & Co-Teaching for Inclusive Education	<b>EDC5211</b> Instruction in Literacy for Elem. Ed II <b>EDC6313</b> Co-Planning & Co-Teaching for Inclusive Education	<b>EDC5220</b> Instruction in Literacy for Inclusive Secondary Ed II <b>EDC6313</b> Co-Planning & Co-Teaching for Inclusive Ed
4 <sup>th</sup> Semester	<b>ECE5106/07</b> Student Teaching I & II (full-time no other courses permitted)	<b>EDC6080</b> Student Teaching (full-time no other courses permitted)	<b>EDC6080</b> Student Teaching (full-time no other courses permitted)

and/or deepening their professional expertise in an area of practice. They lead to master’s degrees and most qualify program completers for NJ instructional certification endorsements.

- Autism Spectrum Disorders
- English as a Second Language (ESL)
- Bilingual/Bicultural Education
- Inclusive Education
- Early Childhood P–3 Education
- Special Education
- Inclusive Early Childhood P–3
- Teacher of Students with Disabilities

**General Requirements for Admission to an Advanced Professional Program**

To be admitted to an advanced professional program or master’s degree program, an individual must submit a complete, self-managed application including:

- Completed application form;
- A check or money order for \$40 (nonrefundable) payable to Georgian Court University;
- Official transcript(s) showing the award of a baccalaureate degree from a regionally accredited college or university. In addition, official transcripts from each undergraduate and graduate institution attended. The transcript(s) must be in sealed and signed envelopes. If the original seals have been broken, the transcripts are considered unofficial and cannot be used toward your application. If applying

to a post-master’s certificate program, then a transcript showing the award of a master’s degree is also required;

- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- A copy of valid NJ instructional certification(s); and
- Evidence of a cumulative undergraduate grade point average of at least 3.0.
- A personal interview with the School of Education admissions coordinator may be required prior to admission and is required prior to enrollment in courses.

**BILINGUAL/BICULTURAL EDUCATION**

Certified teachers with proficiency in both English and another language that would be used for instruction will be eligible for an endorsement as a Bilingual/Bicultural teacher at the completion of this 15-credit program. The endorsement allows the individual to teach the subject(s) and grade levels of their instructional certificate to speakers of other languages in a bilingual setting. It also prepares the bilingual teacher to help English language learners meet the New Jersey Core Curriculum Content Standards (NJCCCS). The program design was guided by the national Teachers of English to Speakers of Other Languages (TESOL) standards and the New Jersey Professional Standards for Teachers (NJPST).

**Admission requirements:**

- An earned bachelor’s degree from a regionally accredited college or university;
- Evidence of a minimum undergraduate GPA of 3.0;

- A copy of a valid NJ instructional certificate (P–3; K–5; 5–8; or K–12); and
- Passing scores on oral and written proficiency examinations in English and another language;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required.

### Bilingual/Bicultural Program (15)

- EDC5020 Foundations of Second Language Education
- EDC5021 Second Language Acquisition
- EDC5026 History, Phonology & Structure of American English
- EDC5022 Theory/ Practice of Teaching Second Language Learners
- EDC5027 Literacy Skills for Second Language Learners

### EARLY CHILDHOOD EDUCATION (P–3)

#### Early Childhood Program or Master of Arts in Education

The 15–16 credit graduate program was designed for individuals who already have bachelor’s degree, hold a valid NJ instructional certificate and who want to earn the P–3 endorsement. It culminates in eligibility for the P–3 endorsement to an existing NJ instructional certificate.

The 30–31 credit Master of Arts degree requires five additional courses and culminates in the award of a Master of Arts in Education–Early Childhood Education and eligibility for the P–3 endorsement to an existing NJ instructional certificate.

The program includes a one-credit 10-hour field experience in a preschool (a three or four-year preschool class or kindergarten) setting. This requirement may be waived if the candidate can show proof of working in an acceptable preschool setting within the last five years.

#### Admission requirements:

- An earned baccalaureate degree with a cumulative GPA of 2.75 for certificate, a minimum undergraduate GPA of 3.0 for the master’s degree;
- A copy of a valid NJ instructional certificate;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- Prerequisite courses in: child development (3), educational psychology (3), children’s literature (3);
- Satisfactory results on oral and written English screening;
- Satisfactory ratings on Teacher Education Candidate Recommendation form (2 recommendations required).

#### Early Childhood Program (15–16);

#### Master of Arts in Education (30–31)

- ECE5101 Growth, Development & Learning in Inclusive Early Childhood
- ECE5102 Inclusive Early Childhood Curriculum & Assessment
- ECE5103 Language & Literacy Development in Inclusive Early Childhood
- ECE5104 Mathematics, Science & Technology in Inclusive Early Childhood
- ECE5105 Family, Community & the Young Child
- ECE5108 Field Experience in Early Childhood (10 hrs. min.)

#### Additional courses required for Master of Arts

- EDC5001 Philosophical & Psychological Foundations of Inclusive Education
- EDC5010 Curricular Leadership for the Inclusive School
- EDC5014 Methods of Research for Leaders in Inclusive Schools
- EDC6095/99 Project: Applied Thesis I & II

Praxis Exams Early Childhood teacher candidates are required to pass

the applicable Praxis II examination prior to program completion: Early Childhood Content 0022. For May completion or graduation passing scores must be submitted by April 15; for August completion, July 15 and for December completion, November 15.

### INCLUSIVE EARLY CHILDHOOD EDUCATION (P–3) & TEACHER OF STUDENTS WITH DISABILITIES

#### Early Childhood w/TSD Program or Master of Arts in Education

The 29-credit Georgian Court graduate program in Inclusive Early Childhood Education was designed for individuals who already have a bachelor’s degree, hold a valid NJ instructional certificate, and want to add an endorsement as a Teacher of Students with Disabilities as well as a P–3 endorsement to their existing instructional certificate. It culminates in eligibility for the P–3 and Teacher of Students with Disabilities endorsements to the instructional certificate.

The 44-credit Master of Arts degree requires five additional courses and culminates in the award of a Master of Arts in Education–Inclusive Early Childhood Education and eligibility for the P–3 and Teacher of Students with Disabilities endorsements to the instructional certificate.

The program includes a 20-hour field experience with 10 hours in a preschool (a three or four-year preschool class or kindergarten) and 10 hours in a preschool disabilities setting.

#### Admission requirements:

- An earned baccalaureate degree with a cumulative GPA of 2.75 for certificate, a minimum undergraduate GPA of 3.0 for the master’s degree;
- A copy of a valid NJ instructional certificate;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- Prerequisite courses in: child development (3), educational psychology (3), children’s literature (3);
- Satisfactory results on oral and written English screening;
- Satisfactory ratings on Teacher Education Candidate Recommendation form (2 recommendations required).

#### Early Childhood w/TSD Program (29);

#### Master of Arts in Education(44)

- EDC5158 Instructional Technology for Inclusive Education
- EDC5105 Introduction to Inclusive Education
- ECE5109 Field Experience in Early Childhood (20 hrs. min.)
- ECE5101 Growth, Development & Learning in Inclusive Early Childhood
- ECE5102 Inclusive Early Childhood Curriculum & Assessment
- ECE5103 Language & Literacy Development in Inclusive Early Childhood
- EDC5206 Assessment & Instructional Design for Students with Special Needs
- ECE5104 Mathematics, Science & Technology in Inclusive Early Childhood
- ECE5105 Family, Community & the Young Child
- EDC6313 Co-Planning & Co-Teaching for Inclusive Education

#### Additional courses required for Master of Arts

- EDC5001 Philosophical & Psychological Foundations of Inclusive Education
- EDC5010 Curricular Leadership for the Inclusive School
- EDC5014 Methods of Research for Leaders in Inclusive Schools
- EDC6095/99 Project: Applied Thesis I & II

Praxis Exams Early Childhood Teacher candidates are required to pass the applicable Praxis II examination prior to program completion: Early

Childhood Content 0022. For May completion or graduation passing scores must be submitted by April 15; for August completion, July 15 and for December completion, November 15.

## ENGLISH AS A SECOND LANGUAGE

### ESL Program or Master of Arts in Education

The English as a Second Language (ESL) program prepares teachers to provide instruction in English to students whose native language is not English and to support these English language learners in mastering the content designated in the New Jersey Core Curriculum Content Standards (NJCCCS). The ESL program reflects the national Teachers of English to Speakers of other Languages (TESOL) standards and the New Jersey Professional Standards for Teachers (NJPST). It leads to eligibility for endorsement to a New Jersey instructional certification as a Teacher of English as a Second Language. An additional 15 credits are needed beyond the ESL program to qualify for a Master of Arts in Education.

#### Admission requirements:

- An earned bachelor's degree from a regionally accredited college or university;
- Evidence of a minimum undergraduate GPA of 3.0;
- A copy of a valid NJ instructional certificate (P–3; K–5; K–8, 5–8; or K–12); and
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- Passing score on oral and written English proficiency examinations.

### ESL Program (21); Master of Arts in Education (39)

EDC5020	Foundations of Second Language Education
EDC5021	Second Language Acquisition
EDC5026	History, Phonology, and Structure of American English
EDC5022	Theory/ Practice of Teaching Second Language Learners
EDC5024	Second Language Education Curriculum
EDC5025	Language & Culture
EDC5027	Literacy Skills for Second Language Learners

#### Additional courses required for master's degree:

EDC5001	Philosophical & Psychological Foundations of Inclusive Education
EDC5002	Diversity in Inclusive Education
EDC5014	Methods of Research for Leaders in Inclusive Schools
EDC5158	Instructional Technology for Inclusive Education
EDC6095/99	Project: Applied Thesis I & II

## AUTISM SPECTRUM DISORDERS

### Master of Arts in Education–Autism Spectrum Disorders

The M.A. in Education–Autism Spectrum Disorders program offers certified teachers and non-certified individuals with a personal or professional interest in autism disorders (parents, advocates, service providers, and others) an in-depth study of the pervasive developmental disorders including teaching strategies and interventions, assessment, and social communication development for students with autism or related developmental disorders. Program completers earn a Master of Arts in Education–Autism Spectrum Disorders.

Admission requirements include:

- An earned bachelor's degree from a regionally accredited college or university;
- Evidence of a minimum 3.0 undergraduate GPA;
- For teachers: a copy of a valid NJ instructional certificate (P–3, K–5; K–8; 5–8; or K–12);
- If applicant is a non-native English speaker, then a rating of Advanced

High on the Oral Proficiency Interview is also required;

### Master of Arts in Education (36)

EDC5301	Nature & Needs of Individuals with Autism & PDD
EDC5302	Strategies for Teaching Students with Autism & Developmental Disabilities
EDC5303	Communication & Social Skills Intervention for Students with Autism Spectrum Disorders
EDC5304	Assessment & Curricular Interventions for Autism Spectrum Disorders
EDC5305	Treatment & Intervention for Asperger's Syndrome
EDC5001	Philosophical & Psychological Foundations of Inclusive Education
EDC5002	Diversity in Inclusive Education
EDC5010	Curricular Leadership for the Inclusive School
EDC5014	Methods of Research for Leaders in Inclusive School
EDC5158	Instructional Technology in an Inclusive Setting
EDC6095/99	Applied Thesis I & II

## SPECIAL EDUCATION

### Master of Arts Degree

The Master of Arts in Education program offers already certified teachers in-depth study of the legal, pedagogical, instructional and learning aspects of special education, particularly as practiced in an inclusive setting.

#### Admission requirements:

- An earned bachelor's degree from a regionally accredited college or university;
- Evidence of a minimum undergraduate GPA of 3.0; and
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- A copy of a valid NJ instructional certificate (P–3; K–5; K–8, 5–8; or K–12).

### Master of Arts in Education (36)

EDC5030	Introduction to Educating Students with Disabilities
EDC5301	Nature and Needs of Individuals with Autism & PDD
EDC5031	Curriculum Planning for Students with Disabilities
EDC5032	Community Services for Individuals with Special Needs
EDC5037	Psychological & Educational Assessment of Students with Disabilities
EDC5001	Philosophical & Psychological Foundations of Inclusive Education
EDC5002	Diversity in Inclusive Education
EDC5010	Curricular Leadership for the Inclusive School
EDC5014	Methods of Research for Leaders in Inclusive Schools
EDC5158	Instructional Technology in an Inclusive Setting
EDC6095/99	Project: Applied Thesis I & II

## TEACHER OF STUDENTS WITH DISABILITIES

### TSD Program or Master of Arts Degree

The Teacher of Students with Disabilities program prepares already certified teachers to teach students with disabilities in inclusion and special education settings. The 21-credit graduate program leads to eligibility for endorsement as a Teacher of Students with Disabilities (TSD) in the level and for the subject(s) of the instructional certificate. The program is aligned with the standards of the Council for Exceptional Children and the New Jersey Professional Standards for Teachers (NJPST).

An additional 15 credits are needed to qualify for a Master of Arts in Education degree. Students who want to pursue this option should see

their advisor prior to finishing the program.

### Admission requirements:

- An earned baccalaureate degree from a regionally accredited college or university
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- Evidence of a minimum undergraduate GPA of 3.0; and
- A copy of a valid standard or CEAS NJ instructional certificate (P-3, K-5; K-8, 5-8; or K-12).

### TSB Program (21); Master of Arts in Education (36)

EDC5030	Introduction to Educating Students with Disabilities
EDC5031	Curriculum Planning for Students with Disabilities
EDC5032	Community Services for Individuals with Special Needs
EDC5034	Introduction to Learning Disabilities
EDC5035	Strategies for the Development of Literacy
EDC5036	Accommodations & Modifications for Successful Inclusion
EDC5037	Psychological & Educational Assessment of Students with Disabilities

### Additional courses required for master's degree:

EDC5002	Diversity in Inclusive Education
EDC5301	Nature & Needs of Individuals with Autism and PDD
EDC5014	Methods of Research for Leaders in Inclusive Schools
EDC6095/99	Project: Applied Thesis I & II

## PROGRAMS IN EDUCATIONAL SERVICES

The educational services programs prepare individuals for special service roles in schools as school counselors, reading specialists, and learning disabilities teacher-consultants.

### General Requirements for Admission to an Educational Services Program

To be admitted to an educational services program, an individual must submit a complete, self-managed application including:

- Completed application form;
- A check or money order for \$40 (nonrefundable) payable to Georgian Court University;
- Official transcript(s) showing the award of a baccalaureate degree from a regionally accredited college or university. In addition, official transcripts from each undergraduate and graduate institution attended. Transcripts may be sent from your prior institution directly to the GCU Admissions Office, or you may submit them. All transcripts must be in sealed and signed envelopes. If the original seals have been broken, the transcripts are considered unofficial and cannot be used toward your application. If applying to a post-master's certificate program, then a transcript showing the award of a master's degree is also required;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- Evidence of a cumulative undergraduate grade point average of at least 3.0.
- A personal interview with the program director or School of Education Admissions Coordinator may be required prior to admission and is required prior to enrollment in courses. See program description for additional information.

## SCHOOL COUNSELING PROGRAMS

The 48-credit School Counseling program is open to experienced teachers as well as individuals who are not teachers. The program prepares individuals for the broad range of responsibilities across grade levels that

school counselors encounter as they work in school settings with students, their families/caregivers, and school and community support services. Eight major areas of counselor development are addressed: professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. The 48-credit program leads to a Master of Arts in Education and eligibility for New Jersey educational services certification as a School Counselor.

Certified school counselors may become eligible for endorsement as a Director of School Counseling Services by taking six to nine additional credits to fulfill certification requirements in administration, staff supervision, and curriculum development. In addition, the Director of School Counseling Service certification requires at least three years of successful school counselor experience under standard NJ or out-of-state school counselor certification. A letter from the superintendent or principal will be required to document this experience and should include the dates of employment and the qualifying positions held during those specific dates.

### Observational Practicum, Seminar & Internship

Georgian Court's School Counseling program provides candidates a theoretical foundation for working with students individually and in groups and opportunities to develop skilled practice in the major functions of a school counselor. Concurrent with the program's first course, EDC6301 Foundations of School Counseling, candidates complete a 100-hour practicum in a school setting. This first field-based experience focuses on observation of the scope, issues, and practices associated with the professional practice of school counselors. It allows candidates early in their preparation to link theoretical knowledge to current practice and to develop reflective skills needed throughout their careers. In subsequent courses, knowledge and skills are built through modeling and in-class developmental skill building activities. Note: candidates who are not teachers are encouraged to obtain a substitute teacher credential during the program in order to get more experience with students and schools prior to their observational practicum.

Near the end of their programs, candidates take EDC6305 and EDC6306 School Counseling Seminar I and II which provide opportunities to develop skills in a school setting with close supervision by certified practicing school counselors. During these experiences, candidates counsel individuals and groups and apply their knowledge of assessment, collaboration, and community resources to develop, implement, monitor and evaluate programs for students' academic, career, and personal/social development. Concurrent with these two 150-hour course-related experiences, candidates attend seminars with a GCU faculty member to share issues and experiences, and confront challenges to ethical practice and successful counseling. This experience is evaluated by the cooperating professional school counselor and GCU faculty member. Positive recommendations by on-site supervisors and GCU faculty are necessary for continuation of seminar and for the capstone internship experience.

The School Counseling Internship is a 300-hour, six-credit experience during which candidates take on greater responsibility for providing services to students and collaborating with other school personnel to create a positive environment for student development and success. Candidates typically engage in individual, small group, and large group counseling and development sessions on a broad range of topics (e.g., self esteem, college choice, time and stress management) and participate fully in school counselor functions within the school and/or district including academic, personal-social, and career counseling; scheduling; transition services; test administration and analysis; and interventions prior to child study referrals. During Internship, candidates are mentored by school-based certified counselors and by GCU faculty members. The Counseling Interns are also supported by peers during the periodic seminars linked

with Internship.

Throughout the seminar and internship experiences, candidates maintain logs of their hours and journals documenting their experience. The journals include reflective essays that link theory to practice, analyze situations and consider options, and evaluate outcomes.

### E-Portfolio

Georgian Court's School Counseling program courses and experiences were designed to enable candidates to meet state certification requirements and program objectives linked to standards of practice. Each course includes one or more performance assessments or artifacts of knowledge, skills or dispositions that link to these expectations. As candidates progress through their programs, these artifacts are archived in an electronic or e-portfolio and monitored by program faculty members. The e-portfolio also includes reflections, journals, and other self-assessments that contribute to the candidates' professional development, reflective practice, and habit of lifelong learning. By the end of the program, candidates have amassed a substantial body of evidence that they have met Georgian Court's and the state's standards for novice school counselors.

### Admission requirements:

- Completed application including an application fee (a check or money order for \$40 (nonrefundable) payable to Georgian Court University);
- Official transcript(s) showing the award of a baccalaureate degree from a regionally accredited college or university. In addition, official transcripts from each undergraduate and graduate institution attended. Transcripts may be sent from your prior institution directly to the GCU Admissions Office, or you may submit them. All transcripts must be in sealed and signed envelopes. If the original seals have been broken, the transcripts are considered unofficial and cannot be used in support of the application.
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- Evidence of a cumulative grade point average for undergraduate study of at least a 3.0;
- A personal interview with the School Counseling Program Director or Chair may be required.

### Master of Arts in Education (48)

- EDC5001 Philosophical & Psychological Foundations of Inclusive Education
- EDC6301 Foundations of School Counseling
- EDC5032 Community Services for Individuals with Special Needs
- EDC5038 Psychology of the Exceptional Child
- EDC6302 Theory & Procedures of Counseling
- EDC5040 Multicultural Issues in Counseling
- EDC5158 Instructional Technology for Inclusive Education
- EDC6303 Counseling & Interviewing Techniques
- EDC5014 Methods of Research for Leaders in Inclusive Schools
- EDC5010 Curricular Leadership for the Inclusive School (can be used to fulfill curriculum

### Requirement for Director of School Counseling Services endorsement)

- EDC5037 Psychological & Educational Assessment of Students with Disabilities
- EDC6304 Career Counseling & Development
- EDC6305 School Counseling Seminar I
- EDC6306 School Counseling Seminar II

EDC6092 School Counseling Internship I

EDC6093 School Counseling Internship II

### Director of School Counseling Services

The GCU Director of School Counseling Services program prepares individuals who hold valid NJ educational services certification as school counselors endorsement as a Director of School Counseling Services. The program includes study in administration, staff supervision, and curriculum development. Note: applicants who completed the GCU School Counselor program may use EDC5010 Curricular Leadership for the Inclusive School to fulfill the curriculum development requirement.

In addition, the Director of School Counseling Service program requires at least three years of successful school counselor experience under standard NJ or out-of-state school counselor certification.

### Admission requirements:

- Completed application including an application fee (a check or money order for \$40 (nonrefundable) payable to Georgian Court University);
- Official transcript(s) showing the award of a master's degree from a regionally accredited college or university. Transcripts may be sent from your prior institution directly to the GCU Admissions Office, or you may submit them.
- Evidence of a cumulative grade point average for undergraduate study of at least a 3.0.
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- A letter from the supervising superintendent or principal documenting that you have a minimum of three years successful experience as a certified school counselor. The letter should include the dates of employment and the qualifying positions held during those specific dates.
- A personal interview with the School Counseling Program Director or Chair may be required.

### Director of School Counseling Services Program (9)

EDC5101 School Law

EDC5102 Supervision of Instruction in Inclusive School

EDC5010 fulfills the curriculum requirement for Director of School Counseling

### LEARNING DISABILITIES TEACHER-CONSULTANT (LDTC)

#### Master of Arts in Education or Georgian Court Post-Master's Certificate

The LDTC program is designed for experienced certified teachers who aspire to be Learning Disabilities Teacher-Consultants. It develops the in-depth knowledge and skills candidates need to provide highly specialized professional services as members of Child Study Teams or as independent practitioners. The program's curriculum includes study of the psychological and neurophysiologic causes of learning disabilities, educational and psychological assessment methods, research-based teaching strategies, and collaboration and case management techniques. It also includes a practicum experience. The curriculum is guided by the Council for Exceptional Children's performance-based standards for special education diagnostician specialists and by the New Jersey Professional Standards for Teachers (NJPST). The program can be taken as a 24-credit post-master's program or as a 33-credit master's degree. Both options lead to eligibility for the NJ educational services certification as a Learning Disabilities Teacher-Consultant.

### Admission requirements:

- An earned master's degree in an education-related field from a regionally accredited college or university (or an earned bachelor's degree in an education-related field, if pursuing the master's option);
- An original letter from a school official documenting three years of successful full-time teaching experience;
- Evidence of minimum undergraduate and graduate GPAs of 3.0;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- A copy of a valid NJ instructional certificate (P–3, K–5; K–8, 5–8; or K–12).

### Georgian Court Post-Master's Program (24); Master of Arts in Education (33)

EDC5005	Learning Theory and Practice
EDC5038	Psychology of the Exceptional Child
EDC5037	Psychological & Educational Assessment of Students with Disabilities
EDC5033	Physiological & Neurophysiologic Basis of Learning
EDC7003	Data-Based Interventions in the Collaborative Classroom
EDC7001	Diagnosis & Assessment of Learning Problems
EDC7002	Remediating & Accommodating Learning Disabilities
EDC7801	Practicum in Learning Disabilities

Additional courses required for master's degree:

EDC5002	Diversity in Inclusive Education
EDC5034	Introduction to Learning Disabilities
EDC5301	Nature and Needs of Individuals with Autism & PDD

Note: candidates taking the master's degree will not be eligible for LDT-C certification until they complete the master's degree.

## READING SPECIALIST PROGRAMS

### Master of Arts in Education or Post-Master's Endorsement Program

The Master of Arts–Reading Specialist program prepares experienced certified teachers to be reading specialists and to use their expertise in reading in their classrooms or as a director or coach in a reading and literacy program in a school or district.

Based on the standards of the International Reading Association (IRA) and the New Jersey Professional Standards for Teachers (NJPST), the program builds expertise through courses in the theories and processes of reading, diagnosis and remediation, assessment, best practice reading instruction strategies, and a six-credit clinical experience. These provide experiences for candidates to work with a variety of approaches and strategies and design, select, and use standard and alternate instruction and assessment techniques that fit the needs of diverse students.

Program completers earn a Master of Arts degree and are eligible for NJ educational services certification as a Reading Specialist. Candidates with master's degrees may take the 33-credit post-master's certificate option to become eligible for this certification.

Admission requirements include:

- An earned master's degree in an education-related field from a regionally accredited college or university; (or an earned bachelor's degree in an education-related field, if pursuing the master's option);
- Evidence of a minimum undergraduate and graduate GPAs of 3.0;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- A copy of a valid NJ instructional certificate (P–3, K–5; K–8, 5–8; or K–12).

### Reading Specialist Professional Courses (33); Master of Arts in Education (33)

EDC5001	Philosophical & Psychological Foundations of Inclusive Education
EDC5010	Curricular Leadership for the Inclusive School
EDC5014	Methods of Research for Leaders in Inclusive Schools
EDC5201	Nature of the Reading Process
EDC5202	Literature for Children & Youth
EDC5203	Reading and Writing in the Content Areas
EDC5204	Articulation, Supervision & Evaluation of Reading Programs
EDC5027	Literacy for Second Language Learners
EDC6201	Assessment and Diagnosis of Reading Problems
EDC6202	Research Based Techniques for the Correction of Reading Problems
EDC6084	Reading Practicum

## ADMINISTRATION & LEADERSHIP PROGRAMS

The master's program in Administration and Leadership develops leaders and administrators for New Jersey schools in the roles of school principal, school business administrator, school supervisor, and school administrator.

The 36-credit Administration and Leadership Program (ALP) develops visionary leaders who understand the factors that sustain a school culture and instructional program conducive to learning and growth. It also provides the administrative know-how, best practices, and theoretical foundation to plan strategically, respond to issues effectively, and manage complex school organizations with integrity and efficiency. The program also aids candidates' understanding of the social, legal, economic, cultural, and political context of schools and their ability to collaborate with professional staff, families, agencies, and others to achieve common goals on behalf of students. Program emphasis is on evidence-based decision making to improve instruction and student learning outcomes. The program is aligned with the New Jersey Professional Standards for School Leaders and to the Interstate School Leaders Licensure Consortium (ISLLC).

The program leads to the award of a Master of Arts in Administration and Leadership and eligibility for Certificates of Eligibility with Advanced Standing as Principal, School Administrator, and/or Business Administrator. Candidates who possess a valid New Jersey instructional certificate and three years of qualified teaching experience will also be eligible for School Supervisor certification. Note: Certification requirements include earning passing scores on the relevant Praxis II examinations: School Leaders Licensure Assessment (1011) and School Superintendent Assessment (1020) in addition to completing the program of study. Principal certification requires five years successful teaching experience. For May completion or graduation passing scores must be submitted by April 15; for August completion, July 15 and for December completion, November 15.

### E-Portfolio

Georgian Court's programs in Administration and Leadership were designed to enable candidates to meet state certification requirements and program objectives linked to standards of practice. Each course includes one or more performance assessments or artifacts that link to these expectations. They balance theory and practice by requiring candidates to apply what they are learning to resolve prototypical issues and to practice skills needed for effective administration. As candidates progress through their programs, artifacts are archived in an e-portfolio allowing candidates to self-assess and monitor their own professional development as well as presenting their work product for review and evaluation by their faculty and mentors. The e-portfolio also includes reflections, journals, and both independent and collaborative responses. It promotes the career-critical skills of analysis and reflection, and a disposition toward lifelong learning. By the end of the program,

candidates have amassed a substantial body of evidence that they have met Georgian Court's standards and those of the New Jersey Professional Standards for School Leaders and to the Interstate School Leaders Licensure Consortium (ISLLC)

### Internship in Administration & Leadership

The internship is a two-part capstone experience in the Masters of Arts in Administration and Leadership Program during which candidates apply leadership and management knowledge and skills learned in the program to the practice of educational administration. Candidates prepare a reflective written, culminating report and a portfolio describing their internship experience. The report, portfolio, and preparation process are described in the program's Guidelines for the Internship. Candidates are guided through the internship by assigned university professors and by local school district administrators and supervisors. The course is aligned with the Interstate School Leaders Licensure Consortium Standards and the New Jersey Standards for school Leaders. Candidates earn six graduate credits over the two-semester period of the internship.

#### Admissions requirements:

To be admitted to the Master of Arts program in Administration and Leadership an applicant must submit a complete, self-managed application packet including:

- Completed application for admission;
- A check or money order for \$40 (nonrefundable) payable to Georgian Court University;
- Official transcript showing the award of a baccalaureate degree in education or a closely aligned field from a regionally accredited college or university. In addition, official transcripts from each undergraduate and graduate institution attended. The transcript(s) must be in sealed and signed envelopes. If the original seals have been broken, the transcripts are considered unofficial and cannot be used toward your application;
- Evidence of an undergraduate cumulative grade point average of at least 3.0;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required; and
- An interview with the administration and leadership coordinator or chair is required.

### Applicants Preparing for School Supervisor or Principal Certification

In addition to the requirements listed above, applicants who want to become eligible for NJ state certification as a School Supervisor or Principal must also include:

- A copy of valid NJ instructional certificate (P-3, K-5, K-8, or K-12);
- Documentation of successful teaching experience—3 years for supervisor or five years for principal (e.g., a letter from supervising principal or district personnel office)

### Master of Arts in Administration & Leadership (36)

- EDC5010 Curricular Leadership for the Inclusive School
- EDC6101 Organizational Leadership Theory in the Inclusive School
- EDC5014 Methods of Research for Leaders in Inclusive Schools
- EDC5102 Supervision of Instruction in Inclusive Schools
- EDC5013 Curricular Leadership & Management for Diverse & Inclusive Schools
- EDC5101 School Law
- EDC6102 Organizational Leadership Practice in the Inclusive School
- EDC6401 Supervision & Leadership of Instruction & Learning
- EDC6103 Data-based Strategies for Decision Making
- EDC6104 Financial Management

EDC6090 Internship in Administration & Leadership I

EDC6091 Internship in Administration & Leadership II

**Praxis Exams** Administrator candidates are required to pass the applicable Praxis II exam prior to completing their program: School Leaders Licensure Assessment (1011) and School Superintendent Assessment (1020). For May completion or graduation passing scores must be submitted by April 15; for August completion, July 15 and for December completion, November 15.

## SCHOOL BUSINESS ADMINISTRATOR

### Georgian Court Post-Master's Endorsement Business Administration Program

The School Business Administrator is the chief financial officer and an integral part of a school district's leadership team. The School Business Administrator typically has responsibilities for functions such as budget planning and administration, payroll; grants management; site planning; transportation; technology and information processing; and contract negotiations and administration. The Georgian Court post-master's program prepares individuals with graduate degrees in education, administration, accounting or business as school business administrators. The curricular focus is on developing the knowledge, skills and dispositions needed as a financial administrator in an inclusive school district. The program is aligned with the New Jersey Professional Standards for School Leaders and the Interstate School Leaders Licensure Consortium (ISLLC). Prior knowledge of business, accounting and/or spreadsheet applications is helpful. Program completers qualify for a Certificate of Eligibility with advanced standing for NJ administrative certification as a School Business Administrator.

### Georgian Court Post-Master's Business Administration Program (18)

- EC501 Economic Survey
- EDC5101 School Law
- EDC6101 Organizational Leadership Theory in the Inclusive School
- EDC6102 Organizational Leadership Practice in the Inclusive School
- EDC6103 Data-based Strategies for Decision Making
- EDC6104 Financial Management

## SCHOOL SUPERVISOR

### Georgian Court Post-Master's School Supervisor Program

School Supervisors are key school or district professionals who work with instructional personnel on issues of curriculum, instruction, and the development of the instructional staff. Individuals with this endorsement may also be appointed as an assistant superintendent with responsibilities for curriculum and/or instruction. The program's focus is the development of 21<sup>st</sup> century curricular leadership skills for the inclusive school and district. The program is aligned with the New Jersey Professional Standards for School Leaders and the Interstate School Leaders Licensure Consortium (ISLLC). It also addresses issues in inclusive education and the New Jersey Core Curriculum Content Standards (NJCCCS). Upon completion of this program, candidates will qualify for a Certificate of Eligibility with advanced standing for NJ administrative certification as a School Supervisor.

Applicants to this post-master's certificate program must have a master's degree in education from an accredited four year institution, possess a valid New Jersey instructional certificate, and have three years of successful teaching experience.

### Georgian Court Post-Master's School Supervisor Program (12)

- EDC5010 Curricular Leadership for the Inclusive School

- EDC5013 Curricular Leadership & Management for Diverse & Inclusive Schools (Prerequisite: EDC5010)
- EDC5102 Supervision of Instruction in Inclusive Schools (Prerequisite: EDC5010)
- EDC6401 Supervision & Leadership of Instruction & Learning (Prerequisite: EDC5102)

## COURSES

### **ECES101 Growth, Development & Learning in Inclusive Early Childhood Education** 3 credits

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

### **ECES102 Inclusive Early Childhood Curriculum & Assessment** 3 credits

Explore the teaching profession and general, inclusive, and special education models for early childhood education. Consider teachers' roles and ethical practice standards and will begin to articulate personal views from the vantage of an early childhood educator. Emphasis on the importance of developmentally appropriate practices in curriculum and assessment for P–3 students and introduces constructivist, interdisciplinary and universal design approaches for developing curricula based on the NJ Preschool Early Learning Standards and the NJ Core Content Curriculum. Study issues related to the use of play and discovery, classroom design, guiding individual and group behavior, creating safe and supportive classroom environments, sources for curriculum resources, the use of structures and scheduling, planning appropriate multidimensional formative and summative assessments, engaging parent/caregiver support for curriculum goals, and the use of technology. Review and practice principles of culturally responsive teaching. A field experience of 60 hours for pre-service candidates, or 10 hours for in-service teachers is required. Applications for 60-hours, 20-hours, or 10-hours field experience are due by June 1 for fall placements and by December 1 for spring placements.

### **ECES103 Language & Literacy Development in Inclusive Early Childhood Education** 3 credits

Examine the integrated nature of English language arts literacy development and how the various language arts (reading, writing, speaking, listening, and viewing) affect and are affected by the emerging cognitive, linguistic, and intellectual needs of young children. Drawing on contemporary research in language acquisition and literacy development, investigate the language and literacy standards of the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children, and the International Reading Association (IRA), gaining the knowledge and skills needed for candidates to support children's language acquisition and use, and to plan and implement effective language and reading instruction for all early childhood students including those who have limited standard English proficiency or special educational needs. Consider the broad theme of literacy—including technological literacy—and factors related to the child, home, school, and community that support or delay language and literacy readiness and development are considered. Study research-based techniques for integrating language and literacy instruction throughout the

inclusive curriculum.

### **ECES104 Mathematics, Science & Technology in Inclusive Early Childhood Education** 3 credits

Learn to use an understanding of age-stage development as a foundation for planning and implementing developmentally appropriate experiences in mathematics and science for young children from three to eight years of age. Informed by the national standards established by the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children, the National Council of Teachers of Mathematics (NCTM), and the National Science Teachers Association (NSTA) and the New Jersey Core Curriculum Content Standards, this course emphasizes integrated content, developing concepts through play and discovery, the use of concrete representational forms, recognizing patterns and relationships, building mathematical and scientific reasoning skills, a taxonomy of mathematics and science concepts, and the interplay among children's experiences, their ability to express what is seen and experienced, and the development of conceptual understanding. Consider the role of technology as a tool that supports children's recognition of patterns and relationships and the development of spatial and logical thinking is investigated.

### **ECES105 Family, Community & the Young Child** 3 credits

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

### **ECES106-5107 Early Childhood Student Teaching I & II** 6 credits each

Demonstrate the integration of content knowledge, understanding of students, ability to create effective instructional environments, and professional knowledge and attributes in this capstone experience. Student teaching is a full-time, 15-week experience that may be divided between a 7-week and 8-week placement in early childhood and regular education settings, at least one of which is an inclusive classroom. Student teaching is required of all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with student teaching, candidates attend biweekly student teaching seminars. Develop a portfolio that demonstrates qualifications meeting the New Jersey Professional Standards for Teachers and a teaching style guided by the New Jersey Core Curriculum Content Standards. Prerequisites: EDC6313. Applications for 90-hours field experience are due March 1 for fall placements and October 1 for spring placements.

### **ECES108 Field Experience for Inclusive Early Childhood Education** 3 credits

A 10-hour field experience in an early childhood setting for candidates who are pursuing a P–3 early childhood endorsement to an existing instructional certification. Observe and interact with young children, visit one or more early learning classrooms, and observe classroom management and instructional practices appropriate for the children's ages and abilities.

### **ECES109 Field Experience for Inclusive Early Childhood Education** 3 credits

A 20-hour field experience split between an early childhood setting and early grade special education setting for candidates who are pursuing a



P–3 early childhood endorsement to an existing instructional certification. Observe and interact with young children including those with disabilities, visit one or more early learning classrooms, and observe classroom management and instructional practices appropriate for the children’s ages and abilities.

### **EDC5001 Philosophical & Psychological Foundations of Inclusive Education** 3 credits

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

### **EDC5002 Diversity in Inclusive Education** 3 credits

Get a deeper understanding of diversity in the school, particularly in inclusive classrooms. Review current research and theoretical frameworks and investigate the influence of culture, ethnicity, gender, religion, age, and disability on student learning. Consider theoretical and practical approaches to the education of diverse learners, including children with disabilities and those with limited English proficiency. Learn to create instructional activities that assist diverse learners in the achievement of the NJ Core Curriculum Content Standards. Emphasis on understanding the educational implications of diversity and creating caring, respectful learning environments in the inclusive classroom setting.

### **EDC5005 Learning Theory and Practice** 3 credits

Review theory and research related to learning, including conditioning, social cognitive, cognitive information processing, and constructivist views. Study issues in assessment and problems related to learning in relation to the types of strategies useful in responding to them. Explore the relationship between cognitive deficits and learning; methods to identify individual student differences in learning, motivation, and behavior related to teaching and assessment; and the impact of classroom climate, rewards and incentives on learning.

### **EDC5010 Curricular Leadership for the Inclusive School** 3 credits

Study curriculum design, development, and evaluation for P–12 education. Emphasis upon student learning outcomes, NJ Core Curriculum Content Standards, 21<sup>st</sup> century learning and teaching, as well as professional development and best practice in curriculum design and delivery. Engage in personal and professional reflection on student diversity as it relates to instructional needs and curriculum and as framed by national and New Jersey professional standards for teachers and administrators and develop responsive instructional plans.

### **EDC5011 Curricular Leadership for the Inclusive Elementary School** 3 credits

Study curriculum design, development, and evaluation for inclusive elementary schools. Emphasis on student learning outcomes, NJ Core Curriculum Content Standards, and staff professional development. Engage in personal and professional reflection on student diversity as it relates to instructional needs and curriculum and as framed by national and New Jersey professional standards for teachers and administrators and develop responsive instructional plans.

### **EDC5012 Curricular Leadership for the Inclusive Secondary School** 3 credits

Study curriculum design, development, and evaluation for inclusive secondary schools. Emphasis on student learning outcomes, NJ Core Curriculum Content Standards, and staff professional development. Engage in personal and professional reflection on student diversity as it relates to instructional needs and curriculum and as framed by national

and New Jersey professional standards for teachers and administrators and develop responsive instructional plans.

### **EDC5013 Curricular Leadership & Management for Diverse & Inclusive Schools** 3 credits

Build upon skill and knowledge in curriculum planning and focus on the roles and responsibilities of the development, management, supervision, evaluation, and improvement of curriculum programs. Emphasis on how school leaders can facilitate and support curriculum improvement for student learning, equity, and social justice by employing research-based practices that have been proven to be effective in closing the achievement gap for students of varied ability, income, and ethnicity. Explore the processes of curriculum alignment, revision, delivery, monitoring and evaluation required for managing and supervising a standards-based, 21<sup>st</sup> century, culturally responsive curriculum that meets the needs of P–12 general education students as well as diverse and exceptional learners. Prerequisite: EDC5010. The second curriculum course for candidates in the Administration and Leadership program.

### **EDC5014 Methods of Research for Leaders in Inclusive Schools** 3 credits

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

### **EDC5020 Foundations of Second Language Education** 3 credits

Explore the historical and cultural foundations of second language education, including the history of legislation regarding types of second language learning programs in the U.S. and the array of approaches to second language instruction. Review current and classic research to understand the variables that affect culture and language acculturation of English language learners in American schools and the elements,—including ELLs’ cognitive styles, psychological factors, and social contexts— that impact language and literacy skills.

### **EDC5021 Second Language Acquisition** 3 credits

This course familiarizes candidates with the latest research on second language acquisition including the interactions between first and second languages and levels of communicative competence in second language learners. The implications of language attitudes for curriculum planning and classroom procedures will be discussed. One semester.

### **EDC5022 Theory & Practice of Teaching Second Language Learners** 3 credits

Investigate instructional and evaluative techniques for teaching listening, speaking, reading, and writing skills to English language learners. Explore the major language teaching theories and their impact on current pedagogical practices, as well as the development, analysis, and application of appropriate assessment techniques and types of assessment instruments. Observe, develop, and practice techniques for teaching and evaluating ELLs in the content areas with various approaches. Prerequisites and co-requisites: EDC5020, EDC5021, EDC 5026.

### **EDC5024 Second Language Education Curriculum** 3 credits

Analyze and develop curricula used in ESL and/or bilingual programs. Examine contemporary issues in ESL and bilingual education as they apply to curriculum planning and development. Review models and methods of development and implementation of ESL and bilingual programs as well as the relationship between curriculum designs and legislation in second language education. Prerequisites and co-requisites: EDC5020, EDC5021, EDC5022, EDC5025, EDC5026, EDC5027.

### **EDC5025 Language & Culture** 3 credits

Compare cultural value systems, such as the melting pot theory and cultural pluralism, and their implications for teaching and learning. Guided by the research of Banks and others, learn to identify and analyze the relationships between world cultural values and languages from the perspectives of cognitive styles and communication styles. Prerequisites and co-requisites: EDC5020, EDC5021, EDC5026.

### **EDC5026 History, Phonology & Structure of American English**

3 credits

This course examines the phonology (sound system), morphology (structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), discourse, and pragmatics (effects of context on language) of the English language as it applies to learning English as a second language. Prerequisites and co-requisites: EDC5020, EDC5021. One semester.

### **EDC5027 Literacy for Second Language Learners** 3 credits

Examine the acquisition of English reading, writing and speaking skills by speakers of other languages. Review and implement research-based strategies for assessment, instruction, and remediation of these literacy skills, especially in areas of reading readiness and emergent literacy, as advocated by the International Reading Association. Explore technology-enhanced instruction and the importance of bi-literacy. Prerequisites and co-requisites: EDC5020, EDC5021, EDC5022, EDC5025, EDC5026.

### **EDC5030 Introduction to Educating Students with Disabilities** 3 credits

Study the philosophical, historical and legal foundations of special education. Review current research on the characteristics, nature, and causes of various disabilities that impact students' achievement as well as theories of intelligence, cognitive development, and on cultural diversity.

### **EDC5031 Curriculum Planning for Students with Disabilities**

3 credits

Study curriculum planning, appropriate learning environments, modification options, instructional materials, and the use of assistive technologies to aid students with disabilities to achieve curriculum goals.

### **EDC5032 Community Services for Individuals with Special Needs** 3 credits

Review available school, community, county and state resources for families to assist the academic, social, emotional, and career development of individuals with exceptional needs. Examine the role of student advocate in the coordination of available school, community, county, and state resources for students and families and in IEP planning for students with special needs. Study special education law, 504 plans, NJ administrative code, general and special education programs, the function of the child study team, and components of the IEP that may provide for necessary support services. Develop a resource manual that includes an annotated list of significant community, county, and state public and private agencies with current contact information and detailed description of services.

### **EDC5033 Psychological & Neurophysiological Basis of Learning** 3 credits

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

### **EDC5034 Introduction to Learning Disabilities** 3 credits

Study learning disabilities from an historical perspective, as well as current

LD definitions, identification practices, and prevalence. Learn to apply skills to work with colleagues within a school district to design IEPs to assist special needs students in the general education classroom to meet the requirements of New Jersey Core curriculum Content Standards.

### **EDC5035 Strategies for the Development of Literacy** 3 credits

Study research-based literacy instruction for students with disabilities, including reading, writing, literature, listening, speaking, grammar, handwriting, spelling, and print, and non-print media. Emphasis on designing individualized instruction based on students' assessed performance, skill needs, and abilities.

### **EDC5036 Accommodations & Modifications for Successful Inclusion** 3 credits

Successful inclusion is the result of the effective use of collaboration. Learn appropriate accommodations and modifications for children with disabilities and how they are educated in the general education classroom. Become familiar with collaboration theory and practice as it applies to the provision of accommodations and modifications for children with disabilities. Apply skills to work with colleagues within a school district to design instructional plans for special needs students in the general education classroom. Review current practices for consultation and collaboration as well as instructional strategies.

### **EDC5037 Psychological & Educational Assessment of Students with Disabilities** 3 credits

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

### **EDC5038 Psychology of the Exceptional Child** 3 credits

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

### **EDC5040 Multicultural Issues in Counseling** 3 credits

Gain the knowledge, skills, and attitudes needed to counsel multicultural students in an educational setting. Explore family structure, gender roles,

socio-economic issues, community and cultural influences and religious beliefs, as well as, amenability to counseling. Emphasis on theories of multicultural counseling, identity development, and multicultural competencies.

### **EDC5101 School Law** 3 credits

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

### **EDC5102 Supervision of Instruction in the Inclusive School** 3 credits

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

### **EDC5105 Introduction to Inclusive Education** 3 credits

Become familiar with the teaching profession, tools of instruction, and general, inclusive, and special education models. Examine teaching as a profession, the characteristics of diverse learners, classroom management practices, and instructional planning for diverse learners. Review current theories and practices and form personal views of teaching, understand the needs of exceptional learners, learn to manage the classroom environment, and plan instruction using with universal design. Emphasis on techniques to educate students with and without disabilities in the inclusive setting. Field Experience I (60 hours clinical observation) is required. Applications for 60-hour field placement are due by June 1 for fall placements and by December 1 for spring placements.

### **EDC5110 Foundations of Inclusive Education** 3 credits

Study the philosophic, historic, social and legal foundations of special and general education. Perspectives include progressivism, humanism, themes of care, social justice; conditioned response and training; effective schools, education for the whole child, and constructivism. Develop an understanding of the historical evolution of key educational ideas. Examine Piaget's stages of cognitive development, the provisions of NCLB, and the legal context of inclusive education.

### **EDC5115 Instructional Design for Inclusive Social Studies Education** 3 credits

Study models of instructional design that connect effective teaching practices to learning theory and result in lesson and unit plans that use a variety of active teaching strategies for individual, cooperative groups, and whole group learning. Explore the relative qualities and benefits of several models and collaborate to design and present a curriculum unit addressing an instructional target from the NJCCCS in social studies. Consider technology integration, universal design characteristics, and differentiation for students in an inclusive setting, as well as multiple assessment strategies linked to instructional goals from traditional quizzes and tests to authentic performances of learned skills.

### **EDC5120 Instructional Design for Secondary Inclusive Education** 3 credits

Investigate models of instructional design that connect effective teaching practices to learning theory and result in lesson and unit plans that use a variety of active teaching strategies for individual, cooperative groups,

and whole group learning. Explore the relative qualities and benefits of several models and collaborate to design and present a curriculum unit addressing an instructional target from the NJCCCS. Consider technology integration, universal design characteristics, and differentiation for students in an inclusive setting, as well as multiple assessment strategies linked to instructional goals from traditional quizzes and tests to authentic performances of learned skills.

### **EDC5153 Computer Applications for Instruction II** 3 credits

Use integrated software applications to create educational documents Building on learning from Computer Applications for Instruction I, develop the ability to communicate education ideas with word processing, graphics, spreadsheets, and databases. Learn to apply appropriate technology and learning standards.

### **EDC5155 Educational Software & Courseware** 3 credits

Examine the underlying theory and structure of software, courseware, and Netware. Develop a research-based model for evaluating software, courseware, and Netware and apply it to evaluate media for classroom use. Explore issues related to purchasing, installing, training, and evaluating software and demonstrate the knowledge, skills, and values of appropriate technology and learning standards through simulation projects.

### **EDC5156 Internet-Based Resources & Instruction I** 3 credits

Learn to use the Internet as a resource for research, communication, and instruction. Study the use and design of Webquests and learn to locate, evaluate, and use Internet resources to support inquiry-based learning. Topics include ethics in online research, copyright, and acceptable use policies. Demonstrate the knowledge, skills, and values of appropriate technology and learning standards through the design of Internet-based learning projects.

### **EDC5157 Educational Multimedia & Hypermedia** 3 credits

Review current the research on cognition and technology and study the benefits of multimedia materials to support and promote learning. Application of skills includes the use of the multimedia programs with graphics, sound, video, animation, and text. Demonstrate course skills and aligned standards through the development of a multimedia presentation.

### **EDC5158 Instructional Technology for Inclusive Education** 3 credits

Learn to use technology as a tool for teaching and learning and gain a framework for technology skills development. Using a problem solving approach to technology integration, incorporate word processing, spreadsheets, electronic presentations, Internet and Web design, desktop publishing, e-portfolios, and digital imaging in classroom instruction. Emphasis on research-based use of technology to approach content subjects and meet the needs of diverse K–12 students and on ISTE NETS and CEC content standards. Consider NJPST standards for instructional planning, special needs, and communication, as well as the use of adaptive technologies.

### **EDC5160 Instructional Video Production I** 3 credits

Study of the creation of instructional videos. Through the creative work of classic and current production, explore the historic development of video. Application of skills includes set design, operations, basic television directing, and editing. Study the benefits of multimedia support for student learning through review of research and best practices. Demonstrate the knowledge, skills, and values embodied in appropriate technology and learning standards through projects.

### **EDC5163 Internet-Based Resources & Instruction II** 3 credits

Candidates gain skill developing web sites in this course and use web page development software to support learning. They will demonstrate the knowledge, skills, and values embodied in appropriate technology and learning standards through projects. One semester.

### **EDC5201 Nature of the Reading Process** 3 credits

Explore the history of literacy-related research and practice. Review facets of the reading and writing processes as well as the developmental, linguistic, and cultural factors that impact reading development. Develop lesson plans that clearly reflect the use of specific reading strategies and assessment measures and materials.

### **EDC5202 Literature for Children & Youth** 3 credits

Evaluate age-appropriate, multi-genre, multi-cultural, print and non-print literature for K–12 readers. Review Web-based resources on literature for children and youth and determine age-appropriate use of the Internet. Learn best practices for incorporating literature in education and develop plans that meet needs and instructional objectives.

### **EDC5203 Reading and Writing in the Content Areas** 3 credits

Examine reading skills and strategies as they relate to the various curricular content areas. Study research findings to learn the vocabulary, comprehension, and study and reference skills necessary to read specialized content-area material. Writing, the use of literature, and technology in the content areas will also be addressed. Includes techniques for working with all students with or without disabilities. Prerequisite: EDC5201.

### **EDC5204 Articulation, Supervision & Evaluation of Reading Programs** 3 credits

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

### **EDC5206 Assessment and Instructional Design for Students with Special Needs** 3 credits

Investigate instructional design for exceptional students and how to use assessment to design instruction for their special needs. Examine basic issues in measurement, including formal and informal assessment, technical issues (bias, reliability, and validity), strengths and limitations, test interpretation, and test accommodations. Review the referral process and nondiscriminatory assessment as mandated by IDEA and study characteristics of students with disabilities, from birth through adolescence. Emphasis on curriculum planning, instructional and behavioral strategies, assistive technology, and transition planning. An inclusive perspective is stressed throughout all discussions. Prerequisites: EDC5105, EDC5110, EDC5158, EDC5115 or 5120.

### **EDC5210 Instruction in Literacy for Inclusive Elementary Education I** 3 credits

Review the complexity of language learning, from children's innate capacities to the social, cognitive, and linguistic supports in the environment. Study literacy, reading, comprehension, writing, literature, listening, speaking, vocabulary development, grammar, handwriting, spelling, and mixed media. Literacy is related to a constructivist framework and attention is given to beginning literacy skills. Learn to adapt literacy instruction and assessment to accommodate the special learning needs of all students. Become familiar with the *Code of Ethics* established by the International Reading Association, and literacy related standards in the NJPST and NJCC. The first of a two-part course in literacy. Prerequisites: EDC5105, EDC5110, EDC5158, EDC5206 or EDC5115.

### **EDC5211 Instruction in Literacy for Inclusive Elementary**

### **Education II** 3 credits

Build on knowledge of reading, comprehension, writing, literature, listening, speaking, vocabulary development, grammar, handwriting, spelling, and mixed media. Explore methods of assessment for reading and literacy skills including reading achievement tests and informal reading inventories. Investigate remediation strategies designed to help children with specific learning disabilities. Children's literature is reviewed. The second part of a two-part course in literacy. Prerequisites: EDC5105, EDC5110, EDC5115, EDC5158, EDC5210, EDC5206.

### **EDC5215 Instruction in Literacy for Inclusive Secondary Education I** 3 credits

Study literacy integration, literacy skills for specific content areas, and the development of critical thinking skills within content area instruction. Emphasis on applying this knowledge to teach all learners, including those with special and diverse needs. Explore differentiation of instruction and assessment based on multiple intelligences and learn to use elements of cognitive learning to understand the basic process for teaching critical thinking skills. Examine elements involved in planning for effective instruction in literacy at the secondary level to reinforce direct instruction models. ED3210 covers both theoretical and practical approaches to the teaching of diverse learners, including children with disabilities and those with limited English proficiency. Practice creating instructional activities related to the achievement of the NJ Core Curriculum Content Standards. The first of a two-part course in literacy. Prerequisites: EDC5105, EDC5110, EDC5158, EDC5120.

### **EDC5220 Instruction in Literacy for Inclusive Secondary Education II** 3 credits

Review current research, theory, assessment techniques, teaching strategies, and the use of technology in preparation to work with learners experiencing difficulties in the basic literacy skills of reading, writing, and spelling. Includes effective literacy integration strategies for specific content subjects to support students' achievement of the NJ Core Curriculum Content Standards and incorporates theoretical and practical approaches for teaching diverse learners, including children with disabilities and those with limited English proficiency. Emphasis on the importance of collaborative learning communities that welcome diversity. Consider their commitment to develop learning communities that respect individual differences and learn to engage in productive, ongoing work with students' family members and caregivers. The second part of a two-part course in literacy. Prerequisites: EDC5105, EDC5110, EDC5158, EDC5120, EDC5215.

### **EDC5225 Mathematics & Science Instruction for Inclusive Education** 3 credits

Examine elementary science and mathematics instruction and the NJCC standards for science and mathematics. Use contemporary research in student motivation, multiple intelligences, cognition, and comprehension of mathematical and scientific processes (e.g., the work of Midgett, Trafton and Stephen Bloom in math instruction, Dunn and C. Hunter in science instruction) to inform strategies for differentiated instruction. Create instructional activities with adaptations for diverse learners and practice modifying instruction and materials for students with disabilities. Prerequisites: EDC5105, EDC5110, EDC5115, EDC5158.

### **ED5230 Secondary Subject Instruction in Inclusive Education** 3 credits

Investigate standardized and functional assessment, curriculum planning, learning environments, modifications for students with disabilities, and theories of learning and their application to the teaching process in an inclusive setting in the secondary school. Emphasis on the integration of curriculum areas, critical and creative thinking skills, problem solving, questioning techniques, and process skills in the secondary school.

Consider Bruner's model of discovery learning and Bandura's theory concerning people's conceptions about themselves and the nature of things are covered. Create instructional activities that assist diverse learners in the achievement of the NJCCCS and learn to develop learning communities that respect individual differences and to engage in productive, ongoing work with family members and caregivers. Prerequisites: EDC5105, EDC5110, EDC5158, EDC5120.

### **EDC5301 Nature & Needs of Individuals with Autism & Pervasive Developmental Disorders** 3 credits

Review autism spectrum disorders including differential diagnosis of autism, Asperger syndrome, Rett syndrome, childhood disintegrated disorder, and pervasive developmental disorder not otherwise specified. Study characteristics of individuals as manifesting in different degrees of autism from early childhood through adolescence. Explore theories of etiology, development, behavior, neurological issues, theoretical perspectives, and implications for family impact.

### **EDC5302 Strategies for Teaching Students with Autism & Developmental Disabilities** 3 credits

Review curriculum development and research validated methods of instructing students with autism and developmental disabilities from early childhood through adolescence across ability levels. Study applied behavior analysis (ABA), its development, and application to autism spectrum disorders including discrete trial, pivotal response, verbal behavior, natural environment teaching, incidental teaching, and use of functional analysis to develop behavior intervention plans. Learn to apply basic principles of ABA to the classroom, including reinforcement, prompting, chaining, shaping, fading, stimulus control, generalization, and maintenance. Explore additional educational approaches to teaching students with autism and developmental disabilities, and the need for selecting research based treatments. Includes an introduction to collaborative partnerships with families, school personnel, and community. Prerequisite: EDC5301.

### **EDC5303 Social Communication Interventions for Students with Autism Spectrum Disorders** 3 credits

Study typical and atypical language development, including behavioral, biological, cognitive, and perceptual bases of language will be discussed. Explore the use of augmentative communication devices (high and low-tech) and sign language with individuals with autism. Includes approaches for addressing social communication needs of students throughout the range of autism spectrum disorders. Prerequisite: EDC5301.

### **EDC5304 Assessment and Curricular Interventions for Autism Spectrum Disorders** 3 credits

Review assessment tools commonly used with students with autism spectrum disorders, including observational methods, rating scales, standardized tests, developmental curricula and other child study team assessment approaches. Examine the application of functional assessment techniques in the development of individual education plans and daily instruction. Investigate progress monitoring techniques, including the NJ Alternate Proficiency Assessment. Prerequisite: EDC5301.

### **EDC5305 Treatment & Intervention for Asperger Syndrome** 3 credits

Study characteristics, learning traits, assessment, and intervention for children and adolescents with Asperger syndrome. Compare Asperger syndrome and high functioning autism and explore curricula and strategies for pragmatic and social skill deficits. Learn to apply these strategies in a variety of settings including the mainstream environment.

### **EDC6080 Student Teaching** 12 credits

Demonstrate the integration of content knowledge, an understanding of students, an ability to create effective instructional environments, and other professional knowledge and attributes through this capstone

experience. Student teaching is a full-time 15-week experience in an inclusive setting and is required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with student teaching, candidates attend biweekly student teaching seminars and develop portfolios that demonstrate they meet the New Jersey Professional Standards for Teachers and that their teaching is guided by the New Jersey Core Curriculum Content Standards. Prerequisites: EDC6313. Applications for 90-hours field experience are due March 1 for fall placements and October 1 for spring placements.

### **EDC6081 Supervised Field Experience in Library Media Services** 3 credits

Study and participate in the first-hand, daily workings of the library/media center. in this capstone course for candidates in the Associate School Media Specialist program. Includes evaluation, development, acquisition, and management of the collection integrated with the total educational program as outlined in the New Jersey Core Curriculum Content Standards and related agencies. Demonstrate the knowledge, skills, and values of appropriate library media and learning standards.

### **EDC6084 Reading Practicum** 3 credits

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

### **EDC6090 and EDC6091 Internship in Administration & Leadership I & II** 6 credits

Apply leadership and management knowledge and skills learned in the Masters of Arts in Administration and Leadership program to the practice of educational administration in this two-part capstone experience. Prepare a reflective written, culminating report and a portfolio describing the internship experience. The report, portfolio, and preparation process are described in the program's Guidelines for the Internship. Candidates are guided through the internship by assigned university professors and by local school district administrators and supervisors. Course is aligned with the Interstate School Leaders Licensure Consortium Standards and the New Jersey Standards for school Leaders. Prerequisites: EDC5010, EDC5013, EDC5014, EDC5101, EDC5102, EDC6101, EDC6102 and EDC6401

### **EDC6092 & EDC6093 School Counseling Internship I & II** 6 credits

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

### **EDC6095 & EDC6099 Project Applied Thesis I & Project Applied Thesis II** 6 credits

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

### **EDC6101 Organizational Leadership Theory in the Inclusive Schools** 3 credits

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

### **EDC6102 Organizational Leadership Practice in the Inclusive School** 3 credits

Build on the view of schools as open social systems in this second organizational leadership course for candidates in the administration and leadership program. Explore this useful model for understanding schools as complex learning organizations and for guiding the actions of school leaders. Emphasis on the need for stability in an organization and for routine management tasks and functions required of school administrators. Evaluate core administrative functions including strategic planning, organizing, and staffing are considered within the social systems model for 21<sup>st</sup> century learning institutions. Examine best practices and sound educational research that lead to achievement for all students and learn strategies to create a culture of high expectations for organizational success. Application exercises are provided through case study vignettes. Prerequisite: EDC6101.

### **EDC6103 Data-Based Strategies for Decision Making** 3 credits

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

### **EDC6104 Financial Management** 3 credits

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

### **EDC6151 Educational Foundations of the 21<sup>st</sup> Century** 3 credits

Study the philosophical, psychological, sociological, and historical influences on American educational and social issues in the 21<sup>st</sup> century. Demonstrate an understanding of 21<sup>st</sup> century skills and the role of technology in a presentation. Review behavioral, cognitive, constructivist and emerging theorists' perspectives. Apply skills learned in earlier courses to produce original individual and group presentations on the paradigms of teaching and learning through technology in the 21<sup>st</sup> century.

### **EDC6152 Contemporary Curriculum Development Implementation** 3 credits

Analyze contemporary curriculum development, design, implementation, and evaluation as they relate to the integration of technology in the classroom. Study the educational implications of technology-based curricular design trends and universal design systems for differentiated instruction. Demonstrate knowledge, skills, and values aligned with appropriate technology and learning standards through presentations.

### **EDC6153 Structures, Systems & Strategies of Research** 3 credits

Explore methods of conducting educational research and apply and assess qualitative and quantitative research methods using electronic and other media. Prepare a project proposal that includes an introduction and review of the literature.

### **EDC6154 Instructional Technology Planning & Implementation I** 3 credits

Study the relationship between constructivist student learning systems, teacher productivity, professional growth, and the educational benefits of technology in the classroom. Demonstrate knowledge, skills, and values aligned with appropriate technology and learning standards through a seminar participation and reflective journal writings.

### **EDC6155 Instructional Technology Planning & Implementation II** 3 credits

Review studies on authentic assessments and evaluation methods used in technology-based programs. Study effective implementation and communication systems for equity and diversity in learning and demonstrate knowledge, skills, and values aligned with appropriate technology and learning standards through their seminar participation and reflective journal writings.

### **EDC6201 Assessment and Diagnosis of Reading Problems and EDC6202 Research-Based Techniques for the Correction of Reading Problems** 3 credits each

This two-part pre-practicum course includes intensive study of specific techniques for assessing, interpreting, and diagnosing problem areas in reading/writing as well as the design, alignment and implementation of instructional intervention, corrective processes, and programs to assist non-reading and struggling readers. Study the works of Clay, Goodman, and Snow. Demonstrate intervention recommendations for parents/caregivers and school instructional personnel through the research, analysis, and writing of three student literacy case studies, one of which should be on either an ESL or an LEP student. Prerequisites: EDC 5201, EDC5202, EDC5203, EDC5204.

### **EDC6301 Foundations of School Counseling** 3 credits

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

### **EDC6302 Theory & Procedures of Counseling** 3 credits

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

education classification system used by school districts.

### **EDC6303 Counseling & Interview Techniques** 3 credits

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

### **EDC6304 Career Counseling & Development** 3 credits

Study the effects of globalization on the world of work and study current research in career development. Emphasis on Holland’s personality types and work environments perspective—a theoretical framework routinely represented in a number of interest inventory result reports. Practice test interpretation skills, especially as they relate to understanding the relationships between abilities and interests. Use the *Occupational Outlook Handbook* and other relevant sources of career information to explore useful information (educational requirements, salary ranges, etc.) regarding specific occupations. Prerequisite: EDC6301.

### **EDC6305 School Counseling Seminar I** 3 credits

Develop an understanding of and commitment to the American School Counselor Association’s ethical standards. Review and assess the application of counseling skills covered in earlier coursework as these skills relate to the varied tasks of today’s school counselor. Requires 150 hours of supervised relevant school counseling experiences. Meet on a regular basis with a GCU mentor to reflect on and improve school-based experiences. Prerequisites: EDC6301 and EDC6302.

### **EDC6306 School Counselor Seminar II** 3 credits

Refine counseling skills in the school setting by completing 150 hours of supervised experiences. Demonstrate continued adherence to ethical standards through skilled work with individuals, groups, and families using knowledge of assessment, collaboration, and practical counseling skills covered in previous courses. Demonstrate technological competency by using school-based student data management systems and school communication systems. Prerequisite: EDC6305.

### **EDC6313 Co-Planning & Co-Teaching for Inclusive Education**

3 credits

Apply knowledge, skills, and attitudes for promoting learning by planning and managing instruction during a 90-hour field experience in an inclusive classroom. Practice establishing partnerships between the general education teacher and the inclusion teacher, as well as among other school personnel, children’s family and caregivers, and community-based service providers to create effective learning environments for diverse learners. This is the last class prior to student teaching. Applications for 90-hours field experience are due March 1 for fall placements and October 1 for spring placements. Prerequisites: EDC5105, EDC5110, EDC5158, EDC5115 or 5120, EDC5206, EDC5210 or 5215, EDC5211 or 5220, EDC5225 or 5230.

### **EDC6401 Supervision & Leadership of Instruction & Learning**

3 credits

Review the strategies, problems, and trends in instructional supervision, including an analysis of the function of the supervisor/principal/school administrator in improving instruction and learning in an organization. Building on the foundation in supervision presented in EDC5102, research the use of technology to interact with school leaders as well as for the organization and reporting of data related to school supervision. Examine the practical application of supervisory tasks in the areas of

instructional supervision, curriculum development, and organizational staff development, including consideration of ethical and legal obligations of the school leader. Explore non-classroom supervision related to personnel, who support the education al mission of the school and thereby influence learning outcomes. Develop supervisory approaches based on mandates and best practices. The second supervision course for candidates in the administration and leadership program. Prerequisites: EDC5102.

### **EDC7001 Diagnosis & Assessment of Learning Problems** 3 credits

Study the nature and cause of learning problems. Formulate an evaluation plan for educational assessment, administering and interpreting technically sound and culturally responsive standardized instruments. Develop findings in written reports of assessments. Determine educational levels, underlying deficits; learning styles using functional assessment procedures, including the Response to Intervention model. Consider methods of diagnosis based on evidence available from each child study team member and reporting diagnostic findings. Prerequisite: EDC5037.

### **EDC7002 Remediating & Accommodating Learning Disabilities**

3 credits

Learn to interpret evaluation data for identification of and planning for students with learning problems. Emphasis on analysis of diagnostic test batteries to make decisions regarding eligibility and instructional planning and accommodating students in inclusive settings. Study legal issues related to the responsibility of the Child Study Team including the requirements of a free appropriate public education, least restrictive environment, the determination of eligibility and the development of Individual Educational Plans. Through the use of case studies, apply diagnostic skills to make recommendations for corrective techniques through IEP development. Prerequisite: 7001.

### **EDC7003 Data-Based Interventions in the Collaborative Classroom**

3 credits

Investigate the relationship between authentic, classroom-based assessment and remediation of basic skills for children with learning difficulties and diverse learning needs in the general education classroom. Investigate a variety of assessment and instructional techniques to determine and implement appropriate research-based accommodations and modifications for students with learning differences. Explore research-based corrective methods, materials related to remediating basic skills, and the requirements of the CCSS in the school and classroom environment. Explore theoretical models of collaboration along with practical strategies needed for profitable classroom and program collaboration.

### **EDC7005 Collaboration Theory and Practice** 3 credits

Educating students with special needs in the general education classroom requires professionals to collaborate with one another as well as with parents and advocates. In addition to learning the theoretical basis for collaboration, learn the practical steps needed for profitable collaboration. Apply newly acquired knowledge by participating in simulation experiences and projects requiring the use of collaborative consultation.

### **EDC7801 Practicum in Learning Disabilities** 3 credits

This culminating course in the LDTC certification program provides th 100 hours of supervised field experience in applying the theoretical and practical concepts of learning disorders to assessment and program planning. Function as the LDTC on a child study team under the mentorship of a certified learning consultant. Apply the knowledge, skills, and values garnered throughout the program to assist in the diagnostic process from referral through program planning. Emphasis on planning for the education of students with disabilities in the New Jersey Core Curriculum Content Standards in the least restrictive environment through collaboration between general and special educators and through the provision of accommodations and modifications. Discuss and review presentations relevant to the field of diagnostics, special education law,

and collaborative theories. Should be taken during the last semester.  
Prerequisites: EDC7001 & 7002.



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## COURSE AHEAD INSTRUCTORS

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M.A., New York University in Madrid, Spain  
B.A., Long Island University in CW Post College

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M.A., University of Notre Dame

Eileen Doran, *Lecturer in Biology*  
M.T.S., Catholic University of America  
B.S., College of Saint Elizabeth

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M.B.A., B.S., St. John's University

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B.A., Seton Hall University

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B.A., Monmouth University

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M.A., St. Mary's Seminary and University

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## ASSOCIATE FACULTY IN MEDICAL TECHNOLOGY PROGRAM

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Louis J. Zinterhofer, M.D., *Medical Adviser Monmouth Medical Center Long Branch, New Jersey*

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## ATHLETICS STAFF

Adrienne Ballingal, *Head Tennis Coach*

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Jess McKewn Dannelly, B.S., *Head Softbal Coach/Community Outreach & Engagement*

Kevin Drew, M.A., *Certified Athletic Trainer*

Joseph Friedrich, Jr., B.S., *Head Athletic Trainer/Coordinator of Sports Medicine*

Brett Harvey, B.A., *Head Coach Women's & Men's Track & Field and Cross Country Coach/*

Ashley Johnson, B.S., *Assistant Lacrosse Coach*

Kerwin Lanz, M.Ed., *Head Cross Country Coach/Assistant Track & Field Coach*

Laura Liesman, M.S., *Director of Athletics and Recreation*

Christopher McKibben, B.A., *Associate Director of Athletics Communications and Orpertations*

James R. Moore, Jr., M.Ed., *Head Soccer Coach*

Ann Murdock, B.S., *Assistant Volleyball Coach*

Joseph Napoli, *Assistant Track & Field Coach*

Christine Novatin, B.S., *Assistant Softball Coach*

Daniel Sempkowski, M.Ed., *Head Volleyball Coach*

Matthew Smith, B.S., *Assistant Basketball Coach*

Amy Stainton, B.A., *Assistant Soccer Coach*

Mary Williams, B.A., *Associate Director of Athletics for Compliance & Student Welfare*

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## SPECIAL PROGRAMS

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Gwendolyn L. Bennett, B.A., *Counselor*

Doris Overton, M.A., *Senior Recruiter/Financial Aid Counselor*

Celia D. Younger, M.Ed., *Director*

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Adrienne Morton, Ph.D., *Director of Student Support Services*

Benjamin G. Pulcrano, M.A.T., *Science Instructor*

Patricia Torlucci, B.S., *Tutor/Lab Coordinator*

Joyce Toll, M.Theo., *Academic Support Specialist*

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Janice Auth, *Enrollment Information Specialist*

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Carole Demetriades, M.A., *Associate Director of Admissions/Transfer Counselor,*

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