

GRADUATE CATALOG 2019–2020



GEORGIAN COURT UNIVERSITY

THE MERCY UNIVERSITY OF NEW JERSEY

ACADEMIC CALENDAR

Fall 2019 Semester

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| Classes begin (Main and 7.5wk1 Session) | Monday, August 26 Saturday M.B.A 7.5wk1.: 9/7, 9/14, 9/21, 9/28, 10/5, 10/12, 10/19 |
| Convocation | Thursday, August 29 |
| Labor Day Holiday Break (no classes) | Monday, September 2 |
| Mercy Day Mass | Tuesday, September 24 |
| Columbus Day Holiday Break (no classes) | Monday, October 14–Tuesday, October 15 |
| 7.5wk1 Session Ends | Monday, October 21 |
| 7.5wk2 Session Begins | Tuesday, October 22 Saturday M.B.A. 7.5wk2: 10/26, 11/2, 11/9, 11/16, 11/23, 12/7, 12/14 |
| Thanksgiving Holiday Break (no classes) | Wednesday, November 27–Sunday, December 1 |
| Study Day (no classes) | Tuesday, December 10 |
| Final Assessments (Main and 7.5wk2 Session) | Wednesday, December 11–Tuesday, December 17 |
| (Snow Date for Final Assessments) | Wednesday, December 18 |

Winter 2020 Session

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| Classes Meet | 12/18–12/20, 1/2–1/3, 1/6–1/10, 1/13–1/17 |
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Spring 2020 Semester

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| Classes begin (Main and 7.5wk1 Session) | Tuesday, January 21 Saturday M.B.A. 7.5wk1: 1/25, 2/1, 2/8, 2/15, 2/22, 2/29, 3/14 |
| Mass of the Holy Spirit | Tuesday, February 11 |
| Spring Break (no classes) | Sunday, March 1–Saturday, March 7 |
| 7.5wk1 Session Ends | Monday, March 16 |
| 7.5wk2 Session Begins | Tuesday, March 17 Saturday M.B.A. 7.5wk2: 3/21, 3/28, 4/4, 4/18, 4/25, 5/2, 5/9 |
| Critical Concerns Week | Monday, March 23–Thursday, March 26 |
| Easter Break (no classes) | Thursday, April 9–Monday, April 13 |
| Follow Monday Class Schedule | Wednesday, April 15 |
| Faculty Development Day/Study Day (no classes) | Tuesday, May 5 |
| Final Assessments (Main and 7.5wk2 Session) | Monday, May 11–Friday, May 15 |
| Baccalaureate Mass, Commencement Ceremony & Reception | Wednesday, May 20 |

Summer 2020

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| Summer 1–6 Week | Tuesday, May 26–Saturday, July 4; Holiday: Saturday, July 4 Saturday M.B.A.: 5/30, 6/6, 6/13, 6/20, 6/27 |
| Summer 1–7 Week | Tuesday, May 19–Saturday, July 4; Holiday: Saturday, July 4 |
| Summer 1–12 Week | Tuesday, May 26–Saturday, August 15; Holiday: Saturday, July 4 |
| Summer 2–6 Week | Monday, July 6–Saturday, August 15 Saturday M.B.A.: 7/11, 7/18, 7/25, 8/1, 8/8, 8/15 |
| Summer 2–7 Week | Monday, July 6–Saturday, August 22 |

Catalog dates were accurate as of the time of printing. Please verify academic calendar dates by accessing the online academic calendar published under the Academics menu at georgian.edu.

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I: GENERAL INFORMATION

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.

NOTICE OF NONDISCRIMINATION POLICY

Georgian Court University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability,

performance, or qualifications as determined by university policy or by state or federal authorities. It is the policy of the university to maintain an academic and work environment free of discrimination, including harassment. It is a violation of this policy to discriminate if the basis of that discriminatory treatment is, in whole or in part, the person's race, creed, religion, color, national origin, nationality, ancestry, age, gender (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, mental or physical disability, military service or veteran status, or any other basis that is protected under applicable law.

Further, the university is committed to creating an environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment in which people are treated with dignity, decency, and respect. Acts of intolerance violate the principles upon which Georgian Court is built and serve to destroy the fabric of the society we share. Such actions not only do untold and unjust harm to the dignity, safety, and well-being of those who experience this pernicious kind of discrimination but also threaten the reputation of the university and impede the realization of the university's educational mission.

Georgian Court University encourages reporting of all perceived incidents of discrimination or harassment. It is the policy of the university to promptly and thoroughly investigate such reports. Retaliation against any individual who reports discrimination or harassment or who participates in an investigation of such reports is prohibited. Inquiries concerning this policy may be directed to the Office of Human Resources, Georgian Court University, 900 Lakewood Avenue, Lakewood, NJ 08701-2697.

GRADUATE STUDY AT GEORGIAN COURT UNIVERSITY

GCU's graduate programs 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.

Georgian Court University offers more than 10 graduate degree programs with numerous areas of concentration and certification. Programs are delivered through day and evening classes, as well as through online, and

accelerated classes that allow students who work full time the opportunity to achieve academic goals or participate in professional development.

Georgian Court University offers graduate programs and classes at the main campus in Lakewood, online, and at other locations in New Jersey. To arrange a visit, call the Office of Graduate and Professional Studies at 732-987-2770. Visit GCU at georgian.edu or write to Georgian Court University, 900 Lakewood Avenue, Lakewood, NJ, 08701-2697.

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 continued 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 go fully co-ed. This historic move expanded GCU's Mercy education to a more diverse audience and resulted in a Fall 2013 class of 275 entering freshmen.

In 2015, the GCU Board of Trustees named Joseph R. Marbach, Ph.D., as its new president, making Dr. Marbach the first man and first layperson to permanently lead GCU. He was inaugurated in October 2015 during a week of events and activities reflecting the theme, "Transformation through Catholic Education."

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.

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 building "outside the gates"
- 1931 Kingscote acquired
- 1940 Kearney House added, first called the Campus Club, then the Music Center; known now as Lake House
- 1951 Farley Memorial Library constructed to house The Court's growing scholarly collection
- 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 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
- 1993 Completion of new library and student lounge complex
- 1993 Approval of Master of Arts in Counseling Psychology and school psychologist certification
- 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
- 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

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| 2005 | <p>Dorothy Marron University Community Chapel completed</p> <p>Completion of two-story Audrey Birish George Science Center</p> <p>Purchase of the Eighth Street house on Lakewood Avenue</p> <p>Purchase of a residence on Fourteenth Street to serve as the president's house</p> | <p>Faculty and students visit 29 countries through GCU's growing global education program</p> <p>After 14 years as president, Sister Rosemary E. Jeffries announces plans to step down at the end of the 2014–2015 academic year</p> |
| 2006 | Completion of expansion of the Court Café | |
| 2007 | <p>Purchase of the Ninth Street house</p> <p>Approval of three new undergraduate majors in dance; tourism, hospitality, and recreation management; and exercise science, wellness, and sports</p> | <p>A new postbaccalaureate online certificate in Mercy spirituality is approved for launch</p> <p>GCU wins a Governor's Environmental Excellence Award, recognizing its environmental, academic, and community efforts</p> |
| 2008 | <p>Completion of the Wellness Center</p> <p>Approval of a Bachelor of Science in Nursing</p> <p>Launch of GCU's year-long Centennial celebration</p> | GCU Lions add men's lacrosse, with competition beginning in 2016 |
| 2009 | Accreditation of teacher education and school leadership programs by the Teacher Education Accreditation Council (TEAC) | <i>Money</i> magazine names GCU among its Best Colleges for Your Money and <i>Washington Monthly</i> magazine adds GCU graduate programs to its list of Best Bangs for the Buck |
| 2010 | Approval of undergraduate and graduate programs in early childhood (P–3) education | |
| 2011 | Launch of M.S. in Homeland Security (now M.A. in Criminal Justice and Human Rights), M.A. in Applied Behavior Analysis, and B.A. in Latino/a and Business Studies (now B.A. in Latino Business Studies) | The GCU Board of Trustees announces Joseph R. Marbach, Ph.D., as GCU's next president, beginning July 1 |
| 2012 | Approval of B.A. in Digital Design and B.F.A. in Graphic Design and Multimedia; launch of GCU's 100% online master's program in Holistic Health | 2016 The GCU School of Business and Digital Media changes its name to reflect new marketplace emphasis on digital technology |
| 2013 | <p>GCU becomes fully coeducational, opening all classes and student life programs to men, and adds men's track and field (indoor and outdoor), basketball, and soccer</p> <p>The GCU-Meridian Health School of Nursing is accredited by the Commission on Collegiate Nursing Education.</p> <p>Entering freshman class totals 275 students, outpacing 2009 record of 253 freshmen</p> <p>The university secures \$8.4 million in state bond funding to upgrade and renovate campus buildings and classrooms</p> | <p>The university's new Applied Behavior Analysis Clinic, an outgrowth of the ABA graduate psychology program, launches and offers services to the general public</p> <p>GCU partners with the K–12 Alliance (KTA) on select graduate education programs, positioning GCU for growth at off-site locations in Monmouth, Union, Essex, and Ocean counties</p> <p>GCU is named in the top 10 percent of <i>The Economist's</i> value-added college rankings given higher-than-expected median earnings of \$45,700 for GCU graduates in the first decade after college</p> <p>GCU strengthens its ties to Catholic education by launching the Catholic Schools Initiative; the effort includes additional scholarship funding and book awards for area Catholic high school students</p> |
| 2014 | <p>GCU-Brookdale Community College Guaranteed Admissions Initiative is announced</p> <p>The International Collaboration Center opens in Farley Center, allowing GCU to conduct asynchronous lectures, projects, and presentations worldwide</p> | GCU's partnership with Brookdale Community College is expanded, giving students the option of earning undergraduate English, education and psychology degrees from GCU@Hazlet |

- Approval of new business majors in finance, management, and marketing
- 2017 GCU graduates its first fully coeducational undergraduate class with nearly 400 students
- The U.S. Department of Education awards \$1.99 million to GCU for "Chart the Course" to improve retention and graduation rates
- The university's Catholic partnerships rapidly expand to include Trenton Catholic Academy, Holy Spirit High School, Union Catholic, Donovan Catholic, St. John Vianney, Immaculate Conception, and others
- GCU@Hazlet adds business and interdisciplinary studies programs. GCU enters an agreement with Cumberland County College to offer the Bachelor of Social Work (B.S.W.) through GCU@Cumberland
- 2018 GCU expands its partnerships with schools such as Raritan Valley Community College (RVCC), Middlesex County College, Immaculata High School (Somerville), and Cathedral High School (Manhattan)
- GCU is the Greater Toms River Chamber of Commerce's Nonprofit Partner of the Year
- GCU@Hazlet announces an R.N. to B.S.N. program, a B.S.W. program for aspiring social workers; and an M.B.A. program
- Approval of B.S. in Health Sciences and B.A. in Health Profession Studies
- GCU is one of 100 colleges named to Phi Theta Kappa's 2018 Transfer Honor Roll, and is recognized by Abound as one of the nation's top colleges for adult learners
- At #39, GCU is in the top 15 percent of regional college and university rankings in *Washington Monthly's* Best Bang for the Buck Colleges, which focuses on institutions that improve social mobility among students
- GCU student-athletes take first place among all NCAA Division II teams nationwide in Helper Helper community service competition
- Faculty, students, and staff invest 120,704 hours in volunteer activities
- 2019 Launch of *The Strategic Compass . . . for an Even Better Tomorrow* with four focal points: academic excellence, the student experience, revenue generation and diversification, and operational efficiency

Approval of Psy.D. in School Psychology, the university's first doctoral degree

Approval of M.A. in Higher Education and Student Affairs Administration

His Royal Highness The Prince Edward, Earl of Wessex, plays the historic game of court tennis at GCU. The visit, promoting the Duke of Edinburgh's leadership program for young adults, generates \$4.8 million in media coverage

The Middle States Commission on Higher Education makes its re-accreditation visit, following GCU's comprehensive self-study

Approval of five new undergraduate student learning goals, based on GCU's Bridge General Education program

Launch of Apollo Fountain restoration project with two gifts of \$50,000 each; full plan is created to repair and upgrade the iconic fountain

First students graduate from GCU@Cumberland's B.S.W. program

The GCU Lions rake in five championships for women's lacrosse, women's outdoor track and field, softball, men's lacrosse, and men's outdoor track and field

ACCREDITATIONS & 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 Office of the Secretary of 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 Accreditations & Approvals

Clinical Mental Health Counseling Program
Accredited by: Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314. The CACREP is a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

Counseling Center

Accredited by: International Association of Counseling Services, Inc., 101 S. Whiting Street, Suite 211, Alexandria, VA 22304

Nursing Program

Accredited by: Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036. The CCNE is a specialized accrediting agency recognized by the U.S. Secretary of Education. Also accredited by: New Jersey Board of Nursing, P.O. Box 45010, Newark, NJ 07101

School of Business & Digital Media

Business Administration, Finance, Management, Marketing, and M.B.A. programs

Accredited by: Accreditation Council for Business Schools & Programs, 11520 West 119th Street, Overland Park, KS 66213. The ACBSP is a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

School of Education Teacher Education and Administration and Leadership Programs

Accredited by: Teacher Education Accreditation Council (TEAC), One Dupont Circle, Suite 320, Washington, DC 20036-0110

School Psychology Program

Approved by: National Association of School Program Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814

Sister Mary Grace Burns Arboretum

Accredited by: ArbNet Arboretum Accreditation Program, c/o The Morton Arboretum, 4100 Illinois Route 53, Lisle, IL 60532

Social Work Program

Accredited by: Council on Social Work Education Commission on Accreditation, 1701 Duke Street, Suite 200, Alexandria, VA 22314-3457. The CSWE is a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

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 Office of the Secretary of 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. Attempts to resolve complaints regarding GCU should always occur first using processes internal to GCU (see georgian.edu/heoa for links to specific processes). Complaints that cannot be resolved by following those processes can be filed by contacting the appropriate 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 georgian.edu/heoa.

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 (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 University, Gwynedd Valley, PA
Maria College, Albany, NY
Mercyhurst University, Erie, PA
Misericordia University, Dallas, PA
Mount Aloysius College, Cresson, PA
Mount Mercy University, Cedar Rapids, IA
Saint Joseph's College of Maine, Standish, ME
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

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 home to the Sister Mary Grace Burns Arboretum and is a National Historic Landmark with 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.

Located just south of Maria Hall is a touch of the Orient: The **Japanese Garden**. This garden features traditional stone lanterns, a 1910 teahouse, several footbridges, a variety of 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, receptions, and other events.

The **Gatekeeper's Lodge**, which is designed to complement the Mansion in style, is tucked just inside the Seventh Street Gate.

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, a computer lab, classrooms, GCU's Applied Behavior Analysis Clinic, and GCU's 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 over 160,000 books, other print materials, more than 780 serial subscriptions, and over one-half million microforms. This modern 44,000-square-foot building provides computer labs, an audiovisual preview room, a multimedia studio, 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, maps, elementary and secondary curriculum materials, courtesy borrowing cards, and the Georgian Court University archives. Access to collections is through the OCLC WorldShare Management Services 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 building also houses the Writing Center, the Office of Career Services, and the Academic Development and Support Center.

Jeffries Hall 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 Jeffries Hall 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 Digital Media and the Department of Psychology and Counseling. Farley Center features the International Collaboration Center, which is ideal for meetings, teleconferences, and global presentations.

Other buildings on the campus proper include **Mercedes Hall**, home to several classrooms, and **Mercy Center**, which houses the Office of Student Accounts and the Office of the Registrar.

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 students in the Honors Program and visiting faculty.

At the north end of the Raymond Hall Complex is **McAuley Heritage Center**, formerly the 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. Also, special Masses are sometimes held in **St. Stephen's Chapel** inside the Mansion.

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 field, professional-quality dance studios, an exercise science lab, fitness facilities, a garden featuring over 60 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 men's and women's 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. GCU's turf field was constructed in 2015. The project included a 103,917-square-foot conversion of the university's longtime grass field for soccer and lacrosse.

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. The Mercy Garden, a community vegetable garden maintained by GCU, is adjacent to Saint Catherine Hall.

Mercy Hall is home to members of the University Honors Program. The co-ed residence, where each room includes a private bath, houses approximately 50 students who can take advantage of a spacious first-floor common area. Mercy Hall connects to the Dorothy Marron University Community Chapel.

Dining Facilities

The **Dining Hall**, where students, faculty, and staff can gather for a meal, is located in the Raymond Hall Complex, and the **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 Office of Institutional Advancement and the Office of 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 enrollment offices, including the Office of Undergraduate Admissions and the Office of Graduate and Professional Studies (GPS).

The other buildings on Lakewood Avenue include the former **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 doctoral degree, 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.

A student who receives an offer of admission must acknowledge acceptance by submitting a \$250 nonrefundable deposit. The deposit priority deadline is August 1 for the fall semester and January 1 for the spring semester. Payment of the deposit will begin the enrollment procedures.

Upon receipt of the registration instructional materials, students must make an appointment to meet with their academic advisor(s) or attend an admissions registration event before they can register online.

All students are required to complete the student health form prior to class attendance and/or entry into residence halls. 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:

- **MMR (Measles/Mumps/Rubella):** Two doses. First dose given after 1968 and on or after 12 months of age; second dose separated at least 28 days from first dose. Documentation of immunity (copy of lab report) is also acceptable.
- **Hepatitis B:** All students enrolling with 12 or more credits. Three doses of vaccine, or two doses of adult vaccine in adolescents 11–15 years of age. Documentation of immunity (copy of lab report) is also acceptable.

Note: Students born before 1957 and nonmatriculating students are exempt from these immunization requirements.

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 6 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.

All students are required to complete the student health form prior to class attendance and/or entry into residence halls. Failure to comply will result in the student being placed on “health hold.” (Former students or those with name changes: please contact the Office of Health Services to update health records.)

ADMISSION PROCEDURES FOR INTERNATIONAL STUDENTS IN F-1 STUDENT STATUS

International students who need an F-1 Student Visa must present official documents by May 1 for the fall semester and October 1 for the spring semester. 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 higher on the paper test or 79 or higher on the Internet-based test; OR an International English Language Testing System (IELTS) Academic test score of 6 or higher. Test scores must be from tests taken within the last three years. Students who are native citizens of countries whose principal language is English are not required to provide evidence of English language proficiency. A waiver of the requirement to provide evidence of proficiency may be granted to students who present evidence of at least one year of high-school or higher level education with English as the language of instruction, provided that the student’s performance was the equivalent of a GPA of 2.5 or higher and the English-language education was within the past three years.
2. Transcript evaluation, overall and course by course, completed by World Education Services, P.O. Box 5087, Bowling Green Station, New York, NY 10274-5087 (wes.org). WES does require a fee for translation. Official evaluations must be sent directly from World Education Services to the office of graduate admissions in lieu of official transcripts from countries other than the United States.
3. Georgian Court Financial Support Documentation
4. Georgian Court Health Form
5. Upon acceptance to Georgian Court, students

must submit a nonrefundable tuition deposit of USD \$250.00 before issuance of an I-20 form. Applicants must apply for full-time status (9 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. Upon receipt of the I-20 form, students must pay the U.S. immigration SEVIS I-901 fee. For more information on this fee, please go to fmjfee.com. The student must then visit an embassy or consulate to obtain the visa and receive any additional information. International students may take only one course online per semester if in the United States on a student visa.

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

DEFERRAL OF ENROLLMENT

An accepted student who chooses to forgo enrollment has the option to defer their acceptance. This option is only applicable for matriculating students looking to defer one semester.

In order to defer enrollment, the student must submit their decision and anticipated start date in writing to the Office of Graduate and Professional Studies (GPS). The GPS staff will then update the application status to the appropriate start date. Students who choose to take courses at another institution during the deferment period must reapply to Georgian Court University and submit all updated transcripts. Students who would like to defer longer than one semester will need to reapply but documents already submitted will not need to be resubmitted.

READMISSION OF STUDENTS

Students who have previously enrolled at Georgian Court University but have not completed their intended degree are welcome to return to the university. Depending on official status prior to departure, time away from the university, and enrollment at other institutions during a break, a student must complete the following steps to be considered for reentry into GCU:

Students who have been granted an official leave of absence, have not taken courses elsewhere, will pursue the same major, **and** have not been separated from the institution for more than two semesters should contact the Office of the Registrar at 732-987-2228 to subsequently complete a reactivation form.

Students who have not been granted an official leave of absence, have taken courses elsewhere, will pursue a different major, **OR** have been separated from the institution for more than two semesters should contact the Office of Graduate and Professional Studies at 732-987-2700 to subsequently complete a new application. A nonrefundable \$40 application fee and official transcripts from college(s) attended during the separation are required.

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 New Jersey 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.

Note: GCU's GRE code # is R2274.

NONDISCLOSURE

Failure to submit complete records of all previous academic experience will result in the student's being denied admission, or in the case of nondisclosure or misrepresentation, the rescinding of a previously granted offer of admission.

NOTICE

Once a student confirms their enrollment with a deposit and/or registration of classes, he/she is considered a student of the university and must follow and be governed by the appropriate policies, regulations, and procedures of the university.

III: ACADEMIC PROGRAMS

GRADUATE INSTITUTIONAL STUDENT LEARNING GOALS

Upon successful completion of a graduate program of study, the student will earn a postbaccalaureate degree and/or additional certification, and will evidence the university graduate institutional student learning goals as follows:

- Goal # 1: Knowledge
Learning Outcome: Gain in-depth knowledge, competency, and mastery in field of study through academic and professional experiences.
- Goal #2: Scholarly Inquiry
Learning Outcome: Engage in academic research that includes scholarly inquiry for evidence-based practice and knowledge integration.
- Goal #3: Communication
Learning Outcome: Apply clear and effective oral, written, and technological communication skills appropriate to engagement with general and specialized audiences.
- Goal #4: Ethical Leadership
Learning Outcome: Self-identify as leaders who follow the highest standards of ethics and of the professional field.
- Goal #5: GCU/Mercy Integration
Learning Outcome: Integrate Mercy core values and advocacy related to the Mercy Critical Concerns.

DEGREE, CERTIFICATE & CERTIFICATION PROGRAMS

SCHOOL OF ARTS & SCIENCES

Applied Behavior Analysis

M.A.

Clinical Mental Health Counseling

M.A.

Georgian Court University Certificate
Professional Counselor

Criminal Justice & Human Rights

M.A.

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

School Psychology

M.A. (NASP Approved Program)
Georgian Court University Certificate of
Advanced Graduate Study in School Psychology
Psy.D.

Holistic Health Studies

M.A.
Georgian Court University Certificate
Holistic Health Studies

Theology

M.A.
Georgian Court University Certificates
Mercy Spirituality
Theology

SCHOOL OF BUSINESS AND DIGITAL MEDIA

Business Administration

M.B.A. (Traditional and Accelerated Schedule)
Advanced Admission: B.S./M.B.A.
Georgian Court University Certificates
Business Essentials
Nonprofit Management

SCHOOL OF EDUCATION

Pre-Service Teacher Education Programs leading to Master of Arts in Teaching (M.A.T.) and eligibility for initial New Jersey instructional certification with advanced standing and Teacher of Students with Disabilities endorsement:

- Early Childhood Education (P–3) and Teacher of Students with Disabilities
- Elementary Education K–6 and Teacher of Students with Disabilities
- English as a Second Language and Teacher of Students with Disabilities
- Specific-Subject Education and Teacher of Students with Disabilities

Programs leading to eligibility for instructional endorsements with Master of Education (M.Ed.) option

- Bilingual/Bicultural Education (endorsement only)
- Early Childhood (P–3) Education
- English as a Second Language (ESL)
- Teacher of Students with Disabilities

Educational Services Programs

- Reading/Literacy Specialization (M.Ed.)
- School Counselor (M.Ed.)
- Director of School Counseling Services (post-master's endorsement certificate)

Georgian Court University Certificates

Autism Spectrum Disorders (with M.Ed. option)

Instructional Technology (with M.A.I.T. option)

Master of Arts in Administration and Leadership Programs:

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

Master of Arts in Higher Education and Student Affairs Administration

IV: ACADEMIC POLICIES, PROCEDURES & REQUIREMENTS

APPLICABILITY OF COURSE POLICIES

Unless otherwise indicated, all policies apply to all courses regardless of mode of delivery, location in which the course is taken, or when during the academic year the course is taken.

PROGRAM REQUIREMENTS IN EFFECT

The student is responsible for satisfying all program requirements.

Requirements for a program are determined by the student's date of matriculation into the program.

If changes are made to the requirements of a program, and if those changes would be advantageous, the student may petition the director of the program to be allowed to satisfy the new requirements.

A student in a program that must satisfy external accreditation/certification requirements may have to follow program requirements different from those in effect at the date of matriculation.

If a student stops attending Georgian Court without being enrolled in Maintenance of Matriculation or on an official leave of absence and later returns into the same or a different program, the student will follow program requirements in effect on the date of re-enrollment.

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 a previously granted admission which may result in dismissal from the institution.

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.

ACADEMIC 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 advisor. It is the student's responsibility to seek a conference with her/his advisor 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 the 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.

REGISTRATION

During October and March, 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 georgian.edu.

COURSE LOAD

Course load is defined as:

- 9 credits = full time
- 5 credits = half time
- fewer than 5 credits = less than half time

CERTIFICATE OF EQUIVALENCY (COE)

During a term in which the minimum number of credits for a desired enrollment status is not maintained, certain "equivalent" activities that are directly related to a student's academic (degree, certificate, or certification) graduate program may be considered. The acceptable activities are supervised research/study for the master's degree or practicum/internship/field work (the student must be currently registered in a course defined as such). Other activities must be an integral part of the student's academic program and must be proved by the academic

program director and the Office of the Registrar. Students who have graduated and are not admitted to a second graduate degree, certificate, or certification program and students not enrolled in a graduate degree, certificate or certification program are not eligible.

The properly completed COE form, certified by the student's academic program director, must be filed with the Office of the Registrar, where it will be subject to final approval. The burden of proof and the responsibility of the academic program lie with the student's academic program.

COE forms can only be accepted for degree, certificate, or certification students who are registered in some form, and only during the current term. COE forms must be filed with the Office of the Registrar as soon as possible after registration and are due no later than the close of the drop/add period. The number of hours spent doing approved academic work for which the student is registered in the academic term (fall, spring, winter or summer) is converted to credit equivalents at the rate of 1 credit equivalent for every 37.5 hours in excess of the amount of hours spent doing work for which the student is receiving course credit (for each course credit, a student is expected to spend 37.5 hours per term doing in-class and outside-of-class work). The credit equivalents are then added to the number of credits for which a student is registered to determine the final equivalent status.

GRADING SYSTEM

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 |

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 take the course for credit at a later date.

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 Incomplete 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 six weeks after the end of term and is referenced on the Office of the Registrar's web page and Request for Incomplete form.

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.

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.

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 10 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 10 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 10 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 10 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 10 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 10 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 10 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 10 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 school dean. 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 10 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, school dean, program director and registrar within 10 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 time lines set forth in the appropriate section of the faculty personnel policies volume of the policy manual, which can be accessed at georgian.edu.

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.

Comprehensive Examination

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

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 late fee is applicable to any late application received once the graduating semester has begun. Please refer to the Office of the Registrar's web page for application deadlines.

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. With limited exceptions, only students who have completed all requirements for graduation (including all coursework) 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.

LENGTH OF TIME TO COMPLETE 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 or 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.

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 she or he not complete course requirements within the required time frame, a grade of F will be assigned to the course.

REQUEST FOR TRANSCRIPT

Transcript requests can be made online or in writing to the Office of the Registrar. There is a 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. Both the online request form and the paper Transcript Request form are available on the Office of the Registrar's web page at georgian.edu.

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 or 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.

CANCELLATION OF CLASSES

By an Instructor

On occasion, an instructor may need to cancel class. The instructor will notify the dean, who will have notices posted in various locations on campus, including the room in which the class meets. Commuting students in each course should arrange a "telephone chain" at the beginning of each semester and inform the instructor of the names of the first two students to contact in the event of a cancellation. Those students will then be responsible for notifying other students. Every effort will be made to contact students before they travel to campus.

By the University

Every effort will be made to make cancellation announcements at least two hours before class is scheduled to begin.

Connect-Ed is an emergency notification system that sends time-sensitive notifications to students, faculty, and staff within minutes in case of an emergency or other important announcements. You may receive notices by voicemail, e-mail, and/or text message. Weather-related delays and cancellations will also be announced on the website at georgian.edu, and by recorded phone message at 732-987-2555. Information about cancellations will also be supplied to radio stations NJ101.5, WOBN 92.7, Lite Rock 96.9, The Point 94.3, The Hawk 105.7, SoJo 104.9, Cat Country 107.3, and Magic 98.3, and to television stations News12 New Jersey News (Cablevision 12, Comcast 62, and Optimum 612), NBC4, and Fox 5 Good Day New York.

For classes not held at the GCU main campus in Lakewood, GCU classes will comply with the cancellation/closure decision of the location at which the classes are held.

STUDENTS TAKING COURSES AT AN ENROLLMENT LOCATION OTHER THAN THEIR OWN

Students enrolled at a location other than the Lakewood campus must take all required courses offered through their enrollment location at that location. Exceptions will be made only for extenuating circumstances (e.g., student failed a course at the student's location and to catch up with the student's cohort, student needs to take the same course in Lakewood in the summer). Approval for any exceptions will follow the process outlined below.

Regarding Situations Not Covered Above:

Students who want to take a course based at a location that is not their location and that is closed to students from their location can enroll in the course with the approval of their academic advisor. Before giving approval, the academic advisor should ensure that the student will not be taking a seat needed by students who are in the program at the other location. The academic advisor should ask the Office of the Registrar in writing (preferably through e-mail) to enroll the student in the course at the other location, and copy the student and the student's program director in the e-mail.

Tuition & Fees

Students who enroll in a course that is associated with a different location than their enrollment location will be billed according to their enrollment location.

hours to a course. This policy applies to all courses, regardless of mode of delivery.

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. Courses may be taught asynchronously or synchronously. For synchronous courses, the day and time will be listed on the course schedule.

Hybrid: The course is taught 60% or less online using the university's course management system to deliver Internet-based interactive instruction and 40% or more with the instructor in the same room as the students. The percentage that is taught online may vary from course to course. Students are required to come to the classroom for the face-to-face sessions. The days of the week and times that face-to-face sessions are held are listed on the course schedule and/or course outline and in the learning management system.

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.

Face-To-Face: The course is taught 100% face to face with the instructor in the same room as the students all of the time.

On the university's course schedule, OL refers to online courses, HY to hybrid courses, and VTC to video teleconference courses.

All courses adhere to the university's "credit-hour assignments for courses" policy.

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 (50 minutes) of classroom or direct faculty instruction and a minimum of two hours (100 minutes) of out of class student work each week for approximately 15 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. New course proposals are accompanied by sample syllabi/course outlines that show the amount of work, intended learning outcomes, and how achievement of the learning outcomes will be assessed. 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

TRANSFER OF CREDIT

Georgian Court University may accept up to 6 graduate credits from other institutions toward fulfilling the Georgian Court University program requirements. (Exception: A student who has completed an M.A. degree or who has taken graduate courses in counseling or in a field closely related to counseling may transfer up to 30 graduate credits toward the 60 graduate credits required to receive an M.A. in Clinical Mental Health Counseling. This is done on a case-by-case basis, and involves the M.A. in Clinical Mental Health Counseling program director's review of the student's transcript and the student's program course catalog to see which courses would be appropriate substitutes for Georgian Court clinical mental health counseling courses.) 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. Students with military experience and training should have an official copy of their Joint Services (military) transcript, showing ACE credit recommendations, sent to GCU. Courses from all sources 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 georgian.edu. Official transcripts must be sent to the Office of the Registrar within four weeks of completion of the course(s).

Final determination of the acceptance or denial of transfer credit is made by the department chairperson or program director of the field of study for courses in the field of study, by the director of general education for General Education courses, and by the Office of the Provost for general electives.

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.

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 director of global education programs, who should be the first point of contact, and the faculty advisor.

The director of global education programs provides direction for selecting culturally rich and academically sound international experiences, and university approval when selecting Study Abroad sites for the program and/or elective courses in all disciplines. Visit the Office of Global Education online at georgian.edu/global for more information.

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. Students may use State of New Jersey forms of financial aid for some study abroad programs

ACADEMIC EARLY WARNING SYSTEM

The Academic Early Warning System is designed to identify and assist students who may be experiencing challenges to their academic success. The goal of this system is to support students and help them succeed at Georgian Court University. If a student is referred to the system by a faculty member, she or he will be contacted by a member of the Office of Student Success, who will work with her or him to help identify and remedy any barriers to her or his success.

ADD/DROP 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.

COURSE WITHDRAWAL POLICY

The course withdrawal policy that applies to undergraduates is the policy in the Undergraduate Catalog, and the course withdrawal policy that applies to graduate students is the policy in the Graduate Catalog, regardless of whether the course in question is an undergraduate course or graduate course.

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 posted deadline for receiving a grade of "W" 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 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.

Please see separate section below for Withdrawal from University Policy.

LEAVE OF ABSENCE, MAINTENANCE OF MATRICULATION, OR WITHDRAWAL FROM THE UNIVERSITY

Official Leave of Absence

Students experiencing illness, family emergency, military service, job requirements interfering with graduate coursework, or similar factors may apply for an official leave of absence for up to two consecutive main academic terms. The Request for Leave of Absence form will need to be completed and submitted to the Office of the Registrar. A leave of absence permits a student to maintain his or her recorded curriculum at the university if he or 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.

Maintenance of Matriculation

Students who are unable to register for regular courses in a main academic term and are not on an official leave of absence for that term must enroll in the noncredit, ungraded Maintenance of Matriculation course (GRAD555) for that term. Enrollment in Maintenance of Matriculation permits a student to maintain his or her recorded curriculum at the university and access to the university e-mail account, course registration system, and learning management system. Semesters in which the student is registered for Maintenance of Matriculation are calculated as part of the six-year time limit for degree completion. Students may enroll in the Maintenance of Matriculation course for multiple semesters. Students leaving GCU to take courses at another institution are not eligible to enroll in the Maintenance of Matriculation course.

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

Course description for GRAD555 Maintenance of Matriculation: Ungraded, noncredit course for matriculated graduate students who are not on a leave of absence but are unable to register for any other course during a main academic term. Course may be repeated multiple times. Semesters in which the student is registered for Maintenance of Matriculation are calculated as part of the six-year time limit for degree completion. Students leaving GCU to take courses at another institution are not eligible to enroll in this course. Charge for this course is a nominal fee instead of a tuition charge.

Withdrawal from University

If a student decides to withdraw from Georgian Court University, he or she must complete a Request for Official Withdrawal from the University form and submit it to the director of student advocacy and success (Jeffries Hall, Room 101). Graduate students must submit an additional copy of the notification of withdrawal 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 consecutive main terms in either the Maintenance of Matriculation course or another course and are not on an official leave of absence are considered to have voluntarily withdrawn from the institution. Students who have withdrawn from GCU must reapply through the Office of Admissions should they wish to return to the university.

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

ACADEMIC PROBATION & DISMISSAL PROCESS

Academic Probation

A student currently enrolled in a graduate program will be placed on probation if her or 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 6 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.

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 a 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 10 working days of the notice. If the program director is unable to resolve the issue within 10 working days, the issue is appealed to the school dean, who likewise has 10 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 10 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 school dean
- 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 that address the causes of dismissal.

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



ACADEMIC HONESTY

This policy may be changed only by action of the Faculty Assembly. Georgian Court 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 community credibility. The principles of academic integrity demand the commitment of all persons at Georgian Court. Georgian Court expects the highest standards of integrity from its students in their academic pursuits.

Dishonesty in any work is regarded as a serious offense and may result in failure in the course and dismissal from Georgian Court. 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, or any act of aiding and abetting academic dishonesty. In cases where academic integrity is in question, the following definitions and policies shall apply:

1. Cheating is using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Examples of cheating include, but are not limited to, copying homework, copying someone else’s test, or using an unauthorized “cheat sheet.”
2. Fabrication is the falsification of any information or citation in any academic exercise, including, but not limited to, making up a source, giving an incorrect citation, or misquoting a source.

Fabrication includes falsification of information on any application for any academic program.

3. Plagiarism is representation of the work of another as one’s own in any academic exercise. Plagiarism includes failing to give a citation when using work from any other person or source. Work may include, but is not limited to, words, ideas, data, and/or images.
4. 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, but are not limited to, fabricating excuses for behavior such as missing classes, postponing tests, or handing in late papers; or turning in a paper for one class that was originally written for another class.
5. Abuse of resources is damaging any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes, but is not limited to, hiding library materials; removing non-circulating material from the library; failing to return library materials when requested; or hiding or stealing another person’s textbook, notes, or academic resources.
6. Forgery of academic documents is the unauthorized changing or construction of any academic documents such as transcripts, grade books, or work submitted for a course.
7. Sabotage is the damaging or impeding of another’s academic work. Examples include but are not limited to ruining another’s lab work, damaging another’s electronic data, or destroying another’s term paper.
8. Aiding and abetting academic dishonesty is facilitating any act defined above.



PROCEDURES FOR DEALING WITH ACADEMIC DISHONESTY

Any faculty member who perceives or is informed of academic dishonesty initiates the process by first informing the student and attempting to set up a meeting to discuss the evidence and significance of the alleged infraction. If the instructor determines that a penalty (e.g., lowered grade for assignment, 0 for assignment) should be exacted, the incident must be reported to the dean of the school in which the violation occurred. The instructor and the student sign a form describing the alleged infraction, verifying that the meeting took place, and specifying the

penalty that the instructor exacted. Within ten (10) working days of the meeting with the student, the instructor shall submit the signed form, along with the evidence, to his or her school dean, who shall record the names of the student and instructor, the semester and the course, and the penalty that was exacted. The instructor shall also send a copy of the form to the instructor's department chair and the chair or program director of the student's major(s). The school dean shall file documentation in the Office of the Provost. Electronic files are accessible only to individuals authorized by the provost. These records are accessible to deans of all schools.

If the instructor and student are not able to meet, the instructor shall complete the form; the instructor shall inform the student by GCU e-mail about the penalty exacted, if any, and indicate that the infraction has been reported to the school dean. When recording the infraction, the school dean shall consult the confidential records to determine if the student charged with violating the Academic Honesty Policy has been charged with academic dishonesty on one or more prior occasions. If the dean judges that the combined evidence of current and previous infractions warrants, the school dean may exact an institutional penalty such as a plan of academic tutoring and support, suspension, or dismissal. Within ten (10) working days, the school dean shall inform the student by GCU e-mail of any institutional penalty.

If the student does not appeal the charge or the penalty suggested by the instructor and, if applicable, the dean, no further action is necessary. The school dean maintains the records and the evidence until seven years after the student leaves the institution.

Appeals

A student has the right to appeal a charge of dishonesty or the severity of a penalty through an academic integrity panel.

To initiate an appeal, the student must submit a letter of appeal to the dean of students within ten (10) working days of being informed by the instructor or the school dean. The dean of students shall convene the academic integrity panel. Members of the academic integrity panel are chosen from a pool of volunteers who are willing to serve on the committee on an ad hoc basis, based on availability and lack of connection with the case. The panel shall consist of one full-time faculty member from each school, one student from each school, and one at-large full-time faculty member selected by the other panel members. The at-large faculty member shall serve as chair of the panel and votes only if there is a tie. The students and faculty members on the panel are selected from those who regularly take or teach undergraduate or graduate courses, consistent with the accused student's status.

The chair of the panel shall set the time and place of the meeting, which should normally occur within fifteen (15) working days from the date the dean of students receives the written appeal from the student. The panel shall examine the evidence. In the hearing, the student may be accompanied by an advisor of their choice and may call

witnesses but no legal counsel, since this is an academic matter. The advisor may not participate in the hearing. If the meeting is to appeal an instructor's accusation or penalty, the instructor has the option to appear before the panel to explain evidence presented. The instructor may also opt not to attend. The instructor shall have no vote. If the meeting is to appeal an institutional penalty exacted or recommended by a school dean, that dean has the option to appear before the panel to explain evidence presented. The dean may also opt not to attend. The dean shall have no vote.

Hearings shall be recorded or transcribed and kept in the Office of the Dean of Students. A copy of such material shall be available to the student. The chair of the panel shall report the panel's recommendation to sustain or reject the student's appeal with explanation by GCU e-mail and in writing to the provost within two (2) working days. The provost's decision is final and shall be issued within ten (10) working days to the student, with copies sent to the school dean, department chair, faculty member, dean of students, and chair of the panel.

Sanctions

When a student is found in violation of the university's Academic Dishonesty Policy, one or a combination of the following sanctions may be imposed.

- Reduction of grade on the assignment
- Zero on the assignment
- Course grade of F
- Verbal and/or written warning
- Educational remediation
- Counseling remediation
- Probation
- Suspension from the university
- Dismissal from the university

PROCEDURES FOR STUDENT GRIEVANCES OR COMPLAINTS

The official university policy for student grievances or complaints is listed in the Student Handbook, available online at georgian.edu/publications. The guidance offered below is related to how the grievance is managed by the university systems and by key offices and functions.

Stakeholders

| | |
|------------------------------|--------------------------------------|
| Academic Standards Committee | Provost Council |
| Title IX Task Force | Office of Student Accounts |
| Office of Financial Aid | Office of the Registrar |
| Office of Security | Office of Residence Life |
| Office of Student Life | Faculty Advisors & Department Chairs |

Guidance

A student makes a complaint to an office or university official about any number of matters. The university official will refer the student to the appropriate policy for the type of matter and ask the student to follow the policy. In matters where the university official is unclear on the appropriate policy, the student will be referred to the director of student advocacy and success. As a general reference, students should be referred to the office/person that manages the area of complaint (financial aid issue to the director of financial aid, grading issue to the instructor, etc.).

Student grievances submitted anonymously will be addressed by the appropriate official; however, the ability to resolve the matter completely may be obstructed by the limited information shared by the student.

Phase 1: Grievance Record

The university attempts to maintain a record of the number and type of grievances reported by students. After each semester, office managers will collect a list of grievances and outcomes reported through the semester and submit them to the director of student advocacy and success. The list will be collected and annotated into a bi-annual report for the purpose of looking for systemic complaints and grievances that can be addressed. This report of all grievances (not including student names or identifiers) will be reviewed each semester by the Provost Council for consideration of process and policy improvements and changes. The report includes type of grievance, area of concern, the governing regulation/policy, and general outcome.

Phase 2: Adjustment of Policy or Procedure

When there is policy or procedure identified as needing review due to a student grievance, the director of student advocacy and success and the provost, in collaboration, will suggest that a review of the policy or procedure be conducted by the appropriate committee. For example, an academic policy for grading and/or degree earning will be submitted to the Academic Standards Committee, a policy related to residence life would be referred to the Office of the Dean of Students, and a policy for gender-based discrimination would be referred to the Title IX Task Force.

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 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 U.S. 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.

V: FINANCIAL INFORMATION:

GRADUATE PROGRAMS

TUITION & FEES: 2019–2020

Tuition

| | |
|--|-----------------------|
| Tuition..... | \$875 per credit |
| Tuition for Student Teaching (12 credits) | \$16,022 per semester |
| Accelerated Education Grad | \$16,876 per semester |
| M.B.A..... | \$705 per credit |
| KTA Master's Programs in Education..... | \$681 per credit |
| Doctor of Psychology | \$950 per credit |
| Auditing | 1/3 of tuition |

General Fee

| | |
|----------------------------------|--------------------|
| Graduate FT Comprehensive Fee .. | \$484 per semester |
| Graduate PT Comprehensive Fee .. | \$248 per semester |

Special Fees

| | |
|--------------------------------------|-------------|
| Returned Check Fee | \$55 |
| Graduation Fee | \$165 |
| Late Graduation Application Fee..... | \$55 |
| Late Registration Fee | \$27 |
| Change of Schedule Fee | \$17 |
| Parking Fee (full year) | \$193 + tax |
| Parking Fee (half year) | \$96 + tax |
| Transcript Fee per request..... | \$12 |

The charges listed will be in effect for the 2019–2020 academic year. Georgian Court University reserves the right to change its schedule of tuition, fees, and refunds policies at any time.

MANNER OF PAYMENT

Payment can be made with the Office of Student Accounts and via Self Service online with a credit card. Visa, MasterCard, Discover, and American Express are accepted. Credit card payments are charged a processing fee by third-party vendor. Payments in the form of cash, check, or money order can be made at the Office of Student Accounts located in Mercy Center on the main campus. Computers are available in the office to assist students with online payments. All checks should be made payable to Georgian Court University.

Before the beginning of each semester, students will receive a statement from the university setting forth a payment due date. Any charges unpaid after the due date listed will result in a hold on the student's account and a late fee of \$55 assessed. If there are any outstanding balances due to the university, the student will not be allowed to register, obtain transcripts, or receive a diploma until financially cleared with the Office of Student Accounts.

Delinquent accounts will be sent to a collection agency for which all collection and legal fees will be added to the outstanding balance for which the student is responsible.

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 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 Office of Student Accounts 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 mid-July for fall term and mid-December for spring term. Accounts must be settled between the student and the university two 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 nonpayment.

REFUND POLICY

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

Within the 1st week of classes: add/drop period—
no charge

Within the 2nd week of classes: add/drop period—
no charge

Within the 3rd week of classes: 25% of tuition plus all
fees charged

Within the 4th week of classes: 50% of tuition plus all
fees charged

Within the 5th week of classes: 75% of tuition plus all
fees charged

After the 5th week of classes: 100% of tuition plus all
fees charged

General fees and 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. Institutional aid will also be calculated on the percentage used.

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.

MILITARY (TUITION ASSISTANCE [TA]) REFUND POLICY

Up to the 60% point in each period of enrollment, a pro rata schedule is used to determine the amount of funds the student has earned at the time of withdrawal. Georgian Court University refunds the actual percentage of unearned aid up to the date of withdrawal. After the 60% point in the period of enrollment, a student has earned 100% of the aid funds awarded for that period and all aid funds will remain on the student’s account. In instances when a service member stops attending due to a military service obligation, Georgian Court University

will work with the affected service member to identify solutions that will not result in student debt for the returned portion.

MILITARY (TUITION ASSISTANCE [TA]) RETURN OF UNEARNED TA TO THE GOVERNMENT POLICY

Within the first week of classes: 100% returned

Within the second week of classes: 100% returned

Within the third week of classes: 75% returned

Within the fourth week of classes: 50% returned

Within the fifth week of classes: 25% returned

After the fifth week of classes: 0% returned

INTERNATIONAL STUDENT POLICY & PROCEDURES

International Admissions

Deadline for Applications

Fall Semester: May 1

Spring Semester: October 1

Admission Requirements

See Admissions section of catalog.

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.

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.

Deadline for Payments for new students and returning students:

1. A tuition deposit of \$250 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.

INTERNATIONAL STUDENT ADDENDUM

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 georgian.edu for the most up-to-date financial aid information.

Office of Financial Aid
900 Lakewood Avenue
Lake House
732-987-2258 office 732-987-2023 fax
financialaid@georgian.edu

Office Hours

Monday through Friday, 8:30 AM to 4:30 PM;
extended hours on Tuesdays, 4:30 to 7:00 PM

Note: Summer hours may differ.

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 (5 credit hours per semester or a Certificate of Equivalency) in their program. For the purposes of financial aid, Georgian Court University has established that 9 semester credit hours of coursework 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.

VERIFICATION POLICY

Your application for Federal Student Financial Aid may be selected by the U.S. 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 percent 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.

Order of return of Title IV funds

1. Unsubsidized Direct Loans (other than Direct PLUS Loans)
2. Subsidized Direct Loans
3. Federal Perkins Loans
4. Direct PLUS Loans

5. Federal Pell Grants for which a return of funds is required
6. FSEOG for which a return of funds is required
7. TEACH Grants for which a return of funds is required
8. Iraq and Afghanistan Service Grant, for which a return of funds is required

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

FEDERAL FINANCIAL AID PROGRAMS

LOANS

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 and complete the Free Application for Federal Student Aid (FAFSA). 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. On the graduate level, the 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 Unsubsidized 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 \$57,500 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 \$81,000.

[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.

FEDERAL TEACH GRANT

The federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 per year in grants for graduate and undergraduate students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. Graduate students are also eligible for \$4,000 per year (\$8,000 total). Students may receive up to \$16,000 for undergraduate study and up to \$8,000 for graduate study. Part-time students are eligible, but the maximum grant will be prorated based on enrollment. GCU freshmen are not eligible to apply for a TEACH Grant.

As required by the Budget Control Act of 2011 (the sequester law), any TEACH Grant that is first disbursed on or after October 1, 2017, and before October 1, 2018, must be reduced by 6.6 percent from the award amount for which a recipient would otherwise have been eligible; and any TEACH Grant that is first disbursed on or after October 1, 2018, and before October 1, 2019, must be reduced by 6.2 percent from the award amount for which a recipient would otherwise have been eligible.

IMPORTANT: THIS IS A GRANT WITH A SERVICE REQUIREMENT. IF YOU FAIL TO COMPLETE THE FOUR-YEAR TEACHING OBLIGATION YOU WILL HAVE TO REPAY THE GRANT WITH INTEREST!

To receive a federal TEACH Grant you must:

- Complete the Free Application for Federal Student Aid (FAFSA) (although you do not have to demonstrate financial need to receive a federal TEACH Grant).
- Meet the eligibility requirements for federal student aid.
- Be enrolled in a program of study designated as TEACH Grant-eligible. Eligible programs are those that prepare a student to teach in a high need field such as Bilingual Education and English Language Acquisition, Foreign Language, Mathematics, Reading Specialist, Science, Special Education in a school serving low-income students.
- Meet one of the following academic achievement requirements
 - Score above the 75th percentile on a college admissions test (e.g. SAT, ACT, GRE, or
 - Graduate from high school with a cumulative GPA of at least 3.25 (on a 4.0 scale) to receive a grant as a freshman, or
 - Have a cumulative GPA of at least 3.25 (on a 4.0 scale) on your college coursework to receive a grant for each subsequent term.
- Complete TEACH Grant counseling at the GCU Office of Financial Aid.
- Sign a TEACH Grant Agreement to Serve and respond to requests by the U.S. Department of Education confirming your continuing intention to meet the teaching obligation.

TEACH Grant Agreement to Serve and Promise to Pay

Each year you receive a federal TEACH Grant, you must sign a TEACH Grant Agreement to Serve and Promise to Pay (service agreement) that is available electronically on a Department of Education website: studentloans.gov. The TEACH Grant service agreement specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgment by you that you understand that if you do not meet the teaching service requirements you must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were first disbursed.

Teaching Obligation

To avoid repaying the federal TEACH Grant with interest you must be a highly-qualified, full-time teacher in a high-need subject area for at least four years at a school serving low-income students. You must complete the four years of teaching within eight years of finishing the program for which you received the grant. You incur a four-year teaching obligation for each educational

program for which you received TEACH Grant funds, although you may work off multiple four-year obligations simultaneously under certain circumstances. Specific definitions of these terms are included below.

NEW JERSEY STATE GRANT PROGRAM

EDUCATIONAL OPPORTUNITY FUND (EOF)

The Educational Opportunity Fund (EOF) Graduate Grant is designed to increase the number of New Jersey residents from educationally and/or economically underserved backgrounds in graduate or professional study. Students at Georgian Court University (and other private institutions) receive up to a \$2,900 state grant. The grant is renewed, based upon continued eligibility and the availability of funds. **Priority is given to students who participated in EOF programs as undergraduate students.**

Eligible Students

To be considered for an EOF Graduate Grant, a student must meet the following criteria:

- be a New Jersey resident for at least 12 consecutive months—immediately prior to enrollment;
- be accepted as a full-time graduate student to the university;
- have completed the FAFSA; and
- exhibit a financial need, based on the state's criteria for eligibility.

For more information, please contact the EOF office at 732-987-2355.

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 bachelor's degree | 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 Office of 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 10 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 Office of Financial Aid will communicate the committee's decision to the student via e-mail.

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 Brunch (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

Georgian Court University and its students are fortunate to benefit from the generosity of many individuals and organizations. Visit georgian.edu/scholarships for more information, a listing of available scholarships, or to apply for a donor-funded scholarship. The application period opens each academic year on March 1, and applications are due May 1. The Scholarship Review Committee will notify students of their award status by June 30.

Note: Dates and funding amounts are subject to change without notice. A scholarship may be substituted with other institutional funds; this will not change the total amount awarded.

Anne E. Davis-Smith Endowed Scholarship

An award in the amount of \$4,000–\$4,500 each available to students in good academic standing.

Bucklelew Family Endowed Scholarship

An award in the amount of \$2,500–\$3,000 available to a student in good academic standing with proven financial need.

Eleanor Mary Weisbrod Graduate Endowed Scholarship

An award available to graduate students who have displayed academic excellence in the graduate school in any field.

Joseph T. McGovern Scholarship

An award in the amount of \$5,500–\$6,000 available to a student with proven financial need.

Mary Casey Nebus Ph.D. Grant

An award in the amount of \$300 each available to female students, at least 30 years of age, with leadership potential who are committed to philanthropy. Recipients should be graduate students in STEM or Nursing programs and have a minimum GPA of 3.50.

Monmouth-Ocean Development Council Education Foundation Scholarship

An award in the amount of \$500–\$1,000 available to a full time student who is a resident of Monmouth or Ocean County. The recipient must have attended high school in Ocean or Monmouth County have a minimum GPA of 3.00.

Paul DeLaurentis Perpetual Scholarship

An award in the amount of \$2,000–\$5,000 available to a student with proven financial need.

Peter DeLaurentis Perpetual Scholarship

An award in the amount of \$2,000–\$5,000 available to a student with proven financial need.

Sister Mary Joseph Cunningham Memorial Scholarship

An award in the amount of \$3,000–\$3,500 available to a student with proven financial need.

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 nonmatriculated students who require a semester of prerequisites 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 3-credit tuition remission.

Full-Year Graduate Assistants work 1,000 hours per 12-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 website.

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 nonmatriculated 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: CAMPUS LIFE

ATHLETIC & RECREATION PROGRAM

Athletics

Georgian Court offers historically competitive intercollegiate competition in these NCAA Division II sports: men's and women's basketball, cross-country, lacrosse, soccer, indoor and outdoor track and field, and women's softball and volleyball. Georgian Court Athletics competes in the university's Wellness Center and surrounding fields and courts. Admission to all athletic contests is free with a current GCU ID card.

Recreation & Intramurals

The Georgian Court recreation and intramural program seeks to promote good mental and physical health as well as improved personal wellness and social interactions throughout the Georgian Court community by encompassing a variety of activities for participation. 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 have included intramural bowling, KanJam, soccer, and basketball. Noncompetitive activities have included diverse opportunities for wellness workouts in sessions that may include Zumba, yoga, cardio boot camp, hip-hop dancing, martial arts/self-defense, open swim, water aerobics, and court tennis. A state-of-the-art fitness center is available for use by all students with a current GCU ID.

CAMPUS MINISTRY

The Office of Campus Ministry is located on the first floor of Mercy Hall. The office supports the spiritual growth of all members of the university community. Our vision of ministry calls us to:

- **Gather** a vibrant faith community for worship, prayer, and reflection.
- **Celebrate** the Catholic Christian faith of our sponsors, the Sisters of Mercy.
- **Cultivate** faith-filled leaders who have the capacity to change the world for the better.
- **Animate** the GCU community to live our Mercy identity through compassionate service and advocacy of justice.

Campus ministry's staff is dedicated to serving the entire academic community including students, faculty, and staff as well as GCU offices, departments, and other campus

organizations. The office collaboratively plans and coordinates a wide range of spiritual programs such as retreats, interfaith experiences, service projects, social justice programs, and social activities. All faiths are welcome and encouraged to participate. The chaplain and campus ministers are available to confidentially discuss personal, religious, and more concerns.

The Office of Campus Ministry also provides for the sacramental life of the community. Mass is celebrated Monday through Thursday at 12:00 PM and on Sunday evenings at 5:00 PM when classes are in session. Provision is made for the Sacrament of Reconciliation, the RCIA (Rite of Christian Initiation for Adults), and Confirmation. The office coordinates arrangements for the weddings of students and alumni desiring use of the chapel.

CAREER SERVICES

The Office of Career Services, located in the Sister Mary Joseph Cunningham Library, offers a range of career services to the Georgian Court community. It assists students in maximizing their potential by helping them to identify and explore their academic and professional goals, as well as design and implement action plans to achieve those goals. Focusing on building students professional qualifications through experiential learning, graduate school advisement, and career counseling, the office provides a wide range of services to help students.

Services include:

- student employment;
- one-on-one career counseling;
- internship and experiential learning assistance;
- career assessment tools;
- résumé assistance;
- interview tips and tools;
- an online job posting system, GCU Link;
- job fairs;
- the Career Services Blackboard Organization, with useful job search resources; and
- a variety of career workshops, networking events and opportunities to meet new employers.

Students are encouraged to meet with a career services representative to discuss their needs.

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 Lion's Den; the Health Center; the Counseling Center; the

Office of Career Services; and the Office of Campus Ministry, among others. 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.

COUNSELING CENTER

The graduate experience can be challenging and rigorous for many students. The Counseling Center, located on the second floor of the Casino, offers a wide variety of services that are free of charge to graduate students. These services are geared toward facilitating continued personal growth, enriching relationships with self and others, and creating a work-life balance in an effort to enhance graduate students' experience and to encourage persistence in their endeavors. The Counseling Center provides confidential individual and group therapy; offers workshops focused on stress management, test anxiety, and healthy relationships; and performs screenings for depression and anxiety. The Counseling Center is accredited by the International Association of Counseling Services.

The Counseling Center also sponsors the Veterans Resource Project. The Veterans Resource Project is committed to providing high quality leadership and support for veterans and service members on campus. Our mission is to facilitate the academic, social, intellectual, and psychological growth of GCU veteran students, service members, and their dependents. The Veterans Lounge, located on the first floor of the Casino, is open to all veteran students as a place to study, relax, and network with other veterans.

DEAN OF STUDENTS

The dean of students (Casino, Room 206) serves as an advocate for the GCU student, ensuring that the student voice is heard. As a key liaison between the students and university administration, the dean of students works to develop open lines of communication and a healthy collegial environment among students and the administrative staff. Serving as the chief judicial officer as it relates to student issues, the dean of students also develops and facilitates the Student Code of Conduct, the Sexual and Gender Misconduct Policy, and other policies and procedures that govern student conduct. The dean of students is also the chief student affairs officer at GCU managing the following offices: Counseling Services, Health Services, Residence Life, Student Life, Student Activities, and Leadership and Engagement. The Division of Student Affairs create a campus environment where the GCU student is fully engaged both inside and outside of the classroom.

Students are encouraged to stop by the Office of the Dean of Students when they have questions and are not sure where to find the answers. In the Office of the Dean of Students, the student experience is valued above all else. We are here to serve.

DISABILITY SERVICES

As defined by Section 504 and the ADA, an individual with a disability is a person who has a physical or mental impairment that substantially limits a major life activity, including learning. Academic accommodations are implemented to provide equal access to college programs and services. Students must contact the ADSC to schedule appointments for accommodation requests or to discuss matters of concern. For further information, please call 732-987-2363.

Procedure for Requesting Accommodations

- Students must make an appointment to meet with the disabilities officer (DO) each semester to fill out forms to discuss the functional limitations of the disability in the academic setting and the requested accommodations. This should be done before the semester begins or the first week of classes.
- Documentation must be presented to the DO that supports the accommodations requested (see documentation guidelines below).
- Approved accommodations are kept in the student's file, and the student delivers copies to his or her faculty members. If the course is online, then the DO will scan and send the accommodation letter to the professor.
- After accommodations have been granted, the DO recommends that the student and faculty member privately discuss the limiting effects of the student's disability and how it may impact elements of the course.
- Accommodations are divided into those needed for the classroom and for testing.
- Note-takers depend on availability; otherwise, the most appropriate alternative will be provided.

Documentation Guidelines

Accommodations are based on supportive documentation and must be current (within the past three years). The following guidelines are the documentation requirements for various types of disabilities. Please present these requirements to the certifying professional so your documentation is appropriate.

I. Documentation for Sensory, Physical & Psychological Disabilities

Supportive documentation of a disability is used to determine eligibility for disability services and

accommodations, which must be provided by an appropriately certified professional who is knowledgeable about **you and your condition**. Such professionals include physicians, educational psychologists, therapists, mobility specialists, and rehabilitation counselors.

Documentation must include the following components, and must be current (generally within the past three years):

- **Diagnosis:** A current medical diagnosis, including appropriate medical reports, relevant medical history, and clinical summary.
- **Current treatment:** Identification of treatment, medications, assistive devices, or other services currently prescribed or in use.
- **Evaluation of:** Identification of the substantial limitation on a major life activity presented by the disability, and a description of the current functional impact (limitation) of the disability in a college setting. The assessment should validate the need for services based on the impact of the student's disability and level of functioning in an educational setting.
- **Specific recommendations:** Suggested accommodations and/or academic adjustments, with an explanation supporting the need for each accommodation to achieve equal access.
- **Past use of disability services:** Description of the accommodations and services used in the past.

****Documentation for psychological disabilities must be current within six months of the accommodation request.**

Please request the Disability Verification Form for Students with Psychological Disabilities from the ADSC to be filled out by the certifying professional.

II. Substantiation of a Learning Disability

Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of specific learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Trained and certified and/or licensed psychologists, learning disabilities specialists (LDT-Cs), and educational therapists are typically involved in the process of assessment. Experience in working with an adolescent or adult population is preferred. It is not considered appropriate for professionals to evaluate members of their families.

Documentation

- A. Documentation should validate the need for services based on the individual's current level of functioning in a postsecondary educational setting. A comprehensive assessment battery and the resulting diagnostic report should include background information; a diagnostic interview; and assessment of aptitude, academic achievement, and information

processing, as well as a diagnosis. An IEP from high school must be accompanied by a psychological evaluation and an educational evaluation no more than three years old.

- B. There must be clear and specific evidence and identification of a learning disability. Individual "learning styles" and "learning differences" in and of themselves do not constitute a learning disability. The diagnostician is expected to use direct language in the diagnosis and documentation of a learning disability, avoiding the use of terms such as "suggests" or "is indicative of." (Please provide this information to your diagnostician.) If the data indicate that a learning disability is not present, the evaluator should state this in the report.
- C. A well-written clinical diagnostic summary based on the comprehensive evaluation process as defined is a necessary component of the report. The clinical summary should include:
- a written summary of background information about the student's educational, medical, and family histories that relate to the learning disability;
 - demonstration that the evaluator has ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attentional problems, and cultural or language differences;
 - indication of how patterns in the student's cognitive ability, achievement, and information processing reflect the presence of a learning disability;
 - indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it affects the individual (functional limitations) at the postsecondary level in the learning context for which the accommodations are being requested;
 - indication as to why specific accommodations are needed and how the effects of the specific disability are accommodated; and
 - an addendum of scores.

Recommendations for Accommodations

- A. The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended.
- B. A description of any accommodation and/or auxiliary aid that has been used at the secondary or postsecondary level should be discussed. Include information about the specific conditions under which the accommodation was used (e.g., standardized

testing, final exams) and whether or not it benefited the student. If no accommodations have been previously provided, a detailed explanation as to why none has been used and the rationale for the student's current need for accommodation(s) must be provided.

- C. Accommodation needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of accommodation does not in and of itself warrant the provision of a similar accommodation at the postsecondary level.
- D. Before your third year of enrollment at GCU, you may be required to provide updated documentation to support accommodations.

III. Substantiating ADD or ADHD

Documentation for attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) must be from an appropriate professional with comprehensive training in differential diagnosis, as well as direct experience working with adolescents and adults with ADD/ADHD. The evaluator may not be a relative. Professionals considered qualified to evaluate and diagnose ADD/ADHD include clinical psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors, such as neurologists.

The diagnostic report should be typed and submitted on official letterhead with name, title, professional credentials, address, and phone/fax numbers of the evaluator. The documentation must include each of the following:

- a specific diagnosis of ADD or ADHD based on DSM-IV diagnostic criteria, date of the current diagnostic evaluation, and the date of the original diagnosis.
- evidence and assessment of current functional impairment (presenting symptoms and how they cause impairment).
Relevant developmental, medical and medication history, a thorough academic history, and a review of prior psycho-educational test reports.
- a summary of relevant assessment data that supports or refutes a diagnosis of ADD/ADHD. The diagnostic assessment must consist of more than a self-report. Possible data sources include results from the Continuous Performance Test, the T.O.V.A., Trail Making Test, or a neuropsychological evaluation. Assessments such as checklists and rating scales should not be used as the sole criterion for a diagnosis of ADD/ADHD.
- evidence of alternative diagnoses or explanations being ruled out. The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral,

neurological, and/or personality disorders that may confound the ADD/ADHD diagnosis.

- neurological or psycho-educational assessment may be necessary in order to determine the current impact of the disorder on the individual's ability to function in an academic setting and to establish eligibility for classroom accommodations, including alternative testing, note-takers, etc. Such data should include subtest and standard scores.
- an indication of whether or not the student was evaluated while on medication and how the prescribed treatment reduces the level or degree of impairment.
- a clinical summary that (a) indicates the substantial limitation to a major life activity posed by the disability, (b) describes the extent to which these limitations would impact the student in an academic setting, (c) suggests how the specific effects of the disability may be accommodated, and (d) states how the effects of the ADD/ADHD are mediated by the recommended accommodations.

IV. Service Animals

According to Titles II and III of the ADA, public colleges and private colleges that are "places of public accommodation" must modify their policies and practices to accommodate the use of a service animal by a person with a disability. The Department of Justice, which enforces Titles II and III of the ADA, defines a service animal as "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability" (28 C.F.R. 35.104). Emotional support animals are not included within the definition of service animal. Section 504 also requires recipients of federal funds to permit "dog guides" in campus buildings (34 C.F.R. 104.44(b)). Emotional support animals may be requested through Disability Services (please contact the ADSC for appropriate forms and documentation policies and procedures).

GLOBAL EDUCATION PROGRAMS

Under the direction of the provost, the Office of Global Education Programs advances the university's mission to educate and empower our students in diverse local and global communities by opening up the world of international learning. The Office of Global Education Programs provides students with academic and experiential international learning and service opportunities, designed to deepen intercultural understanding, increase multicultural competence, and create community across borders.

Global education programs are designed to help students develop a deeper understanding of other cultures and

their own values and culture, become aware of critical concerns that affect the world, participate in the dialogue on global issues, appreciate diversity, heighten critical thinking skills, become civically engaged, and become self-directed scholars and global citizens. The Office of Global Education Programs strives to achieve its goals through diverse programs and initiatives.

These include:

- approved study abroad programs (semester, summer, and January options);
- faculty-led, short-term study abroad programs;
- service-learning and internship opportunities abroad; and
- global awareness events on campus.

All interested students are invited to participate in either a short-term study or service experience abroad (one, two, or three weeks) or a summer, a semester or a year abroad in an approved program after applying and discussing their options with the director of global education programs.

The director of global education programs provides direction for selecting culturally rich and academically sound international experiences, and initiates the university approval process for study and service abroad programs. Visit georgian.edu/global for more information.

Enrollment in a study abroad program approved for credit by GCU may be considered enrollment at GCU for the purpose of applying for assistance under Title IV, HEA programs. Students may use State of New Jersey forms of financial aid for some study abroad programs.

HEALTH SERVICES

Confidential medical care is provided to all Georgian Court students, with special attention to those problems frequently encountered in a college-age population. Health education and disease prevention is promoted through health counseling, screenings, and wellness programs that are presented throughout the year.

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.

Georgian Court University does not offer a student health insurance plan. The federal health insurance exchanges continue to allow families and individuals to compare coverages and related costs among a variety of insurance companies. The Patient Protection and Affordability Care Act (PPACA) also requires employer plans to continue to provide dependent coverage to their employee's

dependents until the age of 26. Medicaid eligibility has been expanded in many states including New Jersey. Students NEED to determine if they are eligible for dependent coverage under their parent's health insurance plan and/or access the health insurance exchange in their state. Students are encouraged to visit healthcare.gov to learn about health insurance options. However, the debate over the future of PPACA and U.S. health care reform continues. Therefore, it is advisable to contact the Office of Health Services if you have any questions regarding health insurance at 732.987.2756.

Students with health insurance are required to have their insurance card readily available in case of sickness or emergency. If you are a member of an HMO, please check prior to your arrival on campus for a physician within your provider network. Medicaid insurance outside the state of New Jersey can only be utilized in emergency situations.

All full-time international students are required to show proof of health insurance coverage usable in the United States. If you have questions regarding health insurance, please contact the Office of Health Services to discuss options that may be available.

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. **Failure to comply will result in a health hold on your account and the inability to access grades or register for future classes. Resident students will not be allowed to move into residence halls without proper immunization compliance.**

Students entering GCU for the fall semester must submit a health form and immunizations by **JULY 15**.

Students entering GCU for the spring semester must submit a health form and immunizations by **JANUARY 15**.

The Office of 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 in the Casino, second floor. Elevator access is available at the rear entrance. There are no fees associated for services in the Health Center. Fees for services outside of the Health Center including transportation costs are the responsibility of the student.

MATH LOUNGE

The Math Lounge is the mathematics-specific tutoring center for all students with varying needs. We offer professional and peer tutoring for levels starting from the Skills Development level to the highest level of mathematics at GCU. The lounge is equipped with three professional tutors and varying amounts of peer tutors with multiple math course tutoring abilities along with some

science and computer science experience. Each tutor is required to meet certain standards for employment to be eligible to tutor for sessions as minimal as 20 minutes ranging to a maximum of one hour. The Math Lounge also has updated mathematical technology to assist in the learning experience including computer software, graphing calculators, and visual assist boards ideal for group learning. Texts from the various levels of mathematics are also available at the lounge for reference along with other items for supplemental learning of various mathematical concepts. Students who utilize the Math Lounge can make appointments or come by as a walk-in. For scheduling the tutor of your choice (you can see the tutors' credentials), a student can go to georgian.mywconline.com.

STUDENT ACTIVITIES

Georgian Court recognizes that experiences outside the classroom are important to the overall development of students and supports a strong co-curricular program to complement the instructional activities. Through the Office of Student Life a full program of social, cultural, and recreational activities is planned in conjunction with students, classes, clubs, and campus organizations and implemented to enhance the classroom experience. Activities include trips, Broadway shows, sporting events, and other social and educational activities.

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 (ODK) National Leadership Honor Society

The university-wide circle of the ODK 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 in September of each year. New members are elected from among the applicants based on leadership accomplishments.

Student Publications

The Fountain Spray (literary magazine)

The Lion's Tale (student newspaper)

STUDENT SUCCESS

The Office of Student Success provides strategies for students to fulfill their degree through the timely delivery of interventions and resources. Information is delivered to students through workshops, Student Success Blackboard Organization, e-mail, and individual appointment.

Students should seek the assistance of a student success specialist to:

- navigate the university's offices, policies, and procedures, including course registration, academic course placements, how to use Self-Service for course registration, financial aid, and student accounts;
- prepare and plan courses for degree completion in conjunction with faculty advisors;
- understand how to study, their learning style, time management, the course syllabus, and how to manage and complete course assignments, presentations, and research papers; and
- connect to other resources, such as the Writing Center, peer tutoring, the math lounge, reference librarians, the Office of Information Technology, and academic advising.

The Office of Student Success manages the university Academic Early Warning System and the Student Advocacy Team. Undergraduate students placed on academic probation are coached by university staff coordinated through the Office of Student Success.

Additionally, the Office for Student Success identifies and provides students with the tools needed for optimum success. The office provides holistic support of the student through the Angel Fund and conducts outreach to students who are having the following challenges:

- difficulty navigating university processes and procedures,
- feeling overwhelmed by a family emergency,
- social adjustments/college transitions, and/or
- a decline in academic performance due to prolonged absence in the classroom.

WRITING CENTER

Conveniently located on the first floor of the library, the Writing Center is a free service open to all members of the GCU community. The center is open Monday through Saturday during the fall and spring semesters with limited availability during winter and summer sessions. Appointments are typically scheduled in advance but walk-ins are welcome. Visit georgian.edu/writing-center/ to book an appointment. E-mail writingcenter@georgian.edu or call 732.987.2362 for further assistance. Please bring a copy of the assignment and any associated drafts.

Quality and Convenience

The Writing Center's professional staff consists of experienced tutors and writing teachers, who offer one-on-one consultation for writing in the English language. Tutors assist with grammar, punctuation, and mechanics. In addition, they help students organize their ideas, integrate research, and learn stylesheets such as APA. The director, in collaboration with the library, hosts "boot camps" for master's thesis writers. Since many graduate students work full time, the center holds evening and weekend hours, as well as virtual tutoring through Web cam and telephone. Students are encouraged to visit at any stage of the writing process.

VII: SCHOOL OF ARTS & SCIENCES

CRIMINAL JUSTICE & HUMAN RIGHTS

MASTER OF ARTS IN CRIMINAL JUSTICE & HUMAN RIGHTS

The Master of Arts in Criminal Justice and Human Rights provides students with knowledge and skills to initiate or advance a career in the public interest from an institution dedicated to social justice and values-based education. The program offers new opportunities and professional advancement to those joining or employed in criminal justice and related fields as well as private and nonprofit organizations. The multidisciplinary curriculum emphasizes knowledge of criminal justice systems and the protection of rights; leadership and ethical decision-making; and social science research skills. Students engage in original research, gaining expertise for careers in government agencies, law, social services, security, nonprofit, faith-based and international organizations, and research. This is a 30-credit degree program, including a capstone course in the form of a thesis or an applied research project.

Requirements for Admission for Criminal Justice & Human Rights

Bachelor's degree from an accredited college or university

All majors considered. Student transcript(s) will be evaluated to determine appropriateness for graduate study in Criminal Justice and Human Rights.

Undergraduate grade point average of at least 3.00 on a 4.00 scale

Completed pre-admission packet, including the following:

- Application for admission
- A check or money order for \$40 (nonrefundable) made payable to Georgian Court University
- An original essay discussing the applicant's academic experience and career goals and commenting on how a graduate degree in Criminal Justice and Human Rights will contribute to these 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 may be requested to participate in an interview with a program faculty member. Potential applicants are welcome to request an interview.

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

Program Student Learning Outcomes

Upon successful completion of the program of study for Criminal Justice & Human Rights, the student will receive an M.A. in Criminal Justice & Human Rights and will have given evidence of the following outcomes and goals:

- Students will demonstrate specialized knowledge in these disciplines (history of the fields, policy and legal dimensions, social and political aspects, and relevant theoretical perspectives) through topical research papers in various courses, building to a capstone project and paper on a significant topic in the field chosen by the student.
- Students will demonstrate effective communication skills appropriate to an academic social science master's program and competence in research methodology through the development of a research proposal and, subsequently, through carrying out original research and writing a capstone paper.
- Student will demonstrate skills of critical and ethical analysis, leadership, and the ability to reflectively consider Mercy core values through a series of short assignments and ultimately the capstone project.

Required Courses (18)

- CJ501 Theory & Practice in Criminology (3)
- CJ503 Criminal Justice & Society (3)
- CJ505 Human Rights Law & Policy (3)
- CJ510 Research Methods (3)
- CJ511 Research Design (3)
- CJ590 Capstone: Thesis/Project (3)

Electives (12)

- CJ520 Victimology (3)
- CJ525 Leadership & Policy Analysis (3)
- CJ555 Torture & State Violence (3)
- CJ556 Understanding Terrorism (3)
- CJ560 Post-Conflict Justice (3)
- CJ565 Selected Topics in Criminal Justice & Human Rights (3)
- CJ599 Internship in Criminal Justice & Human Rights (3)

- HS501 Introduction to Homeland Security (3)
- HS515 Computer Applications in Criminal Justice & Homeland Security (3)
- HS520 Homeland Security Preparedness (3)
- HS530 The Intelligence Function: Collection, Analysis, Use (3)

B.A. in Criminal Justice/M.A. in Criminal Justice & Human Rights—ADVANCED ADMISSION TO THE MASTER OF ARTS IN CRIMINAL JUSTICE & HUMAN RIGHTS

The Department of Criminal Justice, Anthropology, Sociology, and Human Rights offers select undergraduate students majoring in Criminal Justice at Georgian Court University the opportunity to apply for admission to the traditional M.A. in Criminal Justice and Human Rights program after completing 44 credits and at least four required criminal justice courses. For acceptance, students must:

- Complete a Graduate Application.
- Have an overall GPA of 3.0 or higher and 3.2 in the major program.
- Provide one letter of recommendation from the Department of Criminal Justice, Anthropology, Sociology, and Human Rights faculty attesting to the ability of the student to succeed in the program.
- Complete an interview with the M.A. program director.

Students meeting the above criteria will be accepted into the M.A. program and may take as many as four M.A. courses (12 credits) upon completing 60 undergraduate credits; that is, while they are still undergraduate students. While acceptance into the M.A. is assured, that acceptance is deferred until the undergraduate degree is conferred. The B.A./M.A. program requires students to complete all the undergraduate and graduate degree requirements.

COURSES

CJ501 Theory & Practice in Criminology 3 credits

This course will examine the links between leading theories of crime and criminal justice policy and practice. Students are introduced to the theory's central concepts, assertions, hypotheses, and a detailed critique of the theory, with an emphasis on empirical validity. Each theory's relevance and its potential for controlling and preventing crime and delinquency is analyzed. Students will thus become familiar with key research questions and assumptions of theoretical approaches, their core propositions, challenges for measurement and testing, and the implications of theory for practice and policy in criminal justice.

CJ503 Criminal Justice & Society 3 credits

This course provides guidance for advanced analysis of issues in the field and discipline of criminal justice. Three sets of skills are emphasized in the course: (1) engaging with social science research, (2) understanding relevant values and acting ethically, and (3) conducting policy analysis with an awareness of social impact. The course relies on case studies to explore varying topical issues from a range of criminal justice realms: the parameters of crime and other public regulation of behavior, policing, prosecutions and the courts, corrections, post-conviction experiences, and community impact. Coverage will vary by semester.

CJ505 Human Rights Law & Policy 3 credits

Human Rights Law and Policy explores the substance of human rights law in addition to theoretical and political considerations relevant to the subject. The intersection of human rights and contemporary criminal justice theory and practice is a thematic focus of the course. Students cover the concept of human rights and ethical issues related to use of human rights law, the structure of international and regional human rights protection and systems, sources of international human rights, and application at the state and local level.

CJ510 Research Methods 3 credits

Presents the nature of methodology employed in social science research. The course will include the research process and guidelines of formulating research questions, testable hypotheses, operationalizing variables and indicators, research design, data collection, and data analysis.

CJ511 Research Design 3 credits

Research Design provides students with the necessary tools to design a research proposal. Students will identify a researchable problem statement, develop research questions, and devise a research protocol using the key elements of the research process (i.e., design methodology, population, sampling, instrumentation, ethics). Students will also become familiar with the Ethical Principles and Guidelines for the Protection of Human Subjects of Research. Prerequisite: CJ510.

CJ520 Victimology 3 credits

An examination of crime and criminology as it deals with the victim. It includes legal, psychological, and social perspectives. Included is an analysis of the types of victimization and victimization theories. Also to be explored is the concept of group victimization, subcultures, and international victimology. The role of the victim in the criminal justice process, victim impact statements, victim's rights and services, compensation, and techniques of victim avoidance will be discussed.

CJ525 Leadership & Policy Analysis 3 credits

This course considers leadership and policy analysis skills for public service professionals, including those in criminal justice and other governmental agencies and nongovernmental and religious organizations. The course examines theoretical foundations of leadership and helps prepare students for challenges they may face as future leaders, including when crises or disasters impact their government unit or business.

CJ555 Torture and State Violence 3 credits

Violence perpetrated by state actors is the subject of this course, with a specific emphasis on torture and inhuman and degrading treatment. The course will explore (1) the definition and parameters of such violence; (2) decision-making by stakeholders related to legal or state-sanctioned violence; (3) social, political, and personal consequences of violence; and (4) community and state responses to past violence. Two themes running through the course will be the social phenomenon of denial and a question whether the psychological concept of “just-world thinking” can be applied to societal understandings of a state’s use of violence. Case studies will include the United States, Northern Ireland, Chile, Israel, Brazil, and Uruguay.

CJ556 Understanding Terrorism 3 credits

Terrorism occupies a prominent place in media reports and political debate. But what exactly is terrorism? How long has it existed? This course seeks to examine the history of terrorism and its manifestations in the contemporary world. Definitional problems, relevant social scientific theories, and an overview of terrorism in history will be explored. We will cover issues of nationalistic terrorism, religious terrorism and domestic and special interest group terrorism. The course concludes with an examination of the political and ethical implications of the “global war on terror.” The overall focus will be on political and international issues.

CJ560 Post-Conflict Justice 3 credits

This course covers the relatively new field of transitional justice: the study and practice of attempts to provide accountability for human rights abuses, or otherwise “deal with the past,” after periods of conflict or authoritarian rule. The course provides an introduction to fundamental themes of transitional justice and addresses central debates surrounding efforts to end impunity, recognize the suffering of victims of conflict, and confront the past as a means to avoid repetition. Complex conceptual questions will be raised related to truth, memory, guilt, responsibility, and peacemaking.

CJ565 Selected Topics in Criminal Justice & Human Rights 3 credits

This course is an in-depth analysis of a selected topic or problem related to criminal justice and/or human rights. A different topic will be considered each time offered, enabling the student to explore contemporary criminal justice and human rights issues. This course may be repeated and learning outcomes vary.

CJ590 Capstone: Thesis or Applied Research Project 3 credits.

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

Applied Research Project: A comprehensive critical analysis of a significant incident, case problem, or policy dilemma, supervised by a mentor and reviewed by at least one additional faculty member. The student produces a comprehensive analytical report that could be used in solving an actual organizational or policy-related problem. Prerequisite: Permission of program director and supervisor; CJ501, CJ510, and CJ511.

CJ599 Internship in Criminal Justice or Human Rights 3 credits

This is a career-based learning experience that enables the graduate student to gain knowledge and apply specialized work-related theory, skills, and concepts appropriate to a particular organization. A learning plan is developed by the instructor and the student, and the student will submit regular reports and meet periodically with the instructor to review experiences. Correlated research paper required. Prerequisite: Permission of program director.

HS501 Introduction to 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 re-writing 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. The creation of the new bureaucracy responsible for “homeland security” and the impact on the country will be examined from organizational and legal perspectives. Students will examine the impact of these developments on state and local resources committed to “security” in communities and evaluating the strengths—and weaknesses—of the

new “homeland security” efforts on the national, state, and local levels.

HS515 Computer Applications in Criminal Justice & Homeland Security 3 credits

The course emphasizes the utilization of computer literacy and applications, information requirements, acquisition, analysis, modeling, and data base management; decision support systems and computer software; networking; telecommunications; remote sensing technologies, and other emerging technologies related to criminal justice and homeland security planning and response. Introduces the use of 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. Prerequisite: HS501 or permission of the program director.

HS520 Homeland Security Preparedness, Prevention & Deterrence 3 credits

This course focuses on the intersection of strategic plans, incident management, and intelligence analysis to provide the foundation required for terrorism preparedness. Topics covered include infrastructure protection, National Incident Management System, data collection and analysis techniques, threat and vulnerability assessments, information sharing, resource planning, intelligence failures, terrorism prevention, and deterrence.

HS530 The Intelligence Function: Collection, Analysis, Use 3 credits

This course provides an overview of the role of intelligence in government, military and business. Students will be introduced to collection and analysis techniques used by intelligence operatives and analysts. Coursework will include 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. Prerequisite: HS501 or equivalent.

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.

Program Student Learning Outcomes

Upon successful completion of the program of studies for Holistic Health Studies, the student will receive an M.A. in Holistic Health Studies and will have given evidence of the following outcomes and goals:

- Learners will demonstrate advanced knowledge of the Holistic/Integrative Health discipline through research-based class assignments and capstone paper based on a cumulative final project.
- Learners will provide evidence of application and integration of the principles of Holistic Health through extensive journaling as they progress through the program. These journals provide the learner the opportunity to reflect on current and future practice of the arts of holistic health, and the learner's reflection is evaluated periodically within the program.
- Learners will demonstrate professional presentation skills and effective communication skills in writing, which are developed and evidenced through in-class seminar presentations and cumulative in their final project poster or oral presentation.

- Learners will demonstrate ethics and professional standards through passing the NIH web-based training course and an endorsement from their professional supervisor or community affiliation partners.
- Learners will demonstrate their deepening awareness, empathy, and compassion for self and others through the in-depth study of holistic spirituality and counseling technique courses evidenced through extensive journaling.

Requirements for Admission

Baccalaureate degree from an accredited college or university (Registered nurses (RN) can apply for certificate program without baccalaureate degree.)

Cumulative grade point average of 3.0 on a 4.0 scale

Academic preparation in behavioral or health-related sciences

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 3- to 6-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)
- HH580 Health & the Environment (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.

Requirements for Admission

Baccalaureate degree from an accredited college or university

Cumulative grade point average of 3.0 on a 4.0 scale

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 & Physiology: A Holistic Approach (3)
- HH501 Foundations of Holistic Health (3)

Electives (12)

Elective credits selected upon advisement.

HOLISTIC HEALTH STUDIES COURSES

HH500 Anatomy & Physiology: A Holistic Approach 3 credits

Examines 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. This course is 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

Provides the foundation for a discussion of the basic principles and differences between Western (allopathic) and Eastern (traditional) health care. Examines the differences and similarities of the various forms of traditional healing methods and analyzes current health practices and future trends. In this course, students will continue to keep a journal to document their development through the program focusing on their growth experiences in mind-body-spirit and social inter-connectedness. The journal experience will be incorporated in all the courses in the program and integrated into the culminating experience at the end of the program (HH599). This course is also a prerequisite for all other courses in the program.

HH502 Advanced Healing Methods 3 credits

Explores the philosophical, historical and cultural aspects of traditional healing methods. Examines the basic principles and the ancient art of diagnosis, which were developed in countries such as Japan, China and India. Evaluates basic techniques used in the complementary medical arena. Students will be required to complete a field experience in a health care setting. Prerequisites: HH500 and HH501.

HH515 Holistic Stress Management 3 credits

Examines 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

Examines the current research in the emerging field of energy medicine. Explores past and current concepts related to the human energy field. Examines the effects of electromagnetic radiation on health. Also emphasizes evaluation and therapeutic strategies employed by energy medicine practitioners.

HH525 Holistic Perspectives: Counseling Techniques 3 credits

Practice in basic counseling skills, empathy, listening, communication and evaluation of client issues; basic understanding of psychological disorders from a holistic perspective. Students will practice skills, develop an understanding of their own communication patterns and the capacity for empathy. Prerequisites: HH501.

HH530 Research Methods 3 credits

Basic research design and control techniques with focus on threats to internal validity and interpretation of statistical analysis; critical evaluation of research in the field. This course will include instruction in the use of library databases. Prerequisites: HH501.

HH555 Holistic Spirituality 3 credits

Explores the development of a holistic spirituality as a way to foster a new appreciation of our total humanness. Dimensions of holistic spirituality to be addressed include interrelationship of the 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

This is the capstone course in which students will produce a paper critically reviewing relevant literature and develop an educationally based program or design a research project relevant to their profession or field of interest. In addition the student will evaluate their self-development by reviewing their journal begun in HH501 and continued throughout the program. This course may be taken after the completion of 21 core course credits that must include HH530.

ELECTIVE COURSES

HH500 and HH501 are prerequisites for all electives.

HH535 Eastern Approach to Nutrition 3 credits

Examines the underlying Eastern theories practiced primarily in traditional Chinese medicine. Studies how the Eastern approach to nourishment in many forms complements basic Western medicine.

HH540 Humor & Healing 3 credits

Examines the philosophy of healthy humor. Explores the science behind the healing properties of laughter with regard to specific disease processes, as well as overall well-being.

HH545 Ayurvedic Approach to Mind-Body Healing 3 credits

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

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

Examines the role of visual imagery and art media, dance, music and movement, and writing as an integral part of the healing process. This course will be a combination of experiential activities and lectures. Prerequisites: HH500 and HH501.

HH560 Native American Medicine 3 credits

Examines the contributions Native Americans have made in the area of natural healing. Explores the historical 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. Explores past and present medicine men and women and their impact on their communities. Specific medicinal herbal remedies will be examined.

HH565 Homeopathy 3 credits

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

HH570 Special Topics in Holistic Health 1–3 credits

Topics of interest in the field will be offered on request and according to faculty availability. The topic will be different from semester to semester.

HH580 Health & the Environment 3 credits

By inquiring into the effects of human social organization and relationship with natural environment on physical, emotional, mental, and spiritual well-being, this course will contextualize individual health issues and seek

healing responses to imbalances in social, environmental, and personal health.

PSYCHOLOGY & COUNSELING

Georgian Court University offers a Doctor of Psychology degree program in School Psychology and 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 (see below). Admission to any of the four programs is contingent on the outcome of an interview with the program faculty. Candidates will be notified in writing as to their status.

Applicants for the Applied Behavior Analysis program must submit all application materials by March 31.

Students are only admitted to the Clinical Mental Health Counseling program for the fall semester, although they may be allowed to take courses on a non-matriculated basis starting in the spring semester. The application deadline is March 31 prior to the fall semester in which the student wishes to begin study; applications received after this date will be considered conditional, based upon space in the program. Only complete applications are considered. Applicants are notified of admissions decisions within two weeks of the interview. No information concerning admissions decisions will be given in the case of rejection, and no information will be given by telephone.

Applicants for the M.A. in School Psychology must submit all application materials by March 31; applications received after this date will be considered based upon available space in the incoming cohort. The M.A. in School Psychology program begins during the fall semester.

Applicants for the Psy.D. and Advanced Standing Psy.D. programs must submit all application materials by February 15. Interviews will take place in February and March, and all applicants will be notified of their status before the April 15 APA/NASP commitment deadline. The Psy.D. in School Psychology and the Advanced Standing Psy.D. programs both begin during the fall semester.

Requirements for Admission for the M.A. in Applied Behavior Analysis

Baccalaureate degree from an accredited college or university.

Minimum grade point average of 3.0 on a 4.0 scale.

An undergraduate major in psychology, special education, education, social work, or similar discipline.

Applicants with deficiencies may be required to register for appropriate undergraduate course(s) without graduate credit.

Miller Analogy Test (MAT) or Graduate Record Examination (GRE) scores taken within the last five years.

Completed self-managed application packet (see below):

Requirements for Admission for the M.A. in Clinical Mental Health Counseling

Baccalaureate degree from an accredited college or university.

Minimum grade point average of 3.0 on a 4.0 scale; applicants with a GPA below 3.0 and special circumstances will be considered; however, they must provide Miller Analogy Test (MAT) or Graduate Record Examination (GRE) scores taken within the last five years.

An introductory psychology course and a course in statistics for the behavioral sciences.

Applicants with deficiencies may be required to register for appropriate undergraduate course(s) without graduate credit as a condition of their acceptance.

Completed self-managed application packet (see below).

Requirements for Admission for the M.A. in School Psychology

Baccalaureate degree from an accredited college or university.

Minimum grade point average of 3.0 on a 4.0 scale.

A minimum of 15 credits in psychology that must include Introduction to Psychology, Abnormal Psychology/Psychopathology, Child/Adolescent/Lifespan Development, either Statistics or Experimental Psychology (Research Methods), and 3 credits of psychology coursework of the applicant's choice.

Applicants with deficiencies may be required to register for appropriate undergraduate course(s) without graduate credit as a condition of their acceptance.

Scores on the Graduate Record Examination (GRE) taken within the last five years.

Completed self-managed application packet (see below).

Requirements for Admission for the Psy.D. in School Psychology

Baccalaureate degree from an accredited college or university.

Minimum grade point average of 3.4 on a 4.0 scale.

A minimum of 18 credits in psychology that must include Introduction to Psychology, Abnormal Psychology/Psychopathology, Child/Adolescent/Lifespan Development, either Statistics or Experimental Psychology (Research Methods), and 6 credits of psychology coursework of the applicant's choice.

Applicants with deficiencies may be required to register for appropriate undergraduate course(s) without graduate credit as a condition of their acceptance.

Scores on the Graduate Record Examination (GRE) taken within the last five years.

Completed self-managed application packet (see below).

Requirements for Admission for the Advanced Standing Psy.D. in School Psychology

Master's and/or specialist degree in school psychology encompassing a minimum of 60 graduate credits from an accredited college or university.

Minimum graduate grade point average of 3.5 on a 4.0 scale.

Certification (standard certificate) as a school psychologist in New Jersey or possession of a valid NCSP certificate from NASP, or certification/licensure as a school psychologist in another state. Emergency and/or provisional certification will not be accepted.

Scores on the Graduate Record Examination (GRE) taken within the last five years or a passing score on the Praxis II School Psychology test.

Completed self-managed application packet (see below).

The completed self-managed application packet must include:

- A check or money order for \$40 (nonrefundable) made payable to Georgian Court University.
- A completed graduate application form
- A reasonably complete statement of the applicant's reasons for undertaking this program of 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.
- M.A. in School Psychology applicants must include answers to the following in their personal statement: Why do you want to become a school psychologist?; What has influenced you to pursue a career in school psychology?; What experience do you have working with children and adolescents?; and How will this program help facilitate your professional goals?
- Psy.D. in School Psychology and Advanced Standing Psy.D. applicants must include answers to the following in their personal statement: Why do (did) you want to become a school psychologist?; What has influenced you to pursue a career in school psychology?; What experience do you have working with children

and adolescents?; Why do you want to pursue a doctorate in school psychology?; What are your research interests?; and How will this program help facilitate your professional goals?

- 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 Office of the Registrar of each institution will be accepted in lieu of a paper copy.
- Three letters of recommendation written by professors, deans, supervisors, or other persons engaged in or familiar with the profession for which the applicant wishes to prepare.
- All school psychology degree applicants (M.A., Psy.D., and Advanced Standing Psy.D.) must submit three letters of recommendation. At least two letters must be from faculty members, one of which must be a psychology faculty member. All three letters may be from faculty members at the applicant's discretion. Applicants who have graduated more than five years prior to their date of application may submit letters from certified or licensed mental health or educational professionals in lieu of letters from faculty members.

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

MASTER OF ARTS IN APPLIED BEHAVIOR ANALYSIS

The M.A. in Applied Behavior Analysis (ABA) is a 39-credit program based upon the scientist-practitioner model. Students learn about theoretical and conceptual issues related to the science of behavior, as well as practitioner skills necessary to design and deliver effective behavioral interventions across populations and settings. The ABA courses provide training in the philosophy of behaviorism, basic and applied principles, assessment, and intervention strategies, as well as ethical practice in the field of Applied Behavior Analysis. The program includes an Association for Behavior Analysis International (ABAI) verified course sequence and a Behavior Analyst Certification Board (BACB) verified experience (i.e., practicum). Graduates of the program who have completed verified experience requirements are eligible to sit for the exam to become a Board Certified Behavior Analyst (BCBA). For additional information, see the BACB website at bacb.com.

Students who earn a grade below a B- in any ABA course will be required to repeat that course. Students who earn two or more grades below a B- will be formally reviewed by program faculty and may be subject to academic dismissal.

Required Courses (27 credits)

- ABA501 Ethical & Professional Conduct (3)
- ABA502 Measurement & Experimental Design (3)
- ABA503 Experimental Analysis of Behavior (3)
- ABA504 Philosophy of Behaviorism (3)
- ABA505 Generalization & Training (3)
- ABA510 Behavior Assessment (3)
- ABA511 ABA I: Behavior Change Procedures (3)
- ABA512 ABA II: Advanced Behavior Change Procedures (3)
- ABA513 Verbal Behavior (3)

Recommended Courses (12 credits chosen from among the courses listed below)

- ABA514 Behavioral Interventions for Autism (3)
- ABA515 Stimulus Control: Concepts, Principles & Applications (3)
- ABA529 Special Topics in Applied Behavior Analysis (1–3)
- ABA550 Practicum in Applied Behavior Analysis (3–6)
- ABA560 Research in Applied Behavior Analysis (1-3)
- EDC5301 Nature & Needs of Individuals with Autism & Pervasive Developmental Disorders (3)
- SPS6106 Practicum I: Consultation & Collaboration (3)

Program Student Learning Outcomes

Upon successful completion of the program of studies for Applied Behavior Analysis, the student will receive an M.A. in Applied Behavior Analysis and will have given evidence of the following outcomes and goals:

- Personal integration of the Behavior Analyst Certification Board (BACB) Professional and Ethical Compliance Code for Behavior Analysts as demonstrated through scenario analysis that identifies remediation and prevention.
- Knowledge of the theoretical and conceptual underpinnings of behavior analysis as a science and as a discipline, as demonstrated through a simulated experiment and written lab report.
- Development of skills related to the evaluation of behavior change as evidenced by scenario analysis and application of appropriate system of behavior measurement and experimental design.
- Assessment of behavior and development of behavior change interventions as evidenced by scenario analysis and application of appropriate assessment and treatment approaches.

APPLIED BEHAVIOR ANALYSIS COURSES

ABA501 Ethical & Professional Conduct 3 credits

An examination of professional and ethical behavior in the delivery of applied behavior analysis services. The course will focus on the Behavior Analyst Certification Board's (BACB) Professional and Ethical Compliance Code for Behavior Analysts. Prerequisite: Admission to the ABA or School Psychology graduate programs or permission of the program director.

ABA502 Measurement & Experimental Design 3 credits

An examination of the research methods used in Applied Behavior Analysis. Specific focus will be placed on single-subject design, defining and measuring behavior, assessing interobserver agreement, experimental design, and data analysis. Prerequisite: Admission to the ABA or School Psychology graduate programs or permission of the program director.

ABA503 Experimental Analysis of Behavior 3 credits

This course introduces the experimental analysis of behavior, a natural science approach to the study of environment-behavior relations and the foundation for applied behavior analysis. Topics discussed include respondent and operant conditioning, schedules of reinforcement, stimulus control, choice, correspondence relations, verbal behavior and the experimental procedures used to study them. Prerequisite: Admission to the ABA or School Psychology graduate programs or permission of the program director.

ABA504 Philosophy of Behaviorism 3 credits

This course introduces students to radical behaviorism as the philosophical foundation of behavior analysis and the implications of that philosophy for research and practice. Topics addressed will include a radical behavioral perspective of complex topics related to human learning including the mind, thinking, creativity, problem solving, and cultural practices. Prerequisite: B- or better in ABA503.

ABA505 Generalization & Training 3 credits

An advanced seminar in Applied Behavior Analysis that will focus upon the development of behavior change programs that will promote lasting changes in client behavior. Focus will be on factors that promote generalization of treatment effects and best practices in training caregivers to effectively implement behavior change programs. Prerequisite: ABA512.

ABA510 Behavior Assessment 3 credits

An examination of assessment methods used in applied behavior analysis. Focus will be placed on functional behavior assessment, preference and reinforcer assessment, and skills assessment. Special emphasis will be placed on functional analysis methodology.

Prerequisite: Admission to the ABA or School Psychology graduate programs or permission of the program director.

ABA511 ABA I: Behavior Change Procedures 3 credits

An examination of the fundamentals of behavior change in applied settings. Focus will be placed on procedures to teach adaptive behavior, decrease problem behavior, and promote generalization and maintenance of behavior change. Prerequisites: ABA503 and ABA510.

ABA512 ABA II: Advanced Behavior

Change Procedures 3 credits

An advanced seminar on behavior change procedures. 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

An introduction to Skinner's (1957) analysis of verbal behavior. Students will learn the theoretical and conceptual foundations of verbal behavior and procedures for assessing and teaching verbal operants. Prerequisite: ABA504.

ABA514 Behavioral Interventions with Autism 3 credits

An examination of behavioral interventions (ABA) for individuals with autism across the life span. Course content will focus on early intensive behavioral intervention; interventions that address motor, academic, social, and language skills; assessment of interventions; and vocational training for adults with autism. Prerequisite: ABA511.

ABA515 Stimulus Control: Concepts, Principles & Applications 3 credits

An advanced seminar in applied behavior analysis that will focus on the concepts, principles, and applications of stimulus control. Students will acquire a thorough understanding of stimulus control and learn how to design interventions based on stimulus control. Prerequisite: B- or better in ABA503 and ABA511.

ABA529 Special Topics in Applied Behavior Analysis 1–3 credits

Exploration of selected areas of applied behavior analysis not covered in the regular curriculum. The course may be repeated when different topics are offered.

ABA550 Practicum in Applied Behavior Analysis 3 credits

Students will gain applied experience under the supervision of a Board Certified Behavior Analyst (BCBA). Experience hours will be accrued according to the experience standards set forth by the Behavior

Analyst Certification Board (BACB). Students are responsible for arranging their own experience and supervisor arrangements. In-class time will focus on discussion of applied experiences and completion of assignments. Repeatable up to 6 credits. Prerequisite: Permission of instructor.

ABA551 Applied Behavior Analysis Practicum

Continuation 1–3 credits

Continuation of practicum supervision for individuals who desire to continue their practicum beyond the 6-credit maximum for ABA550. Prerequisites: 6 credits of successful completion of ABA550 and permission of the director of practica for the Applied Behavior Analysis program. May be taken repeatedly; does not provide credit toward the Master of Arts in Applied Behavior Analysis.

ABA560 Research in Applied Behavior

Analysis 1–3 credits

Students work under the supervision of a faculty member to develop and conduct a research project. Prerequisites: Permission of instructor. Course is offered on application.

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 profession. 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 Clinical Mental Health Counseling Program accredited by Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Program Student Learning Outcomes

Upon successful completion of the program of studies for Clinical Mental Health Counseling, the student will receive M.A. in Clinical Mental Health Counseling and will have given evidence of the following outcomes and goals:

- Knowledge and theories of the counseling profession, including its history, professional practices, and application to current societal needs, as evidenced with course testing, Counselor Preparation Comprehensive Examination (CPCE) and departmental comprehensive case study. (CACREP Standards 2016 2F: 1, 3)
- Development of practitioner skills of counseling and appraisal in a variety of modalities and relationships as evidenced by successful field placement experiences. (CACREP Standards 2016 2F: 2, 4, 5, 6)
- Self-identity as a counseling professional and ethical professional behavior as well as advocacy on behalf of clients and the profession as evidenced by the departmental ethics qualifying exam and the CPCE exam. (CACREP Standards 2016 2F:1; Mercy core values and critical concerns)
- Effective communication skills that include empathy, right judgement, and clarity of thought and expression as evidenced in triadic supervision and successful field placement experiences. (CACREP Standards 2016 3: A-M)
- Awareness of personal culture and bias and the ability to respectfully engage with diverse perspectives through reflection on immersion experience. (CACREP Standards 2016 2F: 2)
- Engagement with academic research and evaluation of programs and practices as evidenced by course examination and successful completion of capstone research project. (CACREP Standards 2016 2F: 7, 8)

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

Required Courses (48 credits)

| | |
|---------|--|
| CMH5100 | Introduction to Counseling Skills (3) |
| CMH5101 | Advanced Psychopathology & 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 & 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) or CMH5357 Seminar in Addiction Treatment & Prevention (3)
- Electives 12 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).

Students intending to be dually licensed as mental health counselors and addictions counselors are advised to select CMH5355, CMH5356, CMH5601, and CMH5357.

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).

TRANSFER OF GRADUATE CREDITS

A student who has completed an M.A. degree or who has taken graduate courses in counseling or in a field closely related to counseling may transfer up to 30 graduate credits toward the 60 graduate credits required to receive an M.A. degree in the Clinical Mental Health Counseling program. This is done on a case-by-case basis, and involves the M.A. in Clinical Mental Health Counseling program director's review of the student's transcript and the student's program course catalog to see which courses would be appropriate substitutes for Georgian Court Clinical Mental Health Counseling courses.) 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 georgian.edu. Official transcripts must be sent to the Office of the Registrar within four weeks of completion of the course(s).

CLINICAL MENTAL HEALTH COUNSELING COURSES

All courses offered in seminar format.

CMH5100 Introduction to Counseling Skills 3 credits

This course is designed for students to learn and practice interviewing and counseling skills, the intake interview process, suicide assessment, and how to conduct a mental status examination. Self-exploration and counselor self-development will also be addressed. Students who receive a grade below a B must repeat the course.

CMH5101 Advanced Psychopathology & Diagnosis 3 credits

Students will engage in an in-depth examination of current research and theory regarding psychological disorders. The development of diagnoses within the context of the Diagnostic and Statistical Manual of the American Psychiatric Association will also be examined and practiced. Prerequisite: An undergraduate course in abnormal psychology.

CMH5200 Multicultural Issues in Counseling 3 credits

Exploration of various issues regarding counseling individuals from diverse ethnic and cultural groups. Family structure, gender role, socioeconomic issues, community and cultural influences and religious beliefs as well as other issues will be discussed.

CMH5201 Spirituality in Counseling 3 credits

Examines the theoretical, philosophical, and developmental frameworks for the integration of psychological and spiritual issues within the counseling context. Consideration will be given to issues such as gender, age, race, culture, and religious background. Clinical application skills will be emphasized. (Not offered every year.)

CMH5300 Counseling Theories 3 credits

Basic counseling techniques and in-depth exploration of counseling theories: psychodynamic, cognitive, behavioral, humanistic, existential. Application of theory-to-case analysis including diagnosis and developmental factors. Prerequisite: CPS5100.

CPS5301 Clinical Mental Health Counseling Interventions 3 credits

Further exploration of theory-based counseling techniques and community-based interventions.

Consideration will be given to issues such as mental health care and coverage, termination issues, outcome evaluation, and related current issues. Prerequisites: CMH5300 and CMH5600.

CMH5302 Appraisal of the Individual 3 credits

Psychometric theories and approaches to appraisal are covered, along with reliability and validity and use of test results in counseling

CMH5303 Techniques of Group Counseling 3 credits

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. Participation in a course-sponsored group experience will also be required. Prerequisite: CMH5100.

CMH5304 Techniques of Marriage & Family Counseling 3 credits

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

Concepts of treatment using cognitive behavioral treatment model and the application of this approach to DSM 5 diagnostic categories and various presenting problems will be explored and discussed. Prerequisite: CMH5301. (Not offered every year.)

CMH5355 Introduction to Addictions Counseling 3 credits

An examination of the major treatment approaches to substance abuse and their accompanying etiologies. Investigation of the pharmacological and medical aspects of commonly abused substances. The meaning of addiction and abuse in relation to related compulsive behavior will also be explored. Major treatment models and underlying theories will be addressed. Assessment and differential diagnosis skills will be emphasized. Compulsive behaviors such as overeating and gambling will be discussed. Prerequisites: CMH5100, CMH5101.

CMH5356 Treatment of Addictive Disorders 3 credits

An examination of various treatment models and approaches for treatment of addictive disorders including drug and alcohol abuse as well as other addictive behaviors. The theory and techniques of individual, group, family, and couples counseling with addicted patients are presented, with an emphasis on empirically validated approaches. Prerequisite: CMH5100 (or equivalent).

CMH5357 Seminar in Addiction**Treatment & Prevention 3 credits**

This course is designed to enhance the ability of the counselor specializing in addictions to use research for the development and evaluation of effective and empirically validated approaches to treatment and prevention. The application of physiological, neurological, psychological, and social research to conceptualization, development, and implementation of treatment and prevention interventions will be emphasized. Prerequisite: CMH5355.

CMH5400 Life Span Development 3 credits

Normative developmental processes are covered from birth through late adulthood, including social, emotional, physical and cognitive perspectives.

CMH5500 Organizational Counseling & Career Development 3 credits

Career development theories and 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 will be examined.

CMH5600 The Counseling Profession 3 credits

The role of the counselor in various settings is explored, including goals, organizational supports, history and trends, professional ethics, legal issues, credentialing standards, and working in managed care settings.

CMH5601 Psychopharmacology 3 credits

Study of basic functioning of the nervous system: hypothesized etiologies and integrated treatment implications of DSM 5 disorders; indications, contraindications, efficacy, side-effects, interactions, and success indicators for commonly-used medications. Differences between using certain medications in the treatment of adults vs. children and adolescents are also discussed.

CMH5602 Treatment of Personality Disorders 1 credit

Treatment of personality disorders from current theoretical perspectives will be reviewed.

CMH5603 Crisis Intervention 3 credits

This course will provide the student with information and skills necessary for crisis intervention work. It will address

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. The course is appropriate for both community counseling graduate students and school psychology certification students. Prerequisites: PS510 and PS530 or CMH5100 and CMH5300. (Not offered every year.)

CMH5604 Seminar in Adult Psychopathology 3 credits

An in-depth examination of the 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 integration and synthesis of 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. This is an advanced seminar for students who have completed the courses for the M.A. program or are taking post-Masters' credits. Particular emphasis is placed on preparing students for the CPCE and NCE. Pre/corequisites: CMH5200, CMH5301, CMH5302, CMH5303, CMH5400, CMH5500, CMH5600, CMH5700, or permission of instructor.

CMH5612 Advanced Seminar in Ethics in Counseling 3 credits

An in-depth study of legal and ethical issues that arise in the counseling profession through the use of case studies. Emphasis will be placed on the process of ethical decision making. Special attention will be paid to the ethical standards of the American Counseling Association as well as federal and state laws. Prerequisites: CMH5100, CMH5300.

CMH5700 Applied Research Methods 3 credits

Inferential statistical techniques and factorial research designs will be covered including between group designs, repeated measures, mixed designs, multivariate analysis, parametric and nonparametric analysis.

CMH5701 Program Assessment 3 credits

The course is designed to prepare students to develop, to participate in and to 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

Analysis of 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

This course focuses on 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. It examines symptoms, conceptualization, development factors, theories of etiology, treatment interventions and prognosis within each diagnostic category and reviews a variety of assessment tools with significant consideration given to individual contexts. While exposure to a broad base of theories in relation to case formulation will be presented, the emphasis will be conceptualization within a CBT framework. Prerequisites: CMH5100 and CMH5300

CMH5710 Advanced Topics 1–3 credits

An in-depth examination of the current theories and research on topics of special interest. (Not offered every year.) May be offered for 1 to 3 credits; Students may take the course repeatedly if new topics are covered.

CMH5800 Practicum in Counseling 4 credits

The student will select a placement reflective of her or his 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-based supervisor and supervision groups. Prerequisites: CMH5101, CMH5300, CMH5600, and graduate faculty recommendation. Students who receive a grade below a B must repeat the course. Corequisite: CMH5301 and graduate faculty recommendation.

CMH5802 Internship in Counseling I 4 credits

The student will 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 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-based supervisor. Students who receive a grade below a B must repeat the course. Prerequisites: CMH5800 and CMH5301.

CMH5804 Internship in Counseling II 4 credits

The student will 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-based supervisor. Students who receive a grade

below a B must repeat the course. Prerequisite or corequisite: CMH5802.

CMH5806 Internship Continuation 1 credit

Students should register for this if they are completing the required hours for the internship experience.

CMH6000 Proseminar 3 credits

An intensive examination of the professional literature of counseling and related disciplines as a science and profession. The examination will focus upon recent trends as well as significant theoretical positions and major controversies. A comprehensive literature review on a topic of interest will be developed.

CMH6001 Thesis Seminar I 3 credits

Seminar to consult with faculty concerning the development of an approved master's topic. While in seminar, students are expected to develop a proposal that will include a comprehensive literature review that will meet with the approval of the seminar faculty. Students who have not developed an approved proposal after two semesters of seminar may be required to meet with the chairperson to determine the future direction of their studies. Prerequisites: CMH5700 and CMH6000.

CMH6002 Thesis Seminar II 3 credits

A seminar for advanced students to conduct the research that they have designed in CPS6001. The student will work under the direction of a faculty mentor. This advanced seminar will culminate in the approved completion of an appropriate master's thesis. Prerequisites: CMH6000, CMH6001.

CMH6100 Supervision in Counseling 3 credits

Students will understand the supportive, developmental, educational, administrative and performance management purposes of supervision and develop a personalized structure for delivering supervisory services in context. They will also identify social, psychological and organizational factors that influence the effectiveness of supervision and develop skills to improve the management of these factors by working through case studies and real-world difficulties that are brought to class.

MASTER OF ARTS IN SCHOOL PSYCHOLOGY/ CERTIFICATE OF ADVANCED GRADUATE STUDY IN SCHOOL PSYCHOLOGY

NASP Approved Program

The school psychology M.A./CAGS 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 have an 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.

Program graduates will be able 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 (M.A.) 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 68 to 71 semester hours, including a 300-hour practicum and a 1,200-hour externship, are 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 it has adopted NASP's Domains of School Psychology Training and Practice as the basis for the objectives of its training model.

The M.A./CAGS program has two levels: an M.A in School Psychology awarded upon completion of 32 to 35 credits, followed by the 36-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.

NOTE: This three-year program requires fall, spring, and summer coursework. All coursework must be completed before the externship year. This is a full-time graduate program; no part-time completion option is available.

The seven courses in the Applied Behavior Analysis (ABA) sequence also completes the didactic component of the Board Certified Behavior Analyst (BCBA) training.

Those wishing to complete the requirements for the actual BCBA certificate can do so by acquiring additional supervised ABA training experiences after completion of the School Psychology program.

Master of Arts in School Psychology

Required Courses (32–35 credits)

Year 1: Fall Semester

- SPS5302 Appraisal of the Individual (1)
- SPS5401 Seminar in Child & Adolescent Development (3)
- SPS5402 Seminar in Psychopathology of Childhood (3)
- SPS5406 School Crisis Prevention & Intervention (3)
- SPS6190 Seminar in Psychological Services in the Schools (1)
- *ABA503 Experimental Analysis of Behavior (3)

Year 1: Spring Semester

- *SPS5910 Behavior Assessment in Educational & Community Settings (3)
- SPS6104 Data-Based Decision-Making I: Behavioral & Social/Emotional Assessment & Intervention (3)
- SPS6110 Multicultural Issues in School Psychology (3)
- *ABA504 Philosophy of Behaviorism (3) (elective; necessary for BCBA credential)

Year 2: Summer Semester

- SPS5700 Statistics & Research Methods I (3)
- SPS6102 Assessment & Intervention of Reading Difficulties for School Psychologists (3)
- *SPS6105 Seminar in Ethical Conduct for School Psychologists (3)

Note: At the completion of these 32 to 35 credits, students will sit for the comprehensive examination. With a passing score, students receive their M.A. in School Psychology and are eligible to move on to advanced-level coursework.

Certificate of Advanced Graduate Study (CAGS) Required Courses (36 credits)

Year 2: Fall Semester

- SPS5100 Introduction to Counseling Skills (3)
- *SPS5911 Behavior Interventions in Educational & Community Settings (3)
- SPS6103 Data-Based Decision-Making II: Cognitive Assessment & Intervention (3)
- SPS6106 Practicum I: Consultation & Collaboration (3)

Year 2: Spring Semester

- SPS5405 Advanced Counseling with Children & Adolescents (3)
- SPS5801 Practicum II: Advanced Practice (3)
- *SPS5912 Advanced Behavior Change Procedures in Educational & Community Settings (3)
- SPS6109 Data-Based Decision-Making III: Integrated Psychoeducational Assessment & Intervention (3)

Year 3: Summer Semester

- SPS5403 Neurological Basis of Educational Disorders (3)
- *ABA502 Measurement & Experimental Design (3)

Year 3: Fall Semester

- SPS6200 Externship I (3)

Year 3: Spring Semester

- SPS6202 Externship II (3)

*indicates coursework that is part of the 18- to 21-credit ABA sequence

Applicants who hold a master's degree in school psychology from another college/university and who wish to apply for the CAGS-level only may do so; however, only applicants with degrees earned within five years of the application will be considered. 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 students being required to complete additional master's-level coursework that is congruent with the GCU school psychology program to ensure that the applicant is eligible for certification as a school psychologist in New Jersey. 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.

DOCTOR OF PSYCHOLOGY IN SCHOOL PSYCHOLOGY

Required Courses (109–112 credits)

The Psy.D. in School Psychology program will enable school psychologists to expand their practice and move into more advanced practice settings. The complete program is a 109- to 112-credit, five-year program for students entering directly from their undergraduate program. Students earn the M.A. and CAGS along the way towards completion of the Psy.D. degree. This program requires completion of 420 practicum hours and a 1,500- to 1,750-hour internship of which at least 600 hours must be completed in a Pre-K–12 educational setting. The advanced standing program is a 47-credit program designed to be completed in three years for individuals who are already certified school psychologists. This program requires completion of 120 practicum hours and a 1,500- to 1,750-hour internship. Students interested in obtaining licensure from the New Jersey Division of Consumer Affairs and the New Jersey Board of Psychological Examiners for the independent practice of psychology must be supervised by a licensed psychologist during internship. Both the Psy.D. and Advanced Standing Psy.D. programs are designed as full-time programs with no part-time completion option. The program is designed to meet the program approval standards of the National Association of School Psychologists.

The Psy.D. program will provide graduates with:

- the ability to serve children in schools, hospitals, clinics, and other advance practice settings by attending to their mental health and educational needs, while also emphasizing issues of diversity and social justice;
- the importance of understanding and respecting the various contexts of a multicultural, pluralistic society in which children live and shape their lives; and
- a program that reflects the university's mission and Mercy core values.

TRANSFER OF GRADUATE CREDITS

Students who hold a master's degree in a related field (child, child-clinical, or educational psychology, counseling, etc.) that is not school psychology can transfer up to 15 graduate credits towards the program. Only graduate coursework with a grade of B or higher is eligible for transfer. Decisions on the viability of transfer credit will be made by program faculty via evaluation of course syllabi. Course syllabi must be submitted, and students may be required to submit additional work samples and/or documentation. Each applicant will be evaluated on an individual basis and require the approval of the program director.

Psy.D. in School Psychology

Required courses (109–112 credits)

Year 1: Fall Semester

- SPS5302 Appraisal of the Individual (1)
SPS5401 Seminar in Child and Adolescent Development (3)
SPS5402 Seminar in Psychopathology of Childhood (3)
SPS5406 School Crisis Prevention & Intervention (3)
SPS6190 Seminar in Psych Services in the Schools (1)
*ABA503 Experimental Analysis of Behavior (3)

Year 1: Spring Semester

- *SPS5910 Behavior Assessment in Educational & Community Settings (3)
SPS6104 Data-Based Decision-Making I: Behavioral & Social/Emotional Assessment & Intervention (3)
SPS6110 Multicultural Issues in School Psychology (3)
*ABA504 Philosophy of Behaviorism (3) (elective; necessary for BCBA credential)

Year 2: Summer Semester

- SPS5700 Statistics & Research Methods I (3)
SPS6102 Assessment & Intervention of Reading Difficulties for School Psychologists (3)
*SPS6105 Seminar in Ethical Conduct for School Psychologists (3)

Note: At the completion of these 32 to 35 credits, students will sit for the comprehensive examination. With a passing score, students receive their M.A. in School Psychology and are eligible to move on to advanced-level coursework.

*Indicates coursework that is part of the 18- to 21-credit ABA sequence

Year 2: Fall Semester

- SPS5100 Introduction to Counseling Skills (3)
*SPS5911 Behavior Interventions in Educational & Community Settings (3)
SPS6103 Data-Based Decision-Making II: Cognitive Assessment & Intervention (3)
SPS6106 Practicum I: Consultation & Collaboration (3)

Year 2: Spring Semester

- SPS5405 Advanced Counseling with Children & Adolescents (3)
SPS5801 Practicum II: Advanced Practice (3)
*SPS5912 Advanced Behavior Change Procedures in Educational & Community Settings (3)
SPS6109 Data-Based Decision-Making III: Integrated Psychoeducational Assessment & Intervention (3)

Year 3: Summer Semester

- SPS5403 Neurological Basis of Educational Disorders (3)
*ABA502 Measurement & Experimental Design (3)

Year 3: Fall Semester

- SPS7100 History & Systems of Psychology (3)
SPS7300 Advanced Psychopathology (3)
SPS7500 Statistics & Research Methods II (3)

Year 3: Spring Semester

- SPS7150 Personality Theory
SPS7400 Practicum III (3)
SPS7550 Statistics & Research Methods III (3)

Year 4: Summer Semester

- SPS7600 Research in School Psychology (3)

Year 4: Fall Semester

- SPS7350 Physiological Basis of Behavior (3)
SPS7200 Social Psychology (3)
SPS7700 Dissertation (3)

Year 4: Spring Semester

- SPS7250 Cognition & Learning (3)
SPS7450 Supervision of Psychological Services (3)
SPS7700 Dissertation (3)

*Indicates coursework that is part of the 18- to 21-credit ABA sequence

Year 5: Summer Semester

Psy.D. students must defend their dissertation proposal and pass the doctoral qualifying exam before moving on to internship.

Year 5: Fall and Spring Semesters

- SPS7900 Pre-Doctoral Internship I (4)
SPS7901 Pre-Doctoral Internship II (4)

Note: Psy.D. students will be awarded the CAGS at the successful conclusion of the doctoral externship. Students will be awarded the Doctor of Psychology (Psy.D.) degree once they pass the doctoral qualifying exam, complete their internship, and their dissertation is successfully defended and filed with the university library.

Advanced Standing Psy.D. in School Psychology (Psy.D. only)

Required Courses (47 credits)

Year 1: Fall Semester

SPS7100 History & Systems of Psychology (3)

SPS7300 Advanced Psychopathology (3)

SPS7500 Statistics & Research Methods II (3)

Year 1: Spring Semester

SPS7150 Theories of Personality (3)

SPS7400 Practicum III (3)

SPS7550 Statistics & Research Methods III (3)

Year 2: Summer Semester

SPS7600 Research in School Psychology (3)

Year 2: Fall Semester

SPS7200 Social Psychology (3)

SPS7350 Physiological Basis of Behavior (3)

SPS7700 Dissertation (3)

Year 2: Spring Semester

SPS7250 Cognition & Learning (3)

SPS7450 Supervision of Psychological Services (3)

SPS7700 Dissertation (3)

Year 3: Summer Semester

Psy.D. students must defend their dissertation proposal and pass the doctoral qualifying exam before moving on to internship.

Year 3: Fall & Spring Semesters

SPS7900 Pre-Doctoral Internship I (4)

SPS7901 Pre-Doctoral Internship I (4)

Note: Psy.D. students will be awarded the CAGS at the successful conclusion of the doctoral externship. Students will be awarded the Doctor of Psychology (Psy.D.) degree once they pass the doctoral qualifying exam, complete their internship, and their dissertation is successfully defended and filed with the university library.

SCHOOL PSYCHOLOGY COURSES

SPS5100 Introduction to Counseling Skills 3 credits

This course is designed for students to learn and practice interviewing and counseling skills, the intake interview process, suicide assessment, and how to conduct a mental status examination. Self-exploration and counselor self-development will also be addressed. Students who receive a grade below a B- must repeat the course.

SPS5302 Appraisal of the Individual 1 credit

Survey of historical and modern assessment instruments used within the field of School Psychology. Overview of basic reliability and validity standards for assessment instruments along with performance indicators (standard scores, t-scores, percentile ranks, etc.).

SPS5401 Seminar in Child & Adolescent

Development 3 credits

An in-depth examination of 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

An in-depth examination of current theories and research on physical, cognitive, social and emotional developmental disorders. Prerequisites: undergraduate courses in child and/or adolescent development and abnormal psychology. Pre/corequisite: SPS5401.

SPS5403 Neurological Basis of

Educational Disorders 3 credits

This course will introduce the student to neuroanatomy and to central nervous system structure, organization, and function. Students will gain an understanding of the principle of the neurological mediation of behavior, particularly as it pertains to children with disabilities as defined by the New Jersey administrative code vis-à-vis special education.

SPS5405 Advanced Counseling with Children &

Adolescents 3 credits

Building on the skills learned in SPS5100, students will explore various counseling theories in depth and perform skills associated with multiple counseling techniques. Counseling theories reviewed include: CBT, REBT, play therapy, solution-focused therapy, reality therapy, and Adlerian therapy. Students will apply techniques to actual clients in practice counseling sessions with supervision. Diagnostic assessment and intervention will also be discussed. Prerequisite: SPS5100.

SPS5406 School Crisis Prevention &

Intervention 3 credits

The course will cover not only the range of crisis situations which school psychologists encounter in their work with children and adolescents in educational settings, but also the prevention of such events. Issues of school climate, school discipline, and the role of school psychologists in having an impact on these policies will be addressed. Crises covered will include system-wide crises such as school shootings, bomb threats, and natural disasters, and those posed to individual students

such as bullying, physical abuse, and suicide. The course will also address methods of intervention within the school setting as well as the impact of trauma on children. Emphasis will be on those prevention practices and interventions which are demonstrated by the research literature to promote healing. Prerequisite: SPS6190.

SPS5700 Statistics & Research Design I 3 credits

A research methods and introductory graduate statistics course that reviews the scientific method as it applies to behavioral and social sciences. Descriptive, correlational, quasi-experimental, and experimental research designs are reviewed. Inferential statistical techniques reviewed include ANOVA, Factorial ANOVA, regression, multiple regression, and nonparametric statistics. Program review and qualitative research design and analysis are introduced.

SPS5801 Practicum II: Advanced Practice 3 credits

This second practicum course requires students to be in the schools for one full day per week throughout the semester. Unlike Practicum I, which focuses primarily on system-wide issues that have an impact on children and on the development of consultation and communication skills, Practicum II provides opportunities for skill development in the areas of cognitive and social/emotional assessment and group and individual counseling with school-age children.

SPS5910 Behavior Assessment in Educational & Community Settings 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, intensity, celeration, and reliability and validity of behavioral measures.

SPS5911 Behavior Interventions in Educational & Community Settings 3 credits

Examine the elements of behavior change and procedures to accomplish behavior increases, decreases, generalization, and maintenance in educational settings. Emphasis on reinforcement, schedules of reinforcement, extinction, and alternate treatment procedures. Prerequisites: A grade of B- or higher in ABA503 and admission to the ABA or School Psychology graduate programs or permission of the program director. Pre/corequisite: ABA510 or SPS5910.

SPS5912 ABA II: Advanced Behavior Change Procedures in Educational & Community Settings 3 credits

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. Emphasis is on doing so in educational settings. Prerequisites: A

grade of B- or higher in SPS5910 and SPS5911 and admission to the ABA or School Psychology graduate programs or permission of the program director.

SPS6102 Assessment & Intervention of Reading Difficulties for School Psychologists 3 credits

Students will develop an understanding of how children are typically taught to read in schools and the potential areas of difficulties for struggling readers. Students will understand the process of assessing and intervening with children in all aspects of literacy development, including phonemic awareness, word recognition, phonics, fluency, and phonological processing skills. The prevention of reading difficulties in children will be a major topic of the course. Open only to matriculating school psychology students.

SPS6103 Data-Based Decision-Making II: Cognitive Assessment & Intervention 3 credits

The student will develop skills in the administration, scoring, interpretation, and communication of the results of the major individual intelligence tests. Other areas related to the assessment of the cognitive abilities of children, adolescents, and adults will be analyzed, including problems and issues in assessment and legal and ethical considerations. Open only to matriculating school psychology students who have completed the master's degree and who are ready for the certification level coursework toward state certification in school psychology and with permission of the graduate program director. Students who receive a grade below a B- must repeat the course. Lab fee.

SPS6104 Data-Based Decision-Making I: Behavioral & Social/Emotion Assessment & Intervention 3 credits

The student will develop skills in the administration, scoring, interpretation and integration of various assessment instruments, including projective, objective, and observational procedures, of children and adolescents. The focus of the course will be the assessment of the social-emotional functioning of pupils. The development of report writing skills in the communication of evaluation results to parents/guardians and school personnel also will be stressed. Open only to matriculating school psychology graduate students as part of their master's-level coursework. Students who receive a grade below a B- must repeat the course. Lab fee.

SPS6105 Seminar in Ethical Conduct for School Psychologists 3 credits

An in-depth examination of the requirements and expectations of professional and ethical behavior as specified in the National Association of School Psychologists (NASP) Principles for Professional Ethics and the Behavior Analyst Certification Board's (BACB) Professional Disciplinary and Ethical Standards and

Guidelines for Responsible Conduct for Behavior Analysts. Prerequisite: admission into School Psychology graduate program.

SPS6106 Practicum I: Consultation & Collaboration 3 credits

This first practicum course will introduce the attitudes, concepts, and skills of indirect service delivery in the schools through consultation. Students will be placed in a school for a half-day per week throughout the semester and receive 40 practicum hours upon successful completion of this course. The course is designed to produce consultation and organizational development skills, which will facilitate effective practice in working with instructional, administrative, and support staff to meet the academic, social, and behavioral needs of children in the schools. The course will emphasize communication skills; introduce various models of consultation, including systems-level consultation; produce an understanding of the stages of consultation, and focus on the importance of intervention design and ongoing assessment for progress.

SPS6109 Data-Based Decision Making III: Integrated Psychoeducational Assessment & Intervention 3 credits

Academic and cognitive norm-referenced assessment tools are reviewed with an emphasis on using integrated co-normed assessment systems. The integration of curriculum based measures (CBMs), behavioral, and observational tools into a complete assessment process is discussed. Approaches to interventions for educational difficulties are surveyed highlighting the link between assessment and specific intervention techniques.

SPS6110 Multicultural Issues in School Psychology 3 credits

The multicultural course is designed to provide an introduction to some of the cultural, socioeconomic, racial, and ethnic variables that impact service delivery in school psychology. Students will develop an understanding and appreciation of cultural and ethnic differences among individuals, groups, and families. Students will enhance their ability to apply their knowledge in the area of multicultural issues to their personal lives as well as their professional work. The students will demonstrate competence in self-awareness, other awareness, cultural sensitivity, and an ability to access resources to provide more culturally appropriate services to children and families of color. Students will also show an ability to identify possible culturally relevant solutions to ethical conflicts/dilemmas. Students who receive a grade below a B- must repeat the course.

SPS6150 Special Topics in School

Psychology 1–3 credits

Selected topics of recent interest within the applied and research areas of school psychology, clinical-child psychology, and/or educational psychology. Topics will vary from year to year. The course is open to graduate students with permission from the course instructor. The course may be repeated when different topics are offered.

SPS6190 Seminar in Psychological Services in the Schools 1 credit

This introductory seminar course will introduce school psychology students to the practice of school psychology and best practices in providing school-based psychological services. Historical developments, best practices, and current trends in the profession will be discussed.

SPS6200/6202 Externship I & II 3 credits each

The externship is a 1,200-hour experience in the public schools (two consecutive 600-hour semesters). The externship provides the opportunity for students to refine assessment, counseling, and intervention skills, and it is structured to meet the requirements for certification as a school psychologist by the New Jersey State Department of Education. Supervision will be provided on site by certified school psychologists as well as by the university supervisor of externs. All coursework must be completed prior to taking externship. Students who receive a grade below a B- must repeat the course.

SPS7100 History of Psychology 3 credits

A survey of the major theoretical systems in psychology, focusing on the scientific foundations of the field as well as the development of professional practice in the 20th and 21st centuries.

SPS7150 Personality Theory 3 credits

The purpose of this course is to provide an overview of the various psychological theories of personality. This course will review psychoanalytic, humanistic, biological, behavioral, cognitive, trait and skill, and interactionist theories and will review major theorists such as Freud, Jung, Adler, Horney, Erikson, Skinner, and others as appropriate.

SPS7200 Social Psychology 3 credits

A broad overview of the methodologies, research findings, and theories within social psychology will be offered to provide an understanding of the basic scientific approach to the social world that psychologists can utilize in both clinical work and in research.

SPS7250 Cognition & Learning 3 credits

The student will learn the major theories, issues, and areas of research in cognitive development. An emphasis will be made on the application of these concepts to education, learning, and academic skills development.

The course will cover theoretical frameworks for the study of cognitive development, including information processing theory. Specific areas of cognitive development, such as problem solving, critical thinking, and memory will be discussed, as well as the application of cognitive development theory to the classroom setting and instruction.

SPS7300 Seminar in Advanced Psychopathology: Prevention, Diagnostic Assessment & Intervention in Childhood & Adolescence 3 credits

An in-depth examination of current psychological and psychiatric disorders as described in the DSM-5 and ICD-10. This course prepares graduate students for advanced diagnostic evaluation and treatment of psychological and psychiatric disorders, which are expected of advanced graduate students, with special emphasis on children, adolescents, and young adults.

SPS7350 Physiological Basis of Behavior 3 credits

An overview of neuroanatomy and how its function and dysfunction impact everyday life. Emphasis will be placed on the role of neuroanatomy in mental health functioning along with neuropsychological assessment and psychopharmacology.

SPS7400 Practicum III: Providing Systems-Level Services in an Educational Setting 3 credits

This third practicum course will continue the skill development of students in the areas of indirect service delivery and systems-level interventions in the schools. Students will be placed in a school for one day per week throughout the semester and receive 120 practicum hours upon the successful completion of this course. The course is designed to produce organizational development skills, which will facilitate effective practice in working with instructional, administrative, and support staff to meet the academic, social, and behavioral needs of children in the schools. The course will focus on building skills in the assessment of systems-level issues, the development of interventions/programs based on assessments, and the evaluation of interventions/programs within the school setting.

SPS7450 Supervision of Psychological Services 3 credits

The student will develop skills in the supervision of psychological services to psychologists and other mental health professionals. Various methods of supporting supervisees and providing effective administration of psychological services in school and other mental health settings will be explored.

SPS7500 Statistics & Research Design II 3 credits

Advanced statistical topics such as RM-ANOVA, ANCOVA, MANOVA, MANCOVA, and advanced forms of

regression will be discussed. Emphasis will be placed on the utility of each technique to analyze data in both research and applied venues using appropriate research designs. The ability to effectively use statistical software will also be reviewed.

SPS7550 Statistics & Research Design III 3 credits

Advanced statistical topics such as path analysis, SEM, discriminant function analysis, principal components analysis, exploratory factor analysis, and confirmatory factor analysis are discussed. Emphasis will be placed on the utility of each technique to analyze data in both research and applied venues using appropriate research designs. The ability to effectively use statistical software will also be reviewed.

SPS7600 Research in School Psychology Seminar 3 credits

This course will review major research areas within the field of professional psychology with a special emphasis on school psychology-related topics. This course will also review the expectations and procedures for appropriate development of a doctoral dissertation in professional psychology. Students will use the information gained in this course to develop their dissertation topic area.

SPS7700 Dissertation 3 credits

This course, along with SPS7900 and SPS7901, is part of the capstone sequence of the School Psychology doctoral program. Students are required to generate an original piece of scholarship that contributes to the field of school psychology. This scholarship proposal must be successfully approved via a formal dissertation proposal defense before the graduate student may advance to SPS7900. Students are required to take 3 credits of dissertation in the fall and spring semesters before their internship year. This is an hours arranged and pass/fail course.

SPS7701 Dissertation Continuation 1 credit

This course is required of all students who have not successfully defended their dissertation proposal before enrolling in SPS7900. This course will allow doctoral students to continue their dissertation research, working alongside their faculty dissertation committee chairperson. Students must also register for this course every fall and spring semester after completing SPS7901 until they have successfully defended their dissertation. This is an hours arranged and pass/fail course.

SPS7900 Pre-Doctoral Internship I 4 credits

This culminating experience consists of a full-time, full-year, 1,500-hour internship experience, divided into two 4-credit semesters. Students wishing to pursue licensure for the independent practice of psychology will complete a minimum of 1,750 hours. A minimum of 600 hours of this

experience must be completed in a Pre-K–12 school setting if the student is not already a certified school psychologist. Students placed in Pre-K–12 school settings must be supervised by a certified school psychologist. Students placed in non-educational settings must be supervised by a licensed psychologist. The university supervisor conducts a minimum of one site visit per semester. During the internship, students are expected to go beyond the range of services they provided during their masters- or specialist-level externship. Internship-specific practice requirements will be dependent on the intern's placement (e.g., school, pediatric hospital, psychological services clinic, etc.) and will be detailed in the intern's contract with their field placement supervisor.

SPS7901 Pre-Doctoral Internship II 4 credits

Continuation of the culminating experience which consists of the second half of the full-time, full-year, 1,500-hour internship experience, divided into two four credit semesters. Students wishing to pursue licensure for the independent practice of psychology will complete a minimum of 1,750 hours. A minimum of 600 hours of this experience must be completed in a Pre-K–12 school setting if the student is not already a certified school psychologist. Students placed in Pre-K–12 school settings must be supervised by a certified school psychologist. Students placed in non-educational settings must be supervised by a licensed psychologist. The university supervisor conducts a minimum of one site visit per semester. During the internship, students are expected to go beyond the range of services they provided during their masters- or specialist-level externship. Internship-specific practice requirements will be dependent on placement (e.g., school, pediatric hospital, psychological services clinic, etc.) and will be detailed in the contract within the intern's field placement supervisor.

Minimum levels of performance are outlined in the School Psychology program handbook. Students are evaluated and expected to maintain expected levels of performance in their academic coursework, field placements, and professional characteristics. Failure to maintain minimum levels of performance across any of these areas may lead to dismissal from the program. The program handbook is available on the program website and the program BlackBoard site.

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

Baccalaureate degree from an accredited college or university

An academic theological background in scripture and dogma that properly prepares the student for graduate study

If an applicant lacks such background, sufficient competency will be determined by the Admissions Committee of the Graduate Theology Program.

Undergraduate grade point average of at least 2.75 on a 4.0 scale

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 Student Learning Outcomes

Upon successful completion of the program of studies for Theology, the student will receive an M.A. in Theology and will have given evidence of the following outcomes and goals:

- Knowledge of the principal methods used in theological study, and an in-depth study of the Catholic Theological Tradition within the areas of biblical, theological, and pastoral studies.
- Competency in exegesis: reading and interpreting primary theological texts through

course assignments, directed research, and theological reflection.

- Skill and ability to communicate theological knowledge concerning pastoral situations through case study and theological reflection on current praxis.

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

Successfully complete 30 credits, including TH500 Introduction to Theological Study and 3 credits each in three areas: Biblical, Theological, and Pastoral Studies

18 credits in electives

Maintain a B (3.0) average.

Complete degree requirements within six years of formal admission.

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

Successfully complete 36 credits, including: TH500 Introduction to Theological Study; 3 credits each in Biblical, Theological and Pastoral Studies; 21 credits in electives; and a 3-credit thesis.

Maintain a B (3.0) average.

Complete degree requirements within six years after formal admission.

M.A. in Theology (Mercy Spirituality Track) (30 or 36*)

This program provides the student with a grounding in the academic study of spirituality and an opportunity for personal spiritual formation. The focus is on the spirituality of mercy.

TH500 Introduction to Theological Study (3)

TH662 Ever Old, Ever New: Foundations of Christian Spirituality (3)

TH663 Journey of Mercy: History and Spirituality (3)

TH664 Banquet of Mercy: Comparative Spirituality (3)

TH665 Mercy Praxis: Spirituality & Ethics (3)

TH666 Further Explorations: "Toward a Theology of Mercy" (3)
Electives (12)

*If thesis option is chosen, 6 additional credits in thesis preparation.

THEOLOGY CERTIFICATE PROGRAM

For those who do not wish to pursue the M.A. degree, an 18-credit Georgian Court University Certificate in Theology is available. A maximum of 6 credits may be transferred from another accredited institution.

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

Baccalaureate degree from an accredited college or university

Adequate theological background

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 Office of Health Services.

MERCY SPIRITUALITY ONLINE CERTIFICATE PROGRAM

This program is designed for the person who works or has worked in institutions that are sponsored or affiliated with the Sisters of Mercy, is a Sister of Mercy, an associate, volunteer, companion, or, more generally, is a seeker who is interested in deepening her/his understanding of the spiritual life through the lens of the "mercy of God." This program anticipates that each beginning class of participants will travel through the program as a cohort, becoming an "online community" from near and far. This is an academic program as well as one dedicated to adult spiritual formation that will

support and encourage questions, reflection, and “new eyes.” This is a 15-credit certificate, which can be counted toward a MA in Theology.

The five certificate courses are:

- TH662 Ever Old, Ever New: Foundations of Christian Spirituality (3)
- TH663 Journey of Mercy: History and Spirituality (3)
- TH664 Banquet of Mercy: Comparative Spirituality (3)
- TH665 Mercy Praxis: Spirituality & Ethics (3)
- TH666 Further Explorations: “Toward a Theology of Mercy” (3)

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

An introduction to the background of biblical and theological studies to prepare students for graduate level research. A focus 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

This course is designed to introduce students to important texts within the Hebrew Bible. By its end, students will have focused on particular writings in Hebrew Scripture; e.g., the Pentateuch, Prophetic literature, the Wisdom tradition, Psalms or apocalyptic.

TH502 New Testament: Selections 3 credits

This course will serve as an introduction to religious literature of the earliest churches as preserved in the New Testament. Students will examine selected writers or categories of New Testament literature; e.g., the Synoptic Gospels, Luke-Acts, the Johannine corpus, the letters of Paul, the Pastoral Epistles. By its end, students will have an understanding of those documents, which have had the most significant effect on the development of the church and its character, including readings in modern New Testament criticism.

TH510 Pentateuch 3 credits

A study of the Hebrew Scriptures in light of the historical, cultural, political and religious circumstances that influenced their formation. The course will introduce the student to the literary and historical questions being raised with regard to this literature.

TH515 Pre-Exilic Prophets 3 credits

A biblical study of the concepts of prophecy, prophets and their call and message, as discovered in the literature of the Hebrew Bible. To examine the meaning and purpose of the divine message of selected classical prophets and to increase awareness and accountability in the area of social justice.

TH523 Women & the Bible 3 credits

An exploration of women and their experiences within the narratives of the Bible. To survey female deities in other religions as influencing the Bible. To present theological traditions about women and examine the functions of women in the early Christian communities as they impact today's church.

TH525 Israel: The Roots of Christianity 3 credits

A study of the land, the culture, and the 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

An introduction to 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

This course will explore the history of the churches of Rome proper, beginning with early Christianity and following through to modern day. This course will be taught on location during a trip to the city of Rome, and will include visitations to the various basilicas and churches within the city. (This course does not fulfill the biblical core requirement.)

TH528 Topics in the Bible 3 credits

An exploration of the Hebrew Scriptures that will enable a student to study a specific topic in-depth. This course can be repeated with different areas of concentration.

TH610 The Gospel of Mark 3 credits

A study of the compositional history, literary design and social situations in the Gospel of Mark. This earliest gospel will be studied 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

This course is a study of the third gospel, with an emphasis on Luke's major themes. In addition to miracles, parables, passion and resurrection narratives, special emphasis will be placed on Jesus as Prophet, table fellowship and discipleship.

TH613 The Gospel of John 3 credits

An examination of the history and identity of the Johannine community as it develops and interacts with the mission of Jesus. A focus on the topics of Jewish feasts, Johannine signs and discourses, as well as the leadership role of women.

TH614 The Gospel of Mark & Matthew 3 credits

An examination of the person and work of Jesus Christ as experienced in the early Christian Communities of Mark and Matthew. To present sufficient background of Gospel formation and sources, first century Palestinianism Judaism, Christology, parables, miracles, as well as the Passion, Death, and Resurrection narratives within the first two gospels.

TH624 Selected Letters of Paul 3 credits

An exploration of Paul's message to specific early Christian communities. A study of the person of Paul, the cultural milieu of the first-century Greco-Roman world and to present the theology of the authentic letters of Paul in their relationship to today's world.

Theological Studies**TH531 Christology** 3 credits

This course explores the basic issues, which are at the basis of the Christian belief in Jesus, as Lord and Savior. The course will survey the question of the meaning of Jesus and the faith placed in him by examining the scriptural data, historical dialogues, current issues which are 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

A study of theology of God as Trinity dealing with Biblical, Conciliar and theological developments through the centuries. This course stresses contemporary insights and thinking that highlight the "relational," yet unitary understanding of God as Trinity.

TH533 The Christian Community 3 credits

This course will explore the definition and history of the Christian community, and the challenges that the modern Christian community faces. By outlining the challenges to the community, and presenting the theological principles behind communal praxis in the world, the students will gain an understanding of the community at large.

TH535 History of Christianity 3 credits

An investigation of key moments throughout the two thousand years of Christian history using original texts, art, architecture, and music. To familiarize the students with major historical periods beginning with early Christianity and continuing through the centuries up until

the present day. Emphasis upon community development and issues that impact this history.

TH536 Theology of Women 3 credits

This course will explore the treatment, writing, and praxis of women throughout the history of Judeo-Christian tradition, beginning with women of the Hebrew Scriptures and following right through modern day.

TH537 Topics in Theology 3 credits

This course provides the opportunity for study of 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

This course explores the basic issues that are at the foundation of Christian belief about humanity and its ultimate purpose. It will present the Christian tradition on sin and grace, and will also highlight the optimistic and pessimistic strains within the world religions, including Christianity.

TH542 Theology of the Liturgy 3 credits

This course will be an overview of the historical evolution and ongoing theological reflection on the Church's worship as found in the Catholic Tradition. We will consider questions such as: 1) How has the "text" of the Church's worship evolved in historical, cultural and pastoral "context"? 2) How has celebration of the Church's liturgy been a source of theology and expression of Christian identity and transformation? 3) What are the basic principles of worship articulated in Vatican II's Constitution on the Sacred Liturgy and subsequent documents? Examination of the Church's worship will be explored through the lens of: paschal mystery, revelation, sacramentality, symbol, word, proclamation and liturgical arts. Therefore, both ancient texts, as well as historical and theological analysis by contemporary theologians will be used. For example, we will 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. The goal of the course will be to arrive at a fuller understanding of the theological and spiritual contexts that underscore the Liturgy of Word and Sacrament.

TH551 The Sacraments 3 credits

An exploration of the historical, theological and pastoral practice that gives ritual expression to the presence of God. To study the pastoral and theological development of the Church's understanding of sacraments.

TH640 Christian Morality 3 credits

This course will explore the Christian perspective on morality and its application to current moral issues. In so

doing, the theological definition and principles of Christian morality will be presented, as will a survey of the historical development of Christian morality.

TH645 Social Justice 3 credits

This course will serve as a study of theological, Christological, and ecclesiological foundations for social justice. The stress is on the systemic and structure issues in being a just society.

TH646 Theology of Marriage & Family Life 3 credits

A theological investigation of marriage and family life with special emphasis being given to current understandings and developments.

Pastoral Studies

TH550 Liturgy 1 credit

An examination of liturgy as an expression of spirituality, Christian theology and history. Contemporary approach to Word and Sacraments as well as liturgy as a source of theology.

TH552 Canon Law: Introduction to Pastoral Perspectives 3 credits

This course will explore the nature, purpose and function of Church law, using practical applications of pastoral significance in the modern Church. Special attention will be given to the role of law in the Church from viewpoints of ecclesiology, theology, and social justice, as well as to the role of basic canonical principles in the life of members of the Catholic Church.

TH554 Evangelization 3 credits

Course will examine the biblical, theological, and ecclesial foundations in understanding and implementing the missionary evangelization process deeded to the Christian community. This course will reflect on the centrality of this call to the identity and purpose of the Church. In doing so, we will observe the cultural, psychological, and social dimensions that shape the Church's evangelization.

TH556 Theology of Pastoral Ministry 3 credits

This course explores the historical, philosophical and pastoral approaches, which rest at the basis of ministry. We will look also at the sources for each of these: the Scriptures and the Church's tradition.

TH560 Spirituality 3 credits

An investigation of the connection between spirituality and justice, earth, ecumenism, feminism. To foster an awareness of the unfolding universe and all human processes through the integration of personal experience and spiritual tradition.

TH561 Spirituality & Healing 3 credits

This course explores the basic issues, which are at the basis of Christian belief in God as Triune. In so doing, the

course will survey the question of the Christian understanding of God and the faith and practice placed in God by examining scriptural data, historical dialogues which led to clarification regarding Jesus and the Spirit as divine realities of the creator God in the Christian faith, and the current issues which are raised by faith in the Trinity.

TH562 Survey in Christian Spirituality I 3 credits

This course considers the impact of key people on the early development of the Christian spiritual tradition. It also focuses on the support they can give to the spiritual journeys of people today.

TH563 Survey in Christian Spirituality II 3 credits

This course emphasizes the impact of feminine thought and experience on the Christian Spiritual Tradition. It focuses on the influence of varied women during the medieval period and gives a special emphasis to the spirituality of Julian of Norwich. Each class also deals with the tradition's guidance in the development of spirituality today.

TH580 Ministerial Leadership of the Catholic School Administrator 3 credits

An understanding of the ministerial roles and responsibilities of the Catholic school administrator. To investigate the philosophical and historical foundations of the Catholic school. To explore the role of Church governance and governmental structures of the Catholic school and the public arena. (Course does not count toward degree).

TH650 Christian Formation: Catechesis & Sacramental Preparation 3 credits

A consideration of what helps or hinders religious development and the responsibility of Church to foster growth in faith. An examination of the various theological, philosophical and educational models that inform the foundations of religious formation. Criteria for evaluating appropriate models of religious formation will be discussed.

TH651 Counseling: Pastoral Applications 3 credits

The interfacing of theology and psychology as it relates to the solid development of people engaged in religious counseling on the parish level. The course aims to give theological foundation and psychological insights to assist people working in the various forms of counseling that takes place outside the therapeutic field.

TH652 Parish Ministry 3 credits

An introduction of a blend of theory (ecclesiology of Vatican II) and a practical translation of that theory in order to create methods of developing a loving and caring parish. Presentations on types of parishes, shared and collaborative ministry, parish identity, etc.

TH653 Topics in Pastoral Ministry 3 credits

An examination of various 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

Upon completion of this one year course offered by the Diocese of Trenton, students will be allowed to transfer 3 credits with a "P" (Pass) grade.

TH656 Preaching 3 credits

An introduction to the art and creation of homilies, which will assist the students to gain expertise in the art and craft of preaching and in the creation of the delivery of homilies. This course will explore various models of homiletic preparation while assisting students in the development of their own unique styles.

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

This course is a general survey of 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. The scope of the course includes recent directives and documents concerning music within the worship and prayer life of the contemporary church.

TH662 Ever Old, Ever New: Foundations of Christian Spirituality 3 credits

This course will explore the psychological, scriptural, theological, and historical foundations of Christian Spirituality. Following a brief examination of the psychological dimensions of spirituality in general, we will study the roots of Christian Spirituality in Sacred Scripture. We will examine the Christological, Ecclesiological, and Eschatological foundations of Christian Spirituality and a survey of the history of it from the beginning to the present, with a special focus on situating the Mercy charism within that history.

TH663 Journey of Mercy: History & Spirituality 3 credits

This course will examine and explore the meaning and context of "mercy" as it has been experienced and described biblically, historically in the broader context, and, more particularly, within the community of the Sisters of Mercy. It will examine the roots of Mercy through the life of its foundress and early leaders, and how this charism has been called forth in particular times and places, and how today this charism is continuing as God's gift in both familiar and novel forms. Prerequisite: TH662.

TH664 Banquet of Mercy: Comparative Spirituality 3 credits

This course will take as its starting point the contemporary context of religious diversity, pluralism, and secularism. We will ground the comparative study of spirituality in contemporary comparative method in theology, with special attention to the ecumenical and interfaith movements of the 20th and early 21st centuries and the Second Vatican Council. The course will study comparatively select scriptures, texts, and practices, and consider the practice of interfaith dialogue. Particular focus will be on the theme of compassion as the basis of mercy and on the practice of various forms of contemplation across religious traditions. Experiential aspects of this course will include engaging in the practice of interfaith dialogue, virtually as a class and in person locally, and coming to understand the interfaith practices of contemporary Sisters of Mercy and Mercy Associates. Prerequisites: TH662 and TH663.

TH665 Mercy Praxis: Spirituality & Ethics 3 credits

This course will consider the relevance to the Mercy tradition of ethical praxis informed by scripture, Catholic Social Teaching, and contemporary contextual theologies. We will focus on the role of prayer and discernment in community as vital resources for theological-ethical praxis rooted in practical experiences of Mercy ministries, activism, and theological reflection. Experiential aspects of the course will center on the role of the arts in forming and sustaining a spirituality. There will be specific focus on art, music, dance, etc., as deepening the capacity to encounter the suffering of the other and engage in movements for justice. Prerequisites: TH662, TH663, and TH664.

TH666 Further Explorations "Toward a Theology of Mercy" 3 credits

This culminating course will explore theological and spiritual dimensions of the contemporary experience of the charism of Mercy by examining several questions. First, as all of creation yearns for the goodness of God, how do we understand the sacramental, "paschal" nature of life and the call to live more harmoniously and equitably with each other and with all of creation, mindful especially of those who are poor, oppressed, and suffering? Second, how does the ethical challenge to live Mercy rest within the theological aesthetic invitation to recognize the mercy and beauty of God as mediated to us through our lived experiences in the world? Third, made in the image of God, yet aware of our human limitations and failings, how do we understand the call to live lives, if not radical lives, of mercy and hope, both personally and communally, in times of wonder and strife? Prerequisites: TH662, TH663, TH664, and TH665.

TH680 Independent Study 3 credits

The student will work independently with a professor on a subject pertinent to their interests and program as agreed upon with the faculty member. 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

This course is offered by the Center for Youth Ministry Development on four weekends over the course of one year. Topics are Principles of Youth Ministry, Practices of Youth Ministry, Foundations of Ministry Leadership, and Skills for Christian Leadership. Upon completion of this one year course offered by the Center for Ministry Development, students will be eligible to register for 4 credits with a "P" (Pass) grade. Required for Youth Ministry track.

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

This course is offered by the Center for Youth Ministry Development on four week-ends over the course of one year. Topics are Fostering the Faith Growth of Youth through 1) Evangelization and Catechesis, 2) Justice and Service, 3) Pastoral Care, and 4) Prayer and Worship. Upon completion of this one-year course offered by the Center for Ministry Development, students will be eligible to register for 4 credits with a "P" (Pass) grade. Required for Youth Ministry track.

TH673 Youth Ministry Project 1 credit

Students will 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 in an area of theological thought to assist in the formulation and writing of the master thesis. Taken in the final semester of the student's program. 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 the student in the formation and writing of the master's thesis. Participation upon acceptance from the program director. Offered on application.

VIII: SCHOOL OF BUSINESS & DIGITAL MEDIA

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

BUSINESS ADMINISTRATION

The **Master of Business Administration (M.B.A.)** is offered in convenient evening or Saturday formats available at the main campus in Lakewood as well as fully online. A fast-track program allows qualified students to complete the degree in one calendar year. The self-paced program allows students to speed up or slow down in any given semester.

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

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 core values.

Specific objectives are

- to prepare students for careers in the management of organizations both in the private and public sectors
- to provide students with the graduate-level qualifications accepted for advancement in their chosen career field
- to provide students 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 director of graduate and professional studies admissions at 732-987-2736. Information and applications are also available on the Georgian Court University website at 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:

- Baccalaureate degree from an accredited college or university
- 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 applicant's academic and career goals

- Applicant's current résumé

- Official transcripts from each undergraduate and graduate institution attended either in sealed, signed envelopes or via electronic submission directly from the registrar's office.

- One current letter of recommendation, on letterhead.

- Completed successful interview, if requested.

- Graduate Management Admission Test (GMAT) scores (optional)

Candidates are evaluated on an individual basis. Strong consideration will be given to an applicant's business and life experience. Upon matriculation, all coursework is to be completed at GCU.

Program Student Learning Outcomes

Upon successful completion of the program of studies for Business Administration, the student will receive a Master of Business Administration degree and will have given evidence of the following outcomes and goals:

- Effective oral, written, and technological business communication skills for managerial and executive settings.
- In-depth understanding of business concepts in accounting, economics, finance, management, and marketing and application to management, global business, and corporate strategy.
- Development and refinement of leadership skills as a business professional through collaboration and effective membership in teams and self-reflection.
- Recognize important ethical principles and to apply the concepts in a business context.
- Ability to use quantitative and decision-making tools and technologies to identify, extract, analyze, and interpret business data.

Required Core Competency (RCC) Courses

The Required Core Competency courses must be completed before the advanced courses may be started. Most students with a B.S./B.A. in a business major will be waived from all or many of the RCC courses. For those with non-business bachelor's degrees, up to 18 credits of RCC courses may be required. The program director will evaluate the student's undergraduate transcript to determine if the courses equivalent to the RCC courses have been successfully completed with a grade of B or better.

The six RCC courses are:

- AC501 Survey of Accounting
- EC501 Economic Survey
- BU501 Statistical Analysis
- BU502 Marketing Fundamentals
- BU503 Principles of Management
- BU506 Principles of Finance

M.B.A. Advanced Course Requirements

Georgian Court University's M.B.A. program features advanced courses in each of the major business disciplines and includes courses in current business topics. Students are required to take the following 12 three-credit courses for a total of 36 credits:

| | |
|----------|---|
| AC602 | Management Accounting & Budgetary Control |
| BU600 | Production & Operations Management |
| BU602 | Business Analytics |
| BU603 | International Business |
| BU604 | Corporate Governance & Business Ethics |
| BU605 | Legal Environment of Business |
| BU609 | Management & Leadership |
| BU626 | Marketing Management |
| BU628 | Financial Management Policy |
| EC611 | Managerial Economics |
| BU691 | Strategic Management |
| BU691A/B | Strategic Management Simulation (A) or Strategic Management Project (B) |

M.B.A. Healthcare Management Concentration

A healthcare management concentration may be offered in some M.B.A. programs. It consists of the following courses:

| | |
|-------|---|
| HC611 | Legal Aspects of Health Care Administration |
| HC612 | Management and Marketing in Health Care |
| HC613 | Medical Ethics in Health Care Decision Making |
| HC614 | Health Care Finance |

These four courses replace the following advanced course requirements: BU603 International Business, BU604 Corporate Governance & Business Ethics, BU605 Legal Environment of Business, BU691A/B Strategic Management Simulation or Project.

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.

GRADUATE CERTIFICATE IN BUSINESS ESSENTIALS (18)

Prepare for success in the M.B.A. program by first earning the Graduate Certificate in Business Essentials. These six courses fulfill the core competency requirements of the M.B.A. program and provide a foundation in essential business principles.

The six certificate courses are:

| | |
|-------|--------------------------|
| AC501 | Survey of Accounting |
| EC501 | Economic Survey |
| BU501 | Statistical Analysis |
| BU502 | Marketing Fundamentals |
| BU503 | Principles of Management |
| BU506 | Principles of Finance |

GRADUATE CERTIFICATE IN NONPROFIT MANAGEMENT (18)

The Graduate Certificate in Nonprofit Management provides the fundamental knowledge and skills of managing a nonprofit organization. It covers important topics for effectively managing day-to-day operations as well as developing a strategic vision. Courses taken within the certificate can later be applied to the M.B.A. degree.

The six certificate courses are:

| | |
|-------|---|
| AC604 | Not-for-Profit Accounting & Internal Controls |
| BU506 | Principles of Finance |
| BU609 | Management & Leadership |
| BU624 | Contract & Employment Law |
| BU626 | Marketing Management |
| IS612 | Business Information Systems Concepts |

B.S./M.B.A.—ADVANCED ADMISSION TO THE MASTER OF BUSINESS ADMINISTRATION PROGRAM

The School of Business and Digital Media offers select undergraduate students majoring in business administration or accounting at Georgian Court University the opportunity to apply for admission to the traditional M.B.A. program after completing 75 credits and at least $\frac{3}{4}$ of the required business and accounting courses. For acceptance, students:

- Complete a Graduate Application.
- Have an overall GPA of 3.5 or higher and 3.5 in the major program.
- Provide one letter of recommendation from the Department of Business Administration faculty attesting to the ability of the student to succeed in the program.
- Complete an interview with the M.B.A. program director.
- Complete the Required Core Competency courses or the matching undergraduate courses with a grade in each course of B (3.0) or higher.

Students meeting the above criteria will be accepted into the M.B.A. program without taking the GMAT and may take as many as four M.B.A. courses (12 credits) upon completing 90 undergraduate credits; that is, while they are still undergraduate students. While acceptance into the M.B.A. program is assured, that acceptance is deferred until the undergraduate degree is conferred. The B.S./M.B.A. program requires students to complete all the undergraduate and graduate degree requirements.

COURSES

Accounting

AC501 Survey of 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 6 credits of undergraduate accounting with a grade of B or better.

AC602 Management Accounting & Budgetary Control 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 & Internal Controls 3 credits

Learn financial accounting basics with an emphasis on the concepts of accounting and reporting for nonprofit organizations. Focus on internal controls of assets including cash. There is an emphasis on the absence of a profit motive and the accountability or stewardship of resources entrusted to administrators.

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

BU501 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 3 credits of undergraduate statistics with a grade of B or better.

BU502 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 3 credits of undergraduate marketing with a grade of B or better.

BU503 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 3 credits of undergraduate management with a grade of B or better.

BU506 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 3 credits of undergraduate finance with a grade of B or better.

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.

BU602 Business Analytics 3 credits

Businesses are inundated with data that could be used to develop insights into their customers, suppliers, and internal processes. The field of business analytics involves using data to guide decision making with the goals of improving productivity, increasing profits, and creating competitive advantage. The course provides an introduction to the applications and issues associated with systematically using data to drive business decisions across industries and in all fields including marketing, finance, operations, network security, fraud protection, and strategy. Topics include collecting and integrating

data (systems knowledge), using the data to find optimal solutions (decision analysis), make predictions and find patterns (analytic tool application knowledge), and the ability to ask the right questions and think critically about the results (management knowledge).

BU603 International Business 3 credits

Examine through comparative study the management styles, marketing activities, financial structures, approaches to environmental concerns and human rights, and trade laws within selected international business communities.

BU604 Corporate Governance & Business

Ethics 3 credits

Corporate governance covers the rules and international processes by which businesses are operated and controlled, with emphasis on the officers, stockholders and bylaws of a corporation, as well as on external forces such as consumer groups, clients, and government regulations. Business ethics provides the philosophical and moral foundation used in considering ethical dilemmas in business. Current business cases as reported in new media are used extensively.

BU605 Legal Environment of Business 3 credits

Examines legal systems including constitutional and public laws such as torts and intellectual property, contracts and commercial law, investor protections laws, and agency and employment law.

BU609 Management & Leadership 3 credits

The responsibilities and activities of managers and leaders are discussed with a goal of developing the ability to manage and lead within the students in the course. Critical skills include interpersonal communications, motivation of others, leadership, and managing and implementing change and innovation in an ethical manner.

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.

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.

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 Contract & Employment Law 3 credits

This course is intended to explore the employment and contract relationships as they apply in common law and the federal statutes to the typical small business person/employer. Among the topics covered are employee rights; affirmative action; discrimination as to age, disability, religion, sex; freedom of expression; procedural due process; Uniform Commercial Code, supplier/service contracts and leases and the Consumer Credit Protection Act.

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.

BU628 Financial Management Policy 3 credits

Learn to apply valuation theory based on risk assessment of capital structures. Learn to manage current assets. Evaluate hybrid and lease financing, corporate capital restructures, and bankruptcy. Prerequisite: BU506. Offered fall and spring semesters.

BU690 M.B.A. Special Topics 3 credits

This course provides students with the opportunity to embark upon a faculty-supervised project that enhances their knowledge in a topic of business. The M.B.A. Special Topics course offers the student a great deal of flexibility with respect to topics to pursue.

BU691 Strategic Management 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 corequisite 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 as corequisite. Prerequisites: AC602, BU609, BU626, BU628, EC611 and or permission of the program director and instructor. Corequisite: BU691A or BU691B. Note that with prior approval, BU691B may be taken prior to BU691.

BU691A Strategic Management Simulation 3 credits

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. Corequisite: BU691.

BU691B Strategic Management 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. Corequisite: 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**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 economic legislation. Analyze supply and demand, elasticity, monopoly power, and externalized and resource markets. Waived for those who have completed 6 credits of undergraduate micro- and macroeconomics with a grade of B or better.

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 Hecksher-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

Addresses how law relates to health care administration. Covers criminal aspects of health care, employment law, hospital waste, contract law, hospital liability, and liability of health professional. Prerequisite: BU504 or permission of the instructor.

HC612 Management & Marketing in Health Care 3 credits

Offers health care managers and marketers the foundation for development and implementation of management and marketing strategy. It covers the planning and operation of health care systems competition in the health care marketplace and generating new service opportunities. Prerequisites: BU477 and BU478.

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

Includes topics in health law, health administration, and health ethics. Focuses 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. Prerequisite: BU478.

HC614 Health Care Finance 3 credits

Addresses the latest developments in health care accounting and financial planning. Includes successful product costing and importance of management control, formulating a sound financial plan, cost of capital, developing capital financing, and budgets acquisitions and mergers. The case method of analysis may be used.

Information Systems**IS612 Business Information Systems 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.

IX: SCHOOL OF EDUCATION

MISSION

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

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

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

Revised and adopted August 21, 2007.

FACULTY COMMITMENTS

The faculty of the School of Education

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

GRADUATE CERTIFICATE & DEGREE PROGRAMS

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

- Pre-service teacher preparation in early childhood, elementary, English as a second language and subject-specific education;
- In-service teacher development in bilingual education, early childhood education, English as a second language, and teachers of students with disabilities;
- Educational services as a reading specialist and school counselor;

- School administration and leadership for supervisors, directors of special services, principals, superintendents, and school business administrators; and
- Autism and instructional technology.

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

Georgian Court's education programs are designed to equip aspiring educators with everything they need to be caring, competent and qualified in the area of their specialization. Our programs integrate four key components:

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

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

E-PORTFOLIOS

Georgian Court's graduate education programs were designed to enable candidates to meet professional standards in their respective area of study. Each course includes one or more performance assessments or artifacts demonstrating knowledge, skill, and/or dispositions that link to the standards. As candidates progress through their programs, these artifacts are archived in an electronic or e-portfolio on Taskstream and monitored by program faculty. 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 professional standards within the candidate's respective field.

INCLUSIVE DESIGN FOR PROFESSIONAL EDUCATION

Preparing candidates to teach or work effectively with "all students," is a common element of schools of education mission statements. At Georgian Court University, we take this statement seriously. We believe that all students have a right to a quality education; that all students are capable of learning, and that all students learn best in classrooms that reflect the social, ethnic, racial, religious, and ability dimensions represented in our society. As a result, all of GCU's pre-service teacher education programs integrate the knowledge and skills needed for teaching in general education and special education and

lead to eligibility for general education instructional certificates (e.g., Early Childhood [P–3] Teacher; Elementary [K–6] Teacher; English as a Second Language Teacher; Teacher of Subject-Specific Content Area) and an endorsement as a Teacher of Students with Disabilities (TOSD). This dual certification also gives GCU graduates flexibility in accepting teaching positions: They meet the “highly qualified” criteria to teach in general education, inclusive classrooms, and in special education settings. Other graduate programs—Reading and Literacy Specialization, School Counselor, Autism Spectrum Disorders—focus on developing a specialization that enables the educator to provide an educational service or work in a particular area of special need. Programs in school administration prepare leaders for general, inclusive, and special education settings to meet the needs of all students.

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

One of the criteria for certification eligibility is achieving a passing score on the Praxis II tests, the state’s mandated certification tests in the disciplines reflected in the certification.

GRADUATE PROGRAM TRANSFER STUDENTS

Candidates accepted into a School of Education graduate program may transfer up to 6 graduate credits from another regionally accredited four-year college or university if the courses directly align with courses in the Georgian Court program and have not been used to qualify for another degree. Candidates transferring from one GCU School of Education graduate program to another may transfer up to 9 credits providing the courses fulfill the requirements of the new program. Regardless of the number of prior completed graduate courses, including those completed during a previously conferred Georgian Court University master’s degree, a new GCU SOE master’s degree program plan sought by a student with an existing master’s degree from an accredited college or university must contain a minimum of 30 additional new program credits. In addition, NJDOE course certification requirements may increase the required 30-credit minimum of SOE GCU degree coursework for any NJDOE certification accompanying the new SOE master’s degree. In all cases, courses transferred must have been completed within six years of the anticipated graduation/completion date. Decisions regarding course content, alignment, and suitability for transfer are made by the program director, department chair, or SOE dean.

ACADEMIC ADVISING

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

PREREQUISITE CREDITS FROM TWO-YEAR & FOUR-YEAR COLLEGES

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

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

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

MASTER OF ARTS IN TEACHING

PRE-SERVICE TEACHER EDUCATION PROGRAMS

The School of Education offers the following pre-service teacher education programs for individuals who have already completed a bachelor’s degree. Each program leads to a Master of Arts in Teaching (MAT), Certificate of Eligibility with Advanced Standing (CEAS), and an endorsement as a Teacher of Students with Disabilities (TOSD) from the New Jersey Department of Education:

- Early Childhood (P–3) Education and Teacher of Students with Disabilities certificate,
- Elementary Education (K–6) and Teacher of Students with Disabilities certificate,
- English as a Second Language (ESL) and Teacher of Students with Disabilities certificate, and
- Teacher of a Specific Subject Grades (K–12) and Teacher of Students with Disabilities certificate.

Program Student Learning Outcomes

Upon completion of our educator preparation programs, candidates will:

- Apply the principles and best practices of learner development, learning differences, and learning environment to educational praxis (InTASC Section A).

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

Admission to Pre-service Teacher Education Programs

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

- Official transcript(s) showing the award of a baccalaureate degree from a regionally accredited college or university
- Completion of prerequisite courses;
Behavioral/Social Sciences: child and adolescent development (3) and educational psychology (3);
- Completion of a content major (minimum 30 credits); early childhood education (P–3), elementary education (K–6), and English as a Second Language majors include: biology, chemistry, English, history, interdisciplinary studies, mathematics, natural sciences, psychology, Spanish, or visual art; Subject-specific majors include biology, business, chemistry, English, history, mathematics, Spanish, or visual art.
- Evidence of a cumulative grade point average of at least 3.00 from a baccalaureate or master's degree program;
- Passing scores on Praxis Core (Reading, Writing, and Math) test or Commissioner-approved Basic Skills examination (Note: This requirement is waived for students who provide documentation of a score on the SAT, ACT, or GRE at or above the cut score for the year in which they took the exam.);
- Passing score(s) on relevant Praxis II test;
- Two completed SOE recommendation forms (available on GCU website); and
- If the applicant is an international student, a passing score on the TOEFL (Test of English as a Foreign Language) is required.
- A successful group interview is required for admission to the pre-service teacher education program.

Physiology and Hygiene

New Jersey 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 admitted to

the pre-service teacher education program are required to take and pass the GCU exam in this area in the first semester, prior to clinical experience.

Harassment, Intimidation & Bullying (HIB)

New Jersey Department of Education regulations require training related to harassment, intimidation, and bullying (HIB). Candidates must provide evidence of successful completion of a GCU-approved HIB training program prior to clinical experience.

ACCELERATED TEACHER EDUCATION PROGRAMS

Georgian Court University offers the pre-service teacher education options in an accelerated format. Georgian Court's accelerated teacher education programs allow candidates who have an undergraduate or graduate level degree the opportunity to complete their teacher education programs in four semesters—spring, summer, fall, and spring—as a member of a cohort that studies and progresses through the program with classes scheduled during the day and as a learning community. During the first two semesters, candidates complete their coursework in classes that meet four days per week and spend the fifth weekday in a school field placement. In the third semester, candidates begin part-time clinical practice two days per week and complete coursework three days per week. In the final semester, candidates complete a full-time, 15-week clinical practice and meet one evening each week for reflective practice.

Admission requirements for the accelerated teacher education program are the same as for traditionally scheduled teacher education programs. (See individual program descriptions for criteria.) Applicants who are interested in the accelerated option should apply early to allow time to complete admissions requirements.

CLINICAL EXPERIENCE & CLINICAL PRACTICE

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 clinical experience hours in both inclusive and special education settings, including a field experience with students with autism and developmental disabilities, and two consecutive semesters of clinical practice (175 hours of part-time clinical practice followed immediately by a 15-week, full-time clinical practice in an inclusive setting).

To be approved for part-time clinical practice, candidates must have an earned a cumulative grade point average of at least 3.0, passed the requisite Praxis II tests, passed the GCU Physiology and Hygiene test, successfully completed an approved HIB training program, and completed all other prerequisite and program courses.

Clinical practice consists of two consecutive semesters of fieldwork, the first consisting of part-time (175 hours) practice and the second semester including 15 weeks of full-time clinical practice in which the teacher candidate gradually assumes the responsibility for teaching. Placements for clinical practice are made by the director of field experiences and clinical partnerships in collaboration with school district administrators to assure an appropriate match between the candidate and the school.

Concurrent with full-time Clinical Practice (9 credits), candidates participate in a Reflective Practice Seminar (3 credits) and are required to attend weekly meetings focusing on their clinical practice and the development of the edTPA (performance assessment). Additional 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. Achieving a passing score on edTPA, the New Jersey Department of Education-mandated performance assessment, is a School of Education requirement for successful completion of the Reflective Practice Seminar and eligibility for certification.

Clinical practice is an intensive and critical professional experience. For this reason, School of Education policy prohibits clinical interns from taking other courses during clinical practice and strongly recommends that clinical interns not engage in other on- or off-campus employment during the 15-week clinical practice.

E-PORTFOLIOS AND EDTPA PERFORMANCE ASSESSMENT

Georgian Court’s graduate education programs were designed to enable candidates to meet professional standards in their respective area of study. Each course includes one or more performance assessments or artifacts demonstrating knowledge, skill, and/or dispositions that link to the standards. As candidates progress through their programs, these artifacts are archived in an electronic or e-portfolio on Taskstream and monitored by program faculty. 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 professional standards within the candidate’s respective field.

EARLY CHILDHOOD EDUCATION (P–3) & TEACHER OF STUDENTS WITH DISABILITIES

This program is designed for applicants who have completed a bachelor’s degree and want to qualify for their first instructional certificate. It prepares teacher candidates to work in general, inclusive, and special education settings with young children in preschool, pre-kindergarten, kindergarten, and Grades 1–3. It leads to a Master of Arts in Teaching degree and eligibility for New Jersey instructional

certification in Early Childhood Education (P–3) and Teacher of Students with Disabilities (TOSD) endorsement.

Requirements

- Completion of prerequisite courses;
Behavioral/Social Sciences: child and adolescent development (3) and educational psychology (3);
- Completion of the 46-credit Early Childhood Education component;
- Passing score on the Praxis II test in Early Childhood Content;
- Passing score on the GCU Physiology and Hygiene test;
- Evidence of satisfactory completion of a GCU-approved training program on harassment, intimidation, and bullying (HIB);
- Satisfactory ratings in clinical practice including recommendation for certification;
- Satisfactory rating on candidate’s Taskstream professional portfolio demonstrating how candidate meets New Jersey Professional Teaching Standards; and
- Passing score on edTPA, the New Jersey Department of Education-mandated performance assessment.

*Maintenance of a minimum cumulative grade point average of 3.0 and a 3.0 average in education courses is required to remain in the program.

M.A.T. in Early Childhood Education (P–3) (46)

| | |
|---------|---|
| EDC5038 | Psychology of the Exceptional Child (3) |
| EDC5110 | Ethics & Foundations of Inclusive & Special Education (3) |
| EDC5999 | Field Experience in Special Education (1; requires 50 hours of clinical experience) |
| ECE5201 | Instructional Design & Technology Integration in Inclusive Early Childhood Education (3) |
| ECE5202 | Instruction in English/Language Arts & Literacy I in Inclusive Early Childhood & Special Education (3) |
| ECE5203 | Numeracy in Inclusive Early Childhood & Special Education (3) |
| ECE5204 | Instruction in Literacy II & Social Studies in Inclusive Early Childhood & Special Education (3) |
| ECE5205 | Science & Technology in Inclusive Early Childhood & Special Education (3) |
| EDC5206 | Educational Assessment (3; requires 50 hours of clinical experience) |
| EDC5402 | Accommodations, Modifications & Assistive Technology for Students with Disabilities (3) |
| EDC5403 | Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder (3; requires clinical experience hours) |

- ECE6212 Collaborative Planning with Family, School & Community Partners for Early Childhood & Special Educators (3; requires 175 hours of clinical practice)
- ECE6302 Early Childhood Clinical Practice (9; requires 15 weeks of full-time clinical practice)
- ECE6303 Reflective Practice in Early Childhood & Special Education (3)

ELEMENTARY EDUCATION (K–6) & TEACHER OF STUDENTS WITH DISABILITIES

This program is designed for applicants who have completed a bachelor's degree and want to qualify for their first instructional certificate. The program prepares candidates to provide instruction in all subjects in general, inclusive, and/or special education settings in kindergarten through Grade 6. It leads to a Master of Arts in Teaching degree and eligibility for New Jersey certification in Elementary Education (K–6) and Teacher of Students with Disabilities (TOSD) endorsement.

Requirements

- Completion of prerequisite courses;
Behavioral/Social Sciences: child and adolescent development (3) and educational psychology (3);
- Completion of the 46-credit Elementary Education component;
- Passing score on the Praxis II test in Elementary Education (Multiple Subjects);
- Passing score on the GCU Physiology and Hygiene test;
- Evidence of satisfactory completion of a GCU-approved training program on harassment, intimidation, and bullying (HIB);
- Satisfactory ratings in clinical practice including recommendation for certification;
- Satisfactory rating on candidate's Taskstream professional portfolio demonstrating how candidate meets New Jersey Professional Teaching Standards; and
- Passing score on edTPA, the New Jersey Department of Education-mandated performance assessment.

*Maintenance of a minimum cumulative grade point average of 3.0 and a 3.0 average in education courses is required to remain in the program.

M.A.T. in Elementary Education (K–6) (46)

- EDC5038 Psychology of the Exceptional Child (3)
- EDC5110 Ethics & Foundations of Inclusive & Special Education (3)
- EDC5999 Field Experience in Special Education (1; requires 50 hours of clinical experience)
- EDC5115 Instructional Design & Technology Integration in Inclusive Elementary Education (3)

- EDC5206 Educational Assessment (3; requires 50 hours of clinical experience)
- EDC5207 Numeracy in Inclusive Elementary & Special Education (3)
- EDC5208 Science & Technology in Inclusive Elementary & Special Education (3)
- EDC5210 Instruction in English/Language Arts & Literacy I in Inclusive Elementary & Special Education (3)
- EDC5211 Instruction in Literacy II & Social Studies in Inclusive Elementary & Special Education (3)
- EDC5402 Accommodations, Modifications & Assistive Technology for Students with Disabilities (3)
- EDC5403 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder (3; requires clinical experience hours)
- EDC6214 Collaborative Planning with Family, School & Community Partners for Elementary & Special Educators (3; requires 175 hours of clinical practice)
- EDC6404 Elementary Education Clinical Practice (9; requires 15 weeks of full-time clinical practice)
- EDC6405 Reflective Practice in Elementary Education & Special Education (3)

ENGLISH AS A SECOND LANGUAGE & TEACHER OF STUDENTS WITH DISABILITIES

This program is designed for applicants who have completed a bachelor's degree and want to qualify for their first instructional certificate. This program prepares candidates to teach English as a Second Language in general, inclusive, and/or special education settings. It leads to a Master of Arts in Teaching degree and eligibility for New Jersey certification in English as a Second Language and Teacher of Students with Disabilities endorsement.

Requirements

- Completion of prerequisite courses;
Behavioral/Social Sciences: child and adolescent development (3) and educational psychology (3);
- Completion of the 46-credit English as a Second Language Education component;
- Passing score on the Praxis II test in Elementary Education (Multiple Subjects);
- Passing score on the GCU Physiology and Hygiene test;
- Evidence of satisfactory completion of a GCU-approved training program on harassment, intimidation, and bullying (HIB);
- Satisfactory ratings in clinical practice including recommendation for certification;

- Satisfactory rating on candidate's Taskstream professional portfolio demonstrating how candidate meets New Jersey Professional Teaching Standards; and
- Passing score on edTPA, the NJDOE-mandated performance assessment.

*Maintenance of a minimum cumulative grade point average of 3.0 and a 3.0 average in education courses is required to remain in the program.

M.A.T. in English as a Second Language (ESL) (46)

- EDC5038 Psychology of the Exceptional Child (3)
- EDC5999 Field Experience in Special Education (1; requires 50 hours of clinical experience)
- EDC5110 Ethics & Foundations of Inclusive and Special Education (3)
- EDC5021 Second Language Acquisition (3)
- EDC5026 Phonology & Structure of American English (3)
- EDC5022 Theory, Practice & Methods of Teaching ESL/English Through the Content Areas (3)
- EDC5027 Developing Literacy Skills for the Second Language Learner (3)
- EDC5113 Instructional Design & Technology Integration for English Language Learners (3)
- EDC5206 Educational Assessment (3; requires 50 hours clinical experience)
- EDC5402 Accommodations, Modifications & Assistive Technology for Students with Disabilities (3)
- EDC5403 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder (3; requires clinical experience hours)
- EDC6210 Collaborative Planning with Family, School & Community Partners for ESL & Special Educators (3; requires 175 hours of clinical practice)
- EDC6299 ESL Clinical Practice (9; requires 15 weeks of full-time clinical practice)
- EDC6300 Reflective Practice in ESL & Special Education (3)

TEACHER OF A SPECIFIC SUBJECT (K–12) & TEACHER OF STUDENTS WITH DISABILITIES

This program prepares teachers to provide instruction in a single subject area in general, inclusive, and/or special education settings in kindergarten through Grade 12. Most graduates are secondary school teachers of art, biology, business, chemistry, English, history, mathematics, or Spanish, depending on their major. The program leads to a Master of Arts in Teaching and eligibility for New Jersey certification as a Teacher of a Specific Subject [art, biology, business, chemistry, English, social studies, mathematics, or Spanish] and Teacher of Students with Disabilities (TOSD) endorsement.

Requirements

- Completion of prerequisite courses:
Behavioral/Social Sciences: child and adolescent development (3) and educational psychology (3)
- A liberal arts content major in the area of anticipated certification including not less than 12 credits at the 300 and 400 level. Note: Content areas may have specific course requirements.
- Completion of the 43-credit Specific Subject Education component;
- Passing score on the appropriate Praxis II test;
- Passing score on the GCU Physiology and Hygiene test;
- Evidence of satisfactory completion of a GCU-approved training program on harassment, intimidation, and bullying (HIB);
- Satisfactory ratings in clinical practice including recommendation for certification;
- Satisfactory rating on candidate's Taskstream professional portfolio demonstrating how candidate meets New Jersey Professional Standards for Teachers; and
- Passing score on edTPA, the New Jersey Department of Education-mandated performance assessment.

*Maintenance of a minimum cumulative grade point average of 3.0 and a 3.0 average in education courses is required to remain in the program.

M.A.T. in Subject-Specific Education (43)

- EDC5038 Psychology of the Exceptional Child (3)
- EDC5110 Ethics & Foundations of Inclusive and Special Education (3)
- EDC5120 Instructional Design & Technology Integration in Inclusive Secondary Education (3)
- EDC5206 Educational Assessment (3; requires 50 hours of clinical experience)
- EDC5215 Instruction in Literacy in Inclusive Secondary & Special Education (3)
- EDC5231 Secondary Subject Instruction in Inclusive & Special Education in Language Arts, EDC5232 Secondary Subject Instruction in Inclusive & Special Education in Science, EDC5233 Secondary Subject Instruction in Inclusive & Special Education in World Language, EDC5234 Secondary Subject Instruction in Inclusive & Special Education in Math, EDC5236 Secondary Subject Instruction in Inclusive & Special Education in Art, EDC5237 Secondary Subject Instruction in Inclusive & Special Education in Business Education, or EDC5238 Secondary Subject Instruction in Inclusive & Special Education in Social Studies (3)

EDC5330 Instructional Technology in Inclusive & Special Education in Language Arts, EDC5331 Instructional Technology in Inclusive & Special Education in Science, EDC5332 Instructional Technology in Inclusive & Special Education in World Language, EDC5333 Instructional Technology in Inclusive & Special Education in Math Education, EDC5334 Instructional Technology in Inclusive & Special Education in Social Studies, EDC5335 Instructional Technology in Inclusive & Special Education in Art, or EDC5336 Instructional Technology in Inclusive & Special Education in Business Education (3)

EDC5402 Accommodations, Modifications & Assistive Technology for Students with Disabilities (3)

EDC5403 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder (3; requires clinical experience hours)

EDC5999 Field Experience in Special Education (1; requires 50 hours of clinical experience)

EDC6215 Collaborative Planning with Family, School & Community Partners for Secondary & Special Educators (3; requires 175 hours of clinical practice)

EDC6406 Secondary Education Clinical Practice (9; requires 15 weeks of full-time clinical practice)

EDC6407 Reflective Practice in Secondary & Special Education (3)

| ESL Education | Early Childhood Education | Elementary Education | Secondary Education | Clinical Hours |
|---|--|---|---|-----------------|
| EDC5110 Ethics & Foundations of Inclusive & Special Education | EDC5110 Ethics & Foundations of Inclusive & Special Education | EDC5110 Ethics & Foundations of Inclusive & Special Education | EDC5110 Ethics & Foundations of Inclusive & Special Education | |
| EDC5038+EDC5999 Psychology of the Exceptional Child | EDC5038+EDC5999 Psychology of the Exceptional Child | EDC5038+EDC5999 Psychology of the Exceptional Child | EDC5038+EDC5999 Psychology of the Exceptional Child | SE-CE (50 hrs.) |
| EDC5403 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder | EDC5403 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder | EDC5403 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder | EDC5403 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder | (CE hrs.) |
| EDC5113 Instructional Design & Technology Integration for English Language Learners | ECE5201 Instructional Design & Technology Integration in Inclusive and Early Childhood Education | EDC5115 Instructional Design & Technology Integration in Inclusive Elementary Education | EDC5120 Instructional Design & Technology Integration in Inclusive Secondary Education | |
| EDC5021 Second Language Acquisition | ECE5202 Instruction in English/Language Arts & Literacy I in Inclusive Early Childhood & Special Education | EDC5210 Instruction in English/Language Arts & Literacy I in Inclusive Elementary & Special Education | EDC5215 Instruction in Literacy in Inclusive Secondary & Special Education | |
| EDC5026 Phonology & Structure of American English | ECE5204 Instruction in Literacy II & Social Studies in Inclusive Early Childhood & Special Education | EDC5211 Instruction in Literacy II & Social Studies in Inclusive Elementary & Special Education | EDC5231, 5232, 5233, 5234, 5236, 5237, or 5238 Secondary Subject Instruction in Inclusive & Special Education in [Specific Subject] | |
| EDC5022 Theory, Practice & Methods of Teaching ESL/English Through the Content Areas | ECE5203 Numeracy in Inclusive Early Childhood & Special Education | EDC5207 Numeracy in Inclusive Elementary & Special Education | | |
| EDC5206 Educational Assessment | EDC5206 Educational Assessment | EDC5206 Educational Assessment | EDC 5206 Educational Assessment | CE (50 hrs.) |

| ESL Education | Early Childhood Education | Elementary Education | Secondary Education | Clinical Hours |
|---|---|--|--|---------------------|
| EDC5027 Developing Literacy Skills for the Second Language Learner | ECE5205 Science & Technology in Inclusive Early Childhood & Special Education | EDC5208 Science & Technology in Inclusive Elementary & Special Education | EDC5330, 5331, 5332, 5333, 5334, 5335, or 5336 Instructional Technology in Inclusive & Special Education in [Specific Subject] | |
| EDC5402 Accommodations, Modifications & Assistive Technology for Students with Disabilities | EDC5402 Accommodations, Modifications & Assistive Technology for Students with Disabilities | EDC5402 Accommodations, Modifications & Assistive Technology for Students with Disabilities | EDC5402 Accommodations, Modifications & Assistive Technology for Students with Disabilities | |
| EDC6210 Collaborative Planning with Family, School & Community Partners for ESL & Special Educators | ECE6212 Collaborative Planning with Family, School & Community Partners for Early Childhood & Special Educators | EDC6214 Collaborative Planning with Family, School & Community Partners for Elementary & Special Educators | EDC6215 Collaborative Planning with Family, School & Community Partners for Secondary & Special Educators | PT-CP (175 hrs.) |
| EDC6299 ESL Clinical Practice | ECE6302 Early Childhood Education Clinical Practice | EDC6404 Elementary Education Clinical Practice | EDC6406 Secondary Education Clinical Practice | FT-CP (15 wks.) |
| EDC6300 Reflective Practice in ESL & Special Education | ECE6303 Reflective Practice in Early Childhood & Special Education | EDC6405 Reflective Practice in Elementary & Special Education | EDC6407 Reflective Practice in Secondary & Special Education | |

EDUCATIONAL SERVICES & ADVANCED STUDIES CERTIFICATE & MASTER'S-DEGREE PROGRAMS

The following professional programs broaden teachers' professional expertise by providing important knowledge and skills in a new area of instructional specialization and certification endorsement and/or deepening their professional expertise in an area of practice. They lead to master's degrees and/or qualify program completers for a GCU certificate or New Jersey educational endorsement. Admitted candidates must maintain a minimum cumulative grade point average of 3.0 to remain in the program.

EDUCATIONAL SERVICES PROGRAMS

The educational services programs prepare individuals for special service roles in schools as school counselors and reading specialists.

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 Office of Admissions, 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 GPA of at least 3.0; and

- 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.

General Requirements for Admission to Graduate Programs in Education

To be admitted to a 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 the applicant is an international student, a passing score on the TOEFL (Test of English as a Foreign Language) is required;
- A copy of valid New Jersey instructional certification(s);
- Evidence of a cumulative undergraduate GPA of at least 3.0; and
- A personal interview with the department chair or program director may be required prior to admission and enrollment in courses.

E-PORTFOLIOS

Georgian Court's graduate education programs were designed to enable candidates to meet professional standards in their respective area of study. Each course includes one or more performance assessments or artifacts demonstrating knowledge, skill, and/or dispositions that link to the standards. As candidates progress through their programs, these artifacts are archived in an electronic or e-portfolio on Taskstream and monitored by program faculty. 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 professional standards within the candidate's respective field.

INSTRUCTIONAL ENDORSEMENT PROGRAMS

- Bilingual/Bicultural Education
- English as a Second Language (ESL)
- Early Childhood (P–3) Education
- Teacher of Students with Disabilities (TOSD)

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 12-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 Student Learning Standards (NJSLS), and World-Class Instructional Design and Assessment (WIDA) standards. The program design was guided by the national Teachers of English to Speakers of Other Languages (TESOL) standards, the New Jersey Professional Standards for Teachers (NJPST), and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

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 New Jersey instructional certificate (P–3; K–6; or K–12);
- Passing scores on oral and written proficiency examinations in English and another language; and
- If the applicant is an international student, a passing score on the TOEFL (Test of English as a Foreign Language) is required.

Bilingual/Bicultural Program (12)

- EDC5021 Second Language Acquisition (3)
- EDC5022 Theory, Practice & Methods of Teaching ESL/English through the Content Areas (3)
- EDC5026 Phonology & Structure of American English (3)
- EDC5027 Developing Literacy Skills for the Second Language Learner (3)

ENGLISH AS A SECOND LANGUAGE

ESL Program or Master of 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 Student Learning Standards (NJSLS). The ESL program reflects the national Teachers of English to Speakers of other Languages (TESOL) standards, the New Jersey Professional Standards for Teachers (NJPST) and the

Interstate Teacher Assessment and Support Consortium (InTASC) standards. 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 Education degree.

Program Student Learning Outcomes

Upon successful completion of the program of studies for English as a Second Language Education, the student will have given evidence of the following outcomes and goals.

- Students will examine the current theories of second language acquisition and culture competence to evaluate different ESL and bilingual instructions.
- Students will design instruction plans and create assessment instruments to teach English language learners.
- Students will apply knowledge and theories to action research and best practices in the teaching profession.
- (Master's Program) Students will develop advanced professional leadership within the area of services to support students who are ESL learners or who are in a bilingual education program through academic research and program evaluation.

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 New Jersey instructional certificate (P-3; K-6; or K-12);
- Passing score on oral and written English proficiency examinations; and
- If the applicant is an international student, a passing score on the TOEFL (Test of English as a Foreign Language) is required;

ESL Program (15); Master of Education (30)

- EDC5021 Second Language Acquisition (3)
- EDC5022 Theory, Practice & Methods of Teaching ESL/English Through the Content Areas (3)
- EDC5023 Historical & Cultural Backgrounds of English Language Learners (3)
- EDC5026 Phonology & Structure of American English (3)
- EDC5027 Developing Literacy Skills for the Second Language Learner (3)

Additional courses required for master's degree:

- EDC5014 Methods of Research for Leaders in Inclusive Schools (3)
- EDC5002 Diversity in Inclusive Education (3)
- EDC5024 Second Language Education Curriculum
- EDC6095 Project Applied Thesis I (3)
- EDC6099 Project Applied Thesis II (3)

EARLY CHILDHOOD ENDORSEMENT & M.ED. OPTION

The Early Childhood endorsement program prepares individuals who already hold a valid New Jersey instructional certificate to teach students in preschool through Grade 3 settings. The program leads to eligibility for a New Jersey instructional endorsement of Preschool through Grade 3. An additional 9 credits are needed beyond the Early Childhood Education 24-credit program to qualify for a Master of Education degree.

Admission Requirements

- An earned baccalaureate degree from a regionally accredited college or university
- Evidence of a minimum undergraduate GPA of 3.0;
- A copy of a valid standard or CEAS New Jersey instructional certificate (K-6; or K-12); and
- If the applicant is an international student, a passing score on the TOEFL (Test of English as a Foreign Language) is required.

ECE Program (24); Master of Education (33)

- ECE5101 Growth, Development & Learning in Inclusive Early Childhood Education (3)
- ECE5102 Inclusive Early Childhood Curriculum & Assessment (3)
- ECE5105 Family, Community & the Young Child (3)
- ECE5202 Instruction in English/Language Arts & Literacy I in Inclusive Early Childhood & Special Education (3)
- ECE5203 Numeracy in Inclusive Early Childhood & Special Education (3)
- ECE5204 Instruction in Literacy II & Social Studies in Inclusive Early Childhood & Special Education (3)
- ECE5205 Science & Technology in Inclusive Early Childhood & Special Education (3)
- ECE5300 Issues in Early Childhood Education (3)

Additional courses required for master's degree:

- EDC5014 Methods of Research for Leaders in Inclusive Schools (3)
- EDC6095 Project Applied Thesis I (3)
- EDC6099 Project Applied Thesis II (3)

TEACHER OF STUDENTS WITH DISABILITIES

TOSD Program or Master of Education Degree

The Teacher of Students with Disabilities program prepares already certified general education teachers seeking to teach students with disabilities in inclusive and special education settings. The 21-credit graduate program leads to eligibility for endorsement as a Teacher of Students with Disabilities (TOSD) 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, the New Jersey Professional Standards for Teachers (NJPST), and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

An additional 15 credits are needed to qualify for a Master of Education degree. Students who want to pursue this option should see their advisor prior to finishing the program.

Program Student Learning Outcomes

Upon successful completion of the program of studies for Teacher of Students with Disabilities, the student will have given evidence of the following outcomes and goals.

- Regulations for special education. Students will identify special education identification processes based on principles of the Individuals with Disabilities Act (IDEA).
- Planning appropriate instruction. Students will develop a curriculum guide for students with disabilities and complete an Individualized Education Program (IEP) for a student requiring accommodations and modifications.
- Resources and programming for students with special needs. Students will prepare and develop a resource manual for school professional use to assist students with and without disabilities.

Admission Requirements

- An earned baccalaureate degree from a regionally accredited college or university
- Evidence of a minimum undergraduate GPA of 3.0;
- A copy of a valid standard or CEAS New Jersey instructional certificate (P–3, K–6; or K–12); and
- If the applicant is an international student, a passing score on the TOEFL (Test of English as a Foreign Language) is required.

TOSD Endorsement Program (21);

Master of Education Degree (36)

- EDC5030 Educating Students with Disabilities in their Least Restrictive Environment (3)
- EDC5031 Curriculum Planning, Accommodations & Modifications for Students with Disabilities (3; requires 15 hours of clinical experience)

- EDC5032 Community Services for Students at Risk & with Exceptionalities (3; requires 15 hours of clinical experience)
- EDC5034 Understanding Learning Disabilities (3; requires 10 hours of clinical experience)
- EDC5037 Psychological & Educational Assessment of Students with Disabilities (3)
- EDC5302 Strategies for Teaching Students with Autism & Developmental Disabilities (3; requires 10 hours of clinical experience)
- EDC5303 Social Communication Interventions for Students with Autism Spectrum Disorders (3)

Additional courses required for master's degree:

- EDC5014 Methods of Research for Leaders in Inclusive Schools (3)
- EDC5304 Assessment & Curricular Interventions for Autism Spectrum Disorders (3)
- EDC5305 Interventions & Supports for Level 1 Characteristics of Autism Spectrum Disorder (3)
- EDC6095 Project Applied Thesis I (3)
- EDC6099 Project Applied Thesis II (3)

AUTISM SPECTRUM DISORDERS

Autism Spectrum Disorders–GCU Certificate Program or Master of Education

The 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. Completers of the certificate program earn a Georgian Court University certificate indicating focused training in autism spectrum disorders; completers of the degree program earn a Master of Education.

Program Student Learning Outcomes

Upon successful completion of the program of studies for Autism Spectrum Disorders, the student will receive a Master of Education (M.Ed.) degree and/or GCU certificate and will have given evidence of the following outcomes and goals.

- In-depth study of the pervasive developmental disorders of autism, evaluated through research assignments and in-class testing.
- Application of teaching strategies and interventions for students with autism and related developmental disorders, including collaborative models of teaching, as evidenced by observation reports and research studies.

- Assessment of students with autism and related developmental disorders, using case studies to apply the appropriate approaches to instruction.
- Implementation of techniques to support social communication development of students with autism and related developmental disorders, through direct observation and practicum experiences.
- (Master's Degree) Advanced professional leadership within the area of services to support students with autism and related developmental disorders, through academic research and program evaluation.

Admission Requirements

- 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 New Jersey instructional certificate (P–3, K–6; or K–12); and
- If the applicant is an international student, a passing score on the TOEFL (Test of English as a Foreign Language) is required.

Autism GCU Certificate (15); Master of Education (36)

| | |
|---------|---|
| EDC5301 | Nature & Needs of Individuals with Autism & PDD (3) |
| EDC5302 | Strategies for Teaching Students with Autism & Developmental Disabilities (3; requires 10 hours of clinical experience) |
| EDC5303 | Communication & Social Skills Intervention for Students with Autism Spectrum Disorders (3) |
| EDC5304 | Assessment & Curricular Interventions for Autism Spectrum Disorders (3) |
| EDC5305 | Interventions & Supports for Level 1 Characteristics of Autism Spectrum Disorder (3) |

Additional courses required for master's degree:

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|---------|--|
| EDC5001 | Philosophical & Psychological Foundations of Inclusive Education (3) |
| EDC5002 | Diversity in Inclusive Education (3) |
| EDC5010 | Curricular Leadership for the Inclusive School (3) |
| EDC5014 | Methods of Research for Leaders in Inclusive Schools (3) |
| EDC5158 | Instructional Technology in an Inclusive Setting (3) |
| EDC6095 | Project Applied Thesis I (3) |
| EDC6099 | Project Applied Thesis II (3) |

INSTRUCTIONAL TECHNOLOGY

Instructional Technology–GCU Certificate Program or Master of Arts

Candidates in the Master of Arts in Instructional Technology (M.A.I.T.) program are trained to create powerful digital learning materials with technologies to deliver instructional content such as web-based resources, collaborative tools, video resources, and mobile devices. The courses in the M.A.I.T. program cover theoretical and practical approaches, including foundations of instructional design, learning theory and design for learning to engage students in learning with apps, videos, podcasts, social media, simulations, and games. The capstone provides candidates with the opportunity to develop a design proposal and project, allowing them to demonstrate their fluency with elements of an instructional design analysis using carefully chosen technologies.

Program Student Learning Outcomes

Upon successful completion of the program of studies for Instructional Technology, the student will receive a Master of Arts in Instructional Technology (M.A.I.T.) and/or a GCU certificate and will have given evidence of the following outcomes and goals:

- Analysis and application of cognitive and learning theory to instructional technology.
- Creation of digital learning materials to deliver instructional content in various modalities.
- Effective and appropriate use of web-based resources, collaborative tools, video resources, and mobile devices to engage the learner in independent and collaborative learning.
- Development of a researched design proposal and project that demonstrates fluency with instructional design analysis and carefully chosen technologies (Master's Capstone project).

Admission Requirements

- An earned bachelor's degree from a regionally accredited college or university;
- Evidence of a minimum 3.0 undergraduate GPA; and
- If the applicant is an international student, a passing score on the TOEFL (Test of English as a Foreign Language) is required.

Instructional Technology–GCU Certificate (15) or Master of Arts (30)

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| EDC5501 | Collaborative Tools in Education (3) |
| EDC5502 | Multimedia Design for Learning (3) |
| EDC5503 | Web Design & Publishing (3) |
| EDC5504 | Social Media for Active Participation (3) |
| EDC5505 | Computer Programming for STEM Education (3) |

Additional courses required for master's degree:

- EDC5601 Cognitive Science & Instructional Technology (3)
- EDC5602 Video Games & Play in Learning (3)
- EDC5701 Learning Science & Instructional Technology (3)
- EDC5702 Designing Games & Simulations (3)
- EDC6001 Instructional Technology Capstone (3)

READING/LITERACY SPECIALIZATION**Master of Education**

The Master of Education–Reading/Literacy Specialization prepares 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) for Reading Professionals, New Jersey Student Learning Standards for English/Language Arts Literacy (NJSLS for ELAL), and New Jersey Professional Standards for Teachers (NJPST), the program builds expertise through courses in the theories and processes of reading and writing, diagnosis and remediation, assessment, best practice literacy instruction strategies, program evaluation, coaching techniques, and a practicum. These provide experiences for candidates to work with a variety of approaches and strategies and design, select, and use standard and alternate instruction, assessment, and coaching techniques that serve the needs of diverse students and educators.

All courses include a keystone assessment/artifact that demonstrates the accomplishment of course goals and the integration of acquired knowledge and skills. As candidates progress toward program completion, their course artifacts are archived in an electronic or e-portfolio and monitored by program faculty to ensure and the state's standards for novice reading specialists.

Program completers earn a Master of Education degree; those who have completed two years of full-time teaching are eligible for New Jersey educational services certification as a reading specialist.

Program Student Learning Outcomes

Upon successful completion of the program of studies for Reading/Literacy Specialization, the student will receive a Master of Education (M.Ed.) degree and will have given evidence of the following outcomes and goals.

- Knowledge and application of the theories and concepts of literacy acquisition and development as evidenced through course exams, assigned projects, and discussions.
- Identification and evaluation of a variety of instructional methods and materials to meet the needs of diverse learners evidenced through assigned projects and discussions.

- The design and implementation of data-driven literacy instruction evidenced through assigned projects, discussions, and clinical practice.
- Identification, evaluation, administration, and analysis of results from a variety of formal and informal assessment measures and techniques focused on the area of literacy acquisition and development evidenced through assigned projects, discussions, and clinical practice.
- Literacy leadership within the educational setting evidenced through assigned projects, discussions, and clinical practice.

Admission Requirements

- 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 Office of Admissions, 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;
- Evidence of minimum undergraduate or graduate GPAs of 3.0;
- If the applicant is an international student, a passing score on the TOEFL (Test of English as a Foreign Language) is required.
- A copy of a valid New Jersey instructional certificate (P–3, Elementary; K–8, 5–8; or K–12); and
- A personal interview with the director of the reading/literacy specialization program or chair may be required.

Reading/Literacy Specialization Master of Education (33)

- EDC5001 Philosophical & Psychological Foundations of Inclusive Education (3)
- EDC5014 Methods of Research for Leaders in Inclusive Schools (3)
- EDC5034 Introduction to Learning Disabilities (3)
- EDC5201 Nature of the Reading Process (3)
- EDC5202 Literature for Children & Youth (3)
- EDC5203 Reading & Writing in the Content Areas (3)
- EDC5204 Articulation, Supervision & Evaluation of Reading Programs (3)
- EDC5027 Literacy for Second Language Learners (3)
- EDC6201 Assessment & Diagnosis of Reading Abilities (3)
- EDC6202 Research-Based Techniques for the Correction of Reading Challenges (3)
- EDC6084 Reading Practicum (3)

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, teachers, administrators, 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 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 6 to 9 additional credits to fulfill certification requirements in administration, staff supervision, and curriculum development. In addition, the Director of School Counseling Services certification requires at least three years (full-time) of successful school counselor experience under standard New Jersey 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. Early in the program, candidates complete a 100-hour observational practicum in a school setting as part of EDC6301 Foundations of School Counseling. 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. Students may take the Seminar and Internship courses either consecutively, over the course of two years, or concurrently, beginning with Seminar I and Internship I in the fall.

The School Counseling internship is a 300-hour, 6-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 the 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 the 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.

Program Student Learning Outcomes

Upon successful completion of the program of studies for the 48-credit graduate school counselor program, the student will earn a Master of Education (M.Ed.) degree, along with a State of New Jersey certification as a school counselor, and will have given evidence of the following program outcomes:

- In-depth knowledge of the area of school counseling applicable to the school-age child, their families and caregivers, school faculty and administration, and school and community support services, as evidenced by research-based course assignments evaluated by rubric scoring.
- Development as a skilled practitioner as a school counselor through 300 hours of school counseling monitored internship experiences, where the student reflects on these experiences and receives individual coaching and external evaluation of his/her performance.
- Advanced professional leadership within the area of school counselor services as evidenced through effective communication with a wide variety of school constituents, case study analysis, and reflection on practice.

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 Office of Admissions, 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 the applicant is an international student, a passing score on the TOEFL (Test of English as a Foreign Language) is required;
- Evidence of a cumulative undergraduate GPA of at least 3.0; and
- A personal interview with the school counseling program director or chair may be required.

Master of Education (48)

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| EDC5001 | Philosophical & Psychological Foundations of Inclusive Education (3) |
| EDC6301 | Foundations of School Counseling (3) |
| EDC5032 | Community Services for Individuals with Special Needs (3) |
| EDC5038 | Psychology of the Exceptional Child (3) |
| EDC6302 | Theory & Procedures of Counseling (3) |
| EDC5040 | Multicultural Issues in Counseling (3) |
| EDC5158 | Instructional Technology for Inclusive Education (3) |
| EDC6303 | Counseling & Interviewing Techniques (3) |
| EDC5014 | Methods of Research for Leaders in Inclusive Schools (3) |
| EDC5010 | Curricular Leadership for the Inclusive School (3) |
| EDC5037 | Psychological & Educational Assessment of Students with Disabilities (3) |
| EDC6304 | Career Counseling & Development (3) |
| EDC6305 | School Counseling Seminar I (3) |
| EDC6306 | School Counseling Seminar II (3) |
| EDC6092 | School Counseling Internship I (3) |
| EDC6093 | School Counseling Internship II (3) |

Director of School Counseling Services

The GCU director of the school counseling program prepares individuals who already hold a valid educational services certification as a school counselor. 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 the school counseling program requires at least three years of successful school counselor experience under standard New Jersey 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 Office of Admissions, or you may submit them;
- Evidence of a cumulative undergraduate GPA of at least a 3.0;
- If the applicant is an international student, a passing score on the TOEFL (Test of English as a Foreign Language) is 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; and
- A personal interview with the director of the school counseling program or chair may be required.

Director of School Counseling Services Program (9)

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| EDC5101 | School Law (3) |
| EDC5102 | Supervision of Instruction in Inclusive School (3) |
| EDC5010 | Curricular Leadership for the Inclusive School (3) |

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 a Master of Arts in Administration and Leadership and eligibility for Certificates of Eligibility 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 and School Superintendent Assessment 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-PORTFOLIOS

Georgian Court’s graduate education programs were designed to enable candidates to meet professional standards in their respective area of study. Each course includes one or more performance assessments or artifacts demonstrating knowledge, skill, and/or dispositions that link to the standards. As candidates progress through their programs, these artifacts are archived in an electronic or e-portfolio on Taskstream and monitored by program faculty. 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 professional standards within the candidate’s respective field.

Internship in Administration & Leadership

The internship is a two-part capstone experience in the Master 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 New Jersey Professional Standards for School Leaders and the Interstate School Leaders Licensure Consortium Standards. Candidates earn 6 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 a cumulative undergraduate GPA of at least 3.0;
- A copy of valid New Jersey instructional certificate (P–3, K–6, or K–12);
- Documentation of successful educational experience (teaching or educational services)—three years for supervisor or five years for principal (e.g., a letter from supervising principal or district personnel office); and
- If the applicant is an international student, a passing score on the TOEFL (Test of English as a Foreign Language) is required.

Master of Arts in Administration & Leadership (36)

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| EDC5010 | Curricular Leadership for the Inclusive School (3) |
| EDC6101 | Organizational Leadership Theory in the Inclusive School (3) |
| EDC5014 | Methods of Research for Leaders in Inclusive Schools (3) |
| EDC5102 | Supervision of Instruction in Inclusive Schools (3) |
| EDC5013 | Curricular Leadership & Management for Diverse & Inclusive Schools (3) |
| EDC5101 | School Law (3) |
| EDC6102 | Organizational Leadership Practice in the Inclusive School (3) |
| EDC6401 | Supervision & Leadership of Instruction & Learning (3) |
| EDC6103 | Data-based Strategies for Decision Making (3) |
| EDC6104 | Financial Management (3) |
| EDC6090 | Internship in Administration & Leadership I (3; requires 150 clinical hours) |
| EDC6091 | Internship in Administration & Leadership II (3; requires 150 clinical hours) |
| EDC6094 | Internship in Administration & Leadership III (3;requires 150 clinical hours) |

Praxis Test: Administrator candidates are required to pass the applicable Praxis II test prior to prior to completing their program: School Leaders Licensure Assessment and School Superintendent Assessment. 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 for New Jersey administrative certification as a School Business Administrator.

Georgian Court Post-Master's Business Administration Program (18)

- AC501 Survey of Accounting (3)
- EC501 Economic Survey (3)
- EDC5101 School Law (3)
- EDC6101 Organizational Leadership Theory in the Inclusive School (3)
- EDC6102 Organizational Leadership Practice in the Inclusive School (3)
- EDC6104 Financial Management (3)

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 21st-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 Student Learning Standards (NJSLs). Upon completion of this program, candidates will qualify for a Standard Certificate for New Jersey 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 or educational services experience.

Georgian Court Post-Master's School Supervisor Program (12)

- EDC5010 Curricular Leadership for the Inclusive School (3)
- EDC5013 Curricular Leadership & Management for Diverse & Inclusive Schools (3; Prerequisite: EDC5010)
- EDC5102 Supervision of Instruction in Inclusive Schools (3; Prerequisite: EDC5010)
- EDC6401 Supervision & Leadership of Instruction & Learning (3; Prerequisite: EDC5102)

Master of Arts (M.A.) in Higher Education & Student Affairs Administration (36)

The M.A. in Higher Education and Student Affairs Administration prepares candidates for positions at the college/university level as well as for professional roles in nonprofit higher education associations and government institutions. This 36-credit program equips students with the critical skills to direct multifaceted operations while providing an exceptional educational experience to students. Graduates of the program are prepared to seek employment in a variety of areas, such as residence life, commuter services, admissions, financial aid, leadership development, Greek affairs, student activities, academic advising, registrar, athletics, student rights and diversity advocacy, academic advising, student recreation, career services, and academic support programs.

The student learning outcomes for the program are listed below. Upon successful completion of the Master of Arts in Higher Education and Student Affairs Administration program, the student will receive a master's degree and will have given evidence of the following:

- Investigation of one or more topics related to higher education administration and student affairs within the parameters of academic research design and literature review.
- Demonstrated ability to work within a collaborative team to produce meaningful work and analysis of current structures in student affairs programs, admission, registrar, marketing, academic affairs, etc.
- Formulation and clear articulation of a personal philosophy of higher education that incorporates best practices, an ethical basis, and the foundational knowledge and theories of the profession.

- Professional leadership skills developed in the areas of strategic planning, assessment, awareness of legal responsibilities, diversity issues, and student counseling as these pertain to the oversight of a functioning higher education student affairs program or department.
- Integration of the Mercy core values as demonstrated through a commitment to advocacy and social justice related to current issues in higher education.

Admission Requirements

Admission to the Master of Arts in Higher Education and Student Affairs Administration will require a bachelor's degree with a minimum 2.75 grade point average, a résumé, and at least two letters of recommendation. In addition, applicants must submit a written, personal statement describing career goals consistent with the goals of the program.

Master of Arts in Higher Education & Student Affairs Administration (36)

- HED5401 Foundations of Higher Education (3)
- HED5402 Enrollment Management & Academic Affairs (3)
- HED5403 College Student Development Theories (3)
- HED5404 Higher Education Organization & Strategic Planning (3)
- HED5405 Research Methods & Assessment in Higher Education (3)
- HED5406 Legal Issues & Personnel Management (3)
- HED5407 Student Affairs Administration & Counseling
- HED5408 Finance, Grants & Budgeting in Higher Education (3)
- HED5409 Contemporary Issues in Higher Education (3)
- HED5410 Community College Organization & Leadership (3)
- HED6011 Higher Education Internship I (3)
- HED6012 Higher Education Internship II (3)

EDUCATION COURSES

ECE5101 Growth, Development & Learning in Inclusive Early Childhood Education 3 credits

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

styles, brain function and development, appropriate models of classroom management, and the role of discovery and play in early learning is studied for implications for curriculum and instructional practices in inclusive settings.

ECE5102 Inclusive Early Childhood Curriculum & Assessment 3 credits

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

ECE5105 Family, Community & the Young Child 3 credits

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

ECE5201 Instructional Design & Technology Integration in Inclusive Early Childhood Education 3 credits

This course is designed to help candidates apply, analyze, and evaluate the principles of instructional design and constructed models toward the development of instruction based on learning theory, curricular

frameworks, project planning, content expertise, and technology tools to architect effective experiences for today's learners. The development of lessons for diverse learners is addressed using the Universal Design for Learning (UDL) framework for effective teaching that involves providing students with multiple means of engagement, representation, and expression. Developmentally appropriate techniques, including the integration of play, and principles of culturally responsive teaching are reviewed and practiced.

ECE5202 Instruction in English/Language Arts & Literacy I in Inclusive Early Childhood & Special Education 3 credits

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

ECE5203 Numeracy in Inclusive Early Childhood & Special Education 3 credits

This course focuses on early childhood mathematics instruction and the New Jersey Student Learning Standards (NJSLS) in mathematics. The course uses contemporary research in student motivation, cognition, and comprehension of mathematical processes to inform strategies for differentiated instruction. Candidates will create instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities. Prerequisites: ECE5201 and ECE5202.

ECE5204 Instruction in Literacy II & Social Studies in Inclusive Early Childhood & Special Education 3 credits

This is the second part of a two-part course sequence that builds on the foundational knowledge gained in ECE5202 Instruction in English Language Arts and Literacy I in Early Childhood and Special Education. Candidates will develop interdisciplinary activities demonstrating their knowledge of the New Jersey Student Learning Standards (NJSLS) in social studies and English/language arts and pedagogy to build effective and culturally responsive instruction for P–3 students. Instructional planning and accommodation/modification of

instruction and assessment to meet students' diverse needs are addressed. Instructional strategies based on learning theory in the social studies and English/language arts including children's literature will be highlighted. Prerequisites: ECE5201 and ECE5202.

ECE5205 Science & Technology in Inclusive Early Childhood & Special Education 3 credits This course focuses on a holistic approach to P–3 science instruction, through a consideration of the New Jersey Student Learning Standards in science and the Next Generation Science Standards (NGSS), design thinking, and problem solving. The course uses contemporary research in student motivation, and cognition of scientific processes to inform strategies for differentiated instruction. Candidates will create integrated instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities. Prerequisites: ECE5201, ECE5202, and ECE5203.

ECE5300 Issues in Early Childhood Education 3 credits

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

ECE6212 Collaborative Planning with Family, School & Community Partners for Early Childhood & Special Educators 3 credits

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during their clinical experience in an inclusive classroom. The clinical practice serves as a bridge from theory to professional practice. It provides candidates with the opportunity to develop skills necessary to collaborate with families, educators, multidisciplinary teams and community partners in IEP and transition planning. Co-teaching and a variety of instructional strategies for students with special needs will be included. Candidates will complete 175 hours of clinical practice in this course. Prerequisite: EDC5206.

ECE6302 Early Childhood Clinical Practice 9 credits

Clinical Practice is the capstone course in teacher education. During clinical practice, clinical interns demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional

knowledge and attributes. Clinical practice is a full-time commitment (15 weeks) in an inclusive setting and required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with clinical practice, candidates attend a weekly seminar. Candidates develop a performance portfolio that demonstrates they meet the New Jersey Professional Standards for Teachers (NJPST) and that their teaching is guided by the New Jersey Student Learning Standards (NJSLS), and/or the Next Generation Science Standards (NGSS). Prerequisite: ECE6212. One semester.

ECE6303 Reflective Practice in Early Childhood & Special Education 3 credits

Concurrent with clinical practice, this course provides students with the opportunity to reflect on their teaching experience to develop the meaning of teaching in a school setting. Candidates will be introduced to reflective practice developed by Donald Schon, an approach to teaching that enables novice teachers as emerging professionals to understand how to use their knowledge in practical situations and how to combine action and learning to elicit expected outcomes. The conceptual basis for the course are the works of Donald Schon, Chris Argyris, John Dewey, and Kenneth Zeichner, among others. Candidates develop a performance portfolio that addresses the New Jersey Professional Standards for Teachers (NJPST), guided by New Jersey Student Learning Standards (NJSLS). Prerequisite: ECE6212. Offered at Lakewood campus only.

EDC5000 Special Topics in Education 1–3 credits

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

EDC5001 Philosophical & Psychological Foundations of Inclusive Education 3 credits

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

Professional Standards for Teachers and School Leaders. Part of the graduate degree core.

EDC5002 Diversity in Inclusive Education 3 credits

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

EDC5005 Learning Theory & Practice 3 credits

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

EDC5010 Curricular Leadership for the Inclusive School 3 credits

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

EDC5013 Curricular Leadership & Management for Diverse & Inclusive Schools 3 credits

This course focuses on advancing students' knowledge and skills in curriculum planning and focuses on the roles and responsibilities of the development, management, supervision, evaluation, and improvement of curriculum programs. Emphasis is placed on how school leaders can facilitate and support curriculum improvement for student

learning, equity, and social justice by employing research-based practices that have been proven to be effective in closing the achievement gap for students of varied ability, income, and ethnicity. Explore the processes of curriculum alignment, revision, delivery, monitoring and evaluation required for managing and supervising a standards-based, 21st-century, culturally responsive curriculum that meets the needs of P–12 general education students as well as diverse and exceptional learners. 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

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

EDC5021 Second Language Acquisition 3 credits

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

EDC5022 Theory, Practice & Methods of Teaching ESL/English Through the Content Areas 3 credits

This course investigates the major language teaching theories and their impact on current pedagogical practices. Candidates will become familiar with instructional and evaluative techniques for teaching language skills and content areas to English learners, including technology integration in teaching and learning. Candidates will demonstrate various methodologies and conduct peer teaching using the national and state evaluation and standards. Practice, analysis, and application of appropriate instructional materials and strategies, as well as assessment techniques will be a focus of this course. Prerequisites or corequisites: EDC5021 and EDC5026.

EDC5023 Historical & Cultural Backgrounds of English Language Learners 3 credits

This course provides candidates with the foundations to guide them in constructing strong knowledge, skills, and dispositions for teaching English learners from diverse linguistic and cultural backgrounds. Topics addressed include language and culture acculturation of English learners in American schools, theories of cultural pluralism, and comparison of cultural value systems. Analysis of the relationship between language, culture, society, school achievement, and the implications for teaching and learning English is explored. Consideration is also given to topics such as the history of legislations regarding various types of second language programs in the United States, English language learners' cognitive styles and communication styles, psychological and social factors that facilitate self-image, and psycholinguistic processes that affect ways in which they develop language and literacy skills. By examining a variety of examples in these areas, candidates develop commitment and competence related to the New Jersey Professional Standards for Teachers (NJPST) as they apply to English language learners. This course requires 30 hours of clinical experience.

EDC5024 Second Language Education Curriculum 3 credits

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

EDC5026 Phonology & Structure of American English 3 credits

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

application of linguistic knowledge to the teaching of a second language to English learners is also discussed.

EDC5027 Developing Literacy Skills for the Second Language Learner 3 credits

This course emphasizes the acquisition of English reading, writing, and speaking skills by speakers of other languages. Candidates review reading theories, second language acquisition theories, and transferability of literacy skills from the first language to the second language and examine the process of English language learners' acquisition of literacy skills as part of their process of second language acquisition. Students will implement research-based strategies for assessment, instruction, and remediation of the literacy skills, especially in areas of reading readiness and emergent literacy, based on the national and state standards. Technology-enhanced instruction and the importance of bi-literacy are explored. Prerequisites or co-requisites: EDC5021 and EDC5026.

EDC5030 Educating Students with Disabilities in Their Least Restrictive Environment 3 credits

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

EDC5031 Curriculum Planning, Accommodations & Modifications for Students with Disabilities 3 credits

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

EDC5032 Community Services for Students at Risk & with Exceptionalities 3 credits

This course will review available school, community, county, and state resources for families to assist the academic, social, emotional, and career development of individuals at risk and with exceptional needs. Candidates examine their role as student advocates in the coordination of available school, community, county, and

state resources for students and families and in IEP planning for students with special needs. In addition, an overview of special education law, 504 plans, the New Jersey Administrative Code, general and special education programs, the function of the child study team, and components of the IEP that may provide for necessary support services, is provided. This course requires 15 hours of clinical experience with students who are at-risk and students with exceptionalities.

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 Student Learning Standards (NJSLs). Explore metabolic, infectious, and hereditary disorders that impact academic achievement and appropriate medical, psychological, and educational interventions. Study differentiated brain function, including the areas of the brain related to learning and other functions.

EDC5034 Understanding Learning Disabilities 3 credits

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

EDC5037 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 New Jersey Administrative Code, Title 6A, Chapter 14 regarding procedural safeguards, special services, programs, placements, and the provision of supports and related service. Emphasis on the rights of special needs children and their parents.

EDC5040 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, socioeconomic 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 21st-century public schools. Emphasis on the law pertaining to public education as prescribed by the New

Jersey Administrative Code Title 18: A, state courts, commissioner's decisions, and local school board policies and administrative procedures required for compliance.

EDC5102 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 Leaders. Demonstrate the values, ethics, and commitment embodied in these standards.

EDC5110 Ethics & Foundations of Inclusive & Special Education 3 credits

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

EDC5113 Instructional Design & Technology Integration for English Language Learners 3 credits

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

EDC5115 Instructional Design & Technology Integration in Inclusive Elementary Education 3 credits

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

EDC5120 Instructional Design & Technology Integration in Inclusive Secondary Education 3 credits

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

EDC5158 Instructional Technology for Inclusive Education 3 credits

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

techniques for communicating, and professional and ethical responsibilities are considered. Prerequisites: EDC5105 and EDC5110.

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 & 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 Educational Assessment 3 credits

This course investigates the use of assessment data to inform instruction and meet the needs of diverse learners. Basic issues in measurement are examined including formal and informal assessment, technical issues (bias, reliability, and validity), strengths and limitations, test

interpretation, and test accommodations. Techniques for analyzing and graphing whole class and individual student performance, including strengths and weaknesses, are reviewed. Suggestions for providing students with feedback to assist in understanding and guiding further learning are emphasized. Response to Intervention, Functional Behavior Assessment and Positive Behavior Supports are thoroughly reviewed. Clinical field experience (50 hours) is required. Prerequisite: ECE5201, EDC5013, EDC5115, or EDC5120.

EDC5207 Numeracy in Inclusive Elementary & Special Education 3 credits

This course focuses on elementary mathematics instruction and the New Jersey Student Learning Standards (NJSLS) in mathematics. The course uses contemporary research in student motivation, cognition, and comprehension of mathematical processes to inform strategies for differentiated instruction. Technology as an interface for instruction in mathematics will be included. Candidates will create instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities. Prerequisites: EDC5115 and EDC5210.

EDC5208 Science & Technology in the Inclusive Elementary & Special Education 3 credits

This course focuses on a holistic approach to elementary science instruction, through a consideration of the Next Generation Science Standards, design thinking and problem solving. The course uses contemporary research in student motivation, and cognition of scientific processes to inform strategies for differentiated instruction. Candidates will create integrated instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities. Prerequisites: EDC5115, EDC5207, and EDC5210.

EDC5210 Instruction in English/Language Arts & Literacy I in Inclusive Elementary & Special Education 3 credits

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

are eligible for special education, students who struggle with age-appropriate literacy skills, and students with diverse linguistic and cultural backgrounds.

EDC5211 Instruction in Literacy II & Social Studies in Inclusive Elementary & Special Education 3 credits

This is the second part of a two-part course sequence that builds on the foundational knowledge gained in EDC5210 Instruction in English/Language Arts and Literacy in Inclusive Elementary and Special Education. Candidates will develop interdisciplinary activities demonstrating their knowledge of the New Jersey Student Learning Standards (NJSLS) in social studies and English/language arts and pedagogy to build effective and culturally responsive instruction for K–6 /P–3 students. Instructional planning and accommodation/modification of instruction and assessment to meet students' diverse needs are addressed. Instructional strategies based on learning theory in the social studies and English/language arts including children's literature will be highlighted. Prerequisites: EDC5115 and EDC5210.

EDC5215 Instruction in Literacy in Inclusive Secondary & Special Education 3 credits

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

EDC5231 Secondary Subject Instruction in Inclusive & Special Education in Language Arts 3 credits

This course introduces the secondary language arts teacher education candidate to the study of curriculum planning, learning environments, modifications for students with disabilities and special needs including English language learners, and theories of learning and their application to the teaching process in the middle and high school general and special education settings. Focus is on addressing the needs and developmental characteristics of adolescents and young people in the design of effective

instruction. The cognitive, affective, and psychomotor domains will be addressed. Focus on the integration of language arts curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist diverse learners in the achievement of the New Jersey Student Learning Standards (NJSLS) and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: EDC5120 and EDC5215.

EDC5232 Secondary Subject Instruction in Inclusive & Special Education in Science 3 credits

This course introduces the secondary science teacher education candidate to the study of curriculum planning, learning environments, modifications for students with disabilities and special needs including English language learners, and theories of learning and their application to the teaching process in the middle and high school general and special education settings. Focus is on addressing the needs and developmental characteristics of adolescents and young people in the design of effective instruction. The cognitive, affective and psychomotor domains will be addressed. Focus on the integration of science curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist diverse learners in the achievement of the New Jersey Student Learning Standards (NJSLS) and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: EDC5120 and EDC5215.

EDC5233 Secondary Subject Instruction in Inclusive & Special Education in World Language 3 credits

This course introduces the secondary world language teacher education candidate to the study of curriculum planning, learning environments, modifications for students with disabilities and special needs including English language learners, and theories of learning and their application to the teaching process in the middle and high school general and special education settings. Focus is on

addressing the needs and developmental characteristics of adolescents and young people in the design of effective instruction. The cognitive, affective, and psychomotor domains will be addressed. Focus on the integration of world language curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist diverse learners in the achievement of the New Jersey Student Learning Standards (NJSLS) and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: EDC5120 and EDC5215.

EDC5234 Secondary Subject Instruction in Inclusive & Special Education in Math 3 credits

This course introduces the secondary math teacher education candidate to the study of curriculum planning, learning environments, modifications for students with disabilities and special needs including English language learners, and theories of learning and their application to the teaching process in the middle and high school general and special education settings. Focus is on addressing the needs and developmental characteristics of adolescents and young people in the design of effective instruction. The cognitive, affective, and psychomotor domains will be addressed. Focus on the integration of math curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist diverse learners in the achievement of the New Jersey Student Learning Standards (NJSLS) and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: EDC5120 and EDC5215.

EDC5236 Secondary Subject Instruction in Inclusive & Special Education in Art 3 credits

This course introduces the secondary art teacher education candidate to the study of curriculum planning, learning environments, modifications for students with disabilities and special needs including English language learners, and theories of learning and their application to

the teaching process in the middle and high school general and special education settings. Focus is on addressing the needs and developmental characteristics of adolescents and young people in the design of effective instruction. The cognitive, affective, and psychomotor domains will be addressed. Focus on the integration of art curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist diverse learners in the achievement of the New Jersey Student Learning Standards (NJSLS) and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: EDC5120 and EDC5215.

EDC5237 Secondary Subject Instruction in Inclusive & Special Education in Business Education 3 credits

This course introduces the secondary business teacher education candidate to the study of curriculum planning, learning environments, modifications for students with disabilities and special needs including English language learners, and theories of learning and their application to the teaching process in the middle and high school general and special education settings. Focus is on addressing the needs and developmental characteristics of adolescents and young people in the design of effective instruction. The cognitive, affective, and psychomotor domains will be addressed. Focus on the integration of business curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist diverse learners in the achievement of the New Jersey Student Learning Standards (NJSLS) and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: EDC5120 and EDC5215.

EDC5238 Secondary Subject Instruction in Inclusive & Special Education in Social Studies 3 credits

This course introduces the secondary social studies teacher education candidate to the study of curriculum planning, learning environments, modifications for students

with disabilities and special needs including English language learners, and theories of learning and their application to the teaching process in the middle and high school general and special education settings. Focus is on addressing the needs and developmental characteristics of adolescents and young people in the design of effective instruction. The cognitive, affective, and psychomotor domains will be addressed. Focus on the integration of social studies curriculum with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the middle and secondary school will also be addressed. Bruner's model of discovery learning will be applied. Instruction is aligned with the four domains for the Danielson Model of Effective Teaching. Students learn to create instructional opportunities and alternative assessments that assist diverse learners in the achievement of the New Jersey Student Learning Standards (NJSLS) and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: EDC5120 and EDC5215.

EDC5301 Nature & Needs of Individuals with Autism & Pervasive Developmental Disorders 3 credits

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

EDC5302 Strategies for Teaching Students with Autism & Developmental Disabilities 3 credits

Curriculum development and research validated methods of instructing students with autism and developmental disabilities from early childhood through adolescence across ability levels will be reviewed. An overview of applied behavior analysis (ABA), its development, and application to autism spectrum disorders including discrete trial, pivotal response, verbal behavior, natural environment teaching, incidental teaching, and use of functional analysis to develop behavior intervention plans will be presented. Application of basic principles of ABA to the classroom, including reinforcement, prompting, chaining, shaping, fading, stimulus control, generalization, and maintenance will be examined. Focus will also include review of additional educational approaches to teaching students with autism and developmental

disabilities, and the need for selecting research-based treatments. An introduction to collaborative partnerships with families, school personnel, and community services will be included. Prerequisite: EDC5301. This course requires a minimum of 10 hours of clinical experience with students with autism spectrum disorders.

EDC5303 Social Communication Interventions for Students with Autism Spectrum Disorders 3 credits

Typical and atypical language development with a focus on behavioral, biological, cognitive, and perceptual bases of language will be discussed. The use of augmentative communication devices (high- and low-tech) and sign language with individuals with autism will be explored. Approaches for addressing social communication needs of students throughout the range of autism spectrum disorders will be included. Prerequisite: EDC5301.

EDC5304 Assessment & Curricular Interventions for Autism Spectrum Disorders 3 credits

An overview of assessment tools commonly used with students with autism spectrum disorders including observational methods, rating scales, standardized tests, developmental curricula and other child study team assessment approaches; application of functional assessment techniques in the development of Individual Education Plans (IEPs) and daily instruction will be reviewed. Progress monitoring techniques, including the New Jersey Alternate Proficiency Assessment, will also be reviewed. Prerequisite: EDC5301.

EDC5305 Interventions & Supports for Level 1 Characteristics of Autism Spectrum Disorder 3 credits

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

EDC5501 Collaborative Tools in Education 3 credits

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

EDC5330 Instructional Technology in Inclusive & Special Education in Language Arts 3 credits

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

EDC5331 Instructional Technology in Inclusive & Special Education in Science 3 credits

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

EDC5332 Instructional Technology in Inclusive & Special Education in World Language 3 credits

This fundamental course prepares candidates to facilitate student learning in technology-rich middle and secondary inclusive world language environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards for the diverse population including English language learners. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the middle and secondary classroom. Candidates explore contemporary topics related to educational media and technology trends in education. Prerequisites: EDC5120 and EDC5215.

EDC5333 Instructional Technology in Inclusive & Special Education in Math Education 3 credits

This fundamental course prepares candidates to facilitate student learning in technology-rich middle and secondary inclusive math environments. The course provides hands-on experiences to integrate technology, pedagogy, and

content knowledge to support clearly defined student learning outcomes and standards for the diverse population including English language learners. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the middle and secondary classroom. Candidates explore contemporary topics related to educational media and technology trends in education. Prerequisites: EDC5120 and EDC5215.

EDC5334 Instructional Technology in Inclusive & Special Education in Social Studies 3 credits

This fundamental course prepares candidates to facilitate student learning in technology-rich middle and secondary inclusive social studies environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards for the diverse population including English language learners. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the middle and secondary classroom. Candidates explore contemporary topics related to educational media and technology trends in education. Prerequisites: EDC5120 and EDC5215.

EDC5335 Instructional Technology in Inclusive & Special Education in Art 3 credits

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

EDC5336 Instructional Technology in Inclusive & Special Education in Business Education 3 credits

This fundamental course prepares candidates to facilitate student learning in technology-rich middle and secondary inclusive business environments. The course provides hands-on experiences to integrate technology, pedagogy, and content knowledge to support clearly defined student learning outcomes and standards for the diverse population including English language learners. Candidates will generate teaching and learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the middle and secondary

classroom. Candidates explore contemporary topics related to educational media and technology trends in education. Prerequisites: EDC5120 and EDC5215.

EDC5402 Accommodations, Modifications & Assistive Technology for Students with Disabilities 3 credits

In this course, candidates will study curriculum planning, accommodations and modifications, and assistive technology for students with disabilities in inclusive and special education settings. The development of lessons for learners with special needs is extended using Tomlinson's Differentiated Instruction framework for effective teaching by providing students with a variety of pathways to learning in terms of content, process, product, and learning environment. Candidates will learn how to choose appropriate instructional materials and design individual educational programs that meet the needs of students with disabilities. The continuum of services and least restrictive environment will be examined. Prerequisite: EDC5206.

EDC5403 Evidence-Based Practices for Instructing Students with Autism Spectrum Disorder 3 credits

This course focuses on examining the behavioral and clinical features of autism spectrum disorders (ASD) and how to instruct students with ASD using evidence-based practices. Characteristics of ASD as manifesting in different degrees from early childhood through adolescence and methods of instructing students with ASD from early childhood through adolescence across ability levels will be reviewed. Course content will encompass both behavioral and socio-emotional approaches including the application of the basic principles of applied behavior analysis (ABA) and verbal behavior for instructing students with ASD. Clinical practice (50 hours) in special education is required.

EDC5502 Multimedia Design for Learning 3 credits

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

EDC5503 Web Design & Publishing 3 credits

Since researcher Tim Berners-Lee developed the Web in the 1980s, the number of websites and people conducting web searches has exploded making the web a compelling

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

EDC5504 Social Media for Active Participation 3 credits

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

EDC5505 Computer Programming for STEM Education 3 credits

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

EDC5601 Cognitive Science & Instructional Technology 3 credits

This course is to (1) provide a general foundation of cognitive science, (2) establish the logical links between cognitive science and instructional technology, and (3) discuss the theory and research underlying applications of cognitively based technology for teaching and learning. This course first reviews the foundations and assumptions of cognitive science, human memory and learning with instructional technology. It then studies theories of multimedia learning, including Dual Coding Theory, Cognitive Load Theory, and the Cognitive Theory

of Multimedia Learning and discusses how these theories can inform the instructional design of technology-based learning environments. Based on these theoretical concepts, this course reviews and discusses existing instructional software and develops criteria for their evaluation. As a course project, students will design technology-based instruction that is grounded in cognitive theory. This includes a design document and a written discussion of the educational and psychological theories informing the design of the project, as well as the implementation of a proof of concept (prototype).

EDC5602 Video Games & Play in Learning 3 credits

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

EDC5701 Learning Science & Instructional Technology 3 credits

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

EDC5702 Designing Games & Simulations for Learning 3 credits

This course examines games and simulations (both analog and digital) as learning technologies through readings, discussion, play, design, and research. Readings and class discussions focus on identifying

design factors for effective educational games and simulations that are based on research and learning theory. Emphasis is placed on play as a critical factor for selecting and designing appropriate games and simulations based on analysis of instructional needs. Prerequisites: EDC5601 and EDC5602.

EDC5999 Field Experience in Special Education 1 credit

This lab requires a 50-hour clinical experience in special education. Corequisite: EDC5038.

EDC6001 Instructional Technology Capstone 3 credits

In this course, candidates for the Master of Arts degree develop their final project, a requirement for this degree. The purpose of this course is to provide students an opportunity to integrate their academic studies in the program and bring their learning to bear on a single project of personal and professional interest in a very concentrated way. Using culminated knowledge and skills from the program, students pursue topics of their interest in the form of integrative educational media development. Projects demonstrate mastery of instructional design tools and concepts in the form of original creative or scholarly work. Students will demonstrate/teach in lab and classroom settings involving computers and the prototype that the student developed in the course. Prerequisites: EDC5501, EDC5502, EDC5503, EDC5504, EDC5505, EDC5601, EDC5602, EDC5701, and EDC5702.

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 & EDC6091 Internship in Administration & Leadership I & II 6 credits

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

Leaders Licensure Consortium Standards and the New Jersey Standards for school Leaders. 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.

EDC6094 School Chief Administrator Internship III 3 credits

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

EDC6095 Project Applied Thesis I & 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 advisor. The research project enables candidates to extend their knowledge in an area of practice, focus on an issue related to supporting student learning outcomes, apply theory and best practice, and reflect on the outcomes of their efforts.

EDC6101 Organizational Leadership Theory in the Inclusive School 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 21st century. Evaluate the model of schools as open, social, and complex learning organizations and develop a useful model for understanding schools and leadership and for guiding administrative action. Explore the theoretical relationship between individual leadership style, school culture and climate, the success of the individual, student achievement, and effectiveness of the organization. Emphasis on motivation, decision-making, and communications.

EDC6102 Organizational 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 21st-century learning institutions. Examine best practices and sound educational research that lead to achievement for all students and learn strategies to create a culture of high expectations for organizational success. Application exercises are provided through case study vignettes. 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.

EDC6201 Assessment & Diagnosis of Reading Abilities & EDC6202 Research-Based Techniques for the Correction of Reading Challenges 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. Demonstrate intervention recommendations for parents/caregivers and school instructional personnel through the research, analysis, and writing of literacy case studies, one of which should be on either an ESL or LEP student. Prerequisite: EDC5201.

EDC6210 Collaborative Planning with Family, School & Community Partners for ESL & Special Educators 3 credits

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during their clinical experience in an inclusive classroom. The clinical practice serves as a bridge from theory to professional practice. It provides candidates with the opportunity to develop skills necessary to collaborate with families, educators, multi-disciplinary teams and community partners in IEP and transition planning. Co-teaching and a variety of instructional strategies for students with special needs will be included. Candidates will complete 175 hours of clinical practice in this course. Prerequisite: EDC5206.

EDC6214 Collaborative Planning with Family, School & Community Partners for Elementary & Special Educators 3 credits

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during their clinical experience in an inclusive classroom. The clinical practice serves as a bridge from theory to professional practice. It provides candidates with the opportunity to develop skills necessary to collaborate with families, educators, multi-disciplinary teams and community partners in IEP and transition planning. Co-teaching and a variety of instructional strategies for students with special needs will be included. Candidates will complete 175 hours of clinical practice in this course. Prerequisite: EDC5206.

EDC6215 Collaborative Planning with Family, School & Community Partners for Secondary & Special Educators 3 credits

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during their clinical experience in an inclusive classroom. The clinical practice serves as a bridge from theory to professional practice. It provides candidates with the opportunity to develop skills necessary to collaborate with families, educators, multi-disciplinary teams and community partners in IEP and transition planning. Co-teaching and a variety of instructional strategies for students with special needs will be included. Candidates will complete 175 hours of clinical practice in this course. Prerequisite: EDC5206.

EDC6299 ESL Clinical Practice 9 credits

Clinical Practice is the capstone course in teacher education. During clinical practice, clinical interns demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional knowledge and attributes. Clinical practice is full time (15 weeks) in an inclusive setting and required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with clinical practice, candidates attend weekly seminar meetings. Candidates develop a performance portfolio that demonstrates that they meet the New Jersey Professional Standards for Teachers (NJPST) and that their teaching is guided by the TESOL/CAEP Standards for P–12 Teacher Education Programs. Prerequisite: EDC6210. One semester.

EDC6300 Reflective Practice in ESL & Special Education 3 credits

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

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

EDC6304 Career Counseling & Development 3 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.

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 educational mission of the school and thereby influence learning outcomes. Develop supervisory approaches based on mandates and best

practices. The second supervision course for candidates in the administration and leadership program.

Prerequisites: EDC5102.

EDC6404 Elementary Education Clinical Practice 9 credits

Clinical Practice is the capstone course in teacher education. During clinical practice, clinical interns demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional knowledge and attributes. Clinical practice is full time (15 weeks) in an inclusive setting and required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with clinical practice, candidates attend weekly seminar meetings. Candidates develop a performance portfolio that demonstrates that they meet the New Jersey Professional Standards for Teachers (NJPT) and that their teaching is guided by the New Jersey Student Learning Standards (NJSLS). Prerequisite: EDC6214. One semester.

EDC6405 Reflective Practice in Elementary & Special Education 3 credits

Concurrent with clinical practice, this course provides students with the opportunity to reflect on their teaching experience to develop the meaning of teaching in a school setting. Candidates will be introduced to reflective practice developed by Donald Schon, an approach to teaching that enables novice teachers as emerging professionals to understand how to use their knowledge in practical situations and how to combine action and learning to elicit expected outcomes. The conceptual basis for the course are the works of Donald Schon, Chris Argyris, John Dewey, and Kenneth Zeichner, among others. Candidates develop a performance portfolio that addresses the New Jersey Professional Standards for Teachers, guided by the New Jersey Student Learning Standards (NJSLS). Prerequisite: EDC6214. Offered at Lakewood campus only.

EDC6406 Secondary Education Clinical Practice 9 credits

Clinical Practice is the capstone course in teacher education. During clinical practice, clinical interns demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional knowledge and attributes. Clinical practice is full time (15 weeks) in an inclusive setting and required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with clinical practice,

candidates attend weekly seminar meetings. Candidates develop a performance portfolio that demonstrates that they meet the New Jersey Professional Standards for Teachers (NJPT) and that their teaching is guided by the New Jersey Student Learning Standards (NJSLS). Prerequisite: EDC6215. One semester.

EDC6407 Reflective Practice in Secondary & Special Education 3 credits

Concurrent with clinical practice, this course provides students with the opportunity to reflect on their teaching experience to develop the meaning of teaching in a school setting. Candidates will be introduced to reflective practice developed by Donald Schon, an approach to teaching that enables novice teachers as emerging professionals to understand how to use their knowledge in practical situations and how to combine action and learning to elicit expected outcomes. The conceptual basis for the course are the works of Donald Schon, Chris Argyris, John Dewey, and Kenneth Zeichner, among others. Candidates develop a performance portfolio that addresses the New Jersey Professional Standards for Teachers (NJPT), guided by the New Jersey Student Learning Standards (NJSLS). Prerequisite: EDC6215. Offered at Lakewood campus only.

EDC7001 Diagnosis & Assessment of Learning Problems 3 credits

This course provides a study of the nature and cause of learning problems. Primary focus is placed on formulating an evaluation plan for educational assessment, administering and interpreting technically sound and culturally responsive standardized instruments. Students will develop findings in written reports of assessments. The use of functional assessment procedures, including Response to Intervention model, are used to determine educational levels, underlying deficits and learning style are also explored. Methods of diagnosis based on evidence available from each child study team member and reporting diagnostic findings are discussed. Prerequisite: EDC5037.

EDC7002 Remediating & Accommodating Learning Disabilities 3 credits

This course provides advanced training in interpretation of evaluation data for identification of and planning for students with learning problems. Focus is on analysis of diagnostic batteries to make decisions regarding eligibility and instructional planning; including accommodating students in inclusive settings is presented. Legal issues related to the responsibilities of the Child Study Team including the requirements of a free appropriate public education, least restrictive environment, the determination of eligibility and the development of Individual Educational

Plans. Through the use of case studies, candidates will apply the skills of diagnosis to make recommendations for corrective techniques through IEP development.

Prerequisite: EDC7001.

EDC7003 Data-Based Interventions in the Collaborative Classroom 3 credits

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

EDC7801 Practicum in Learning Disabilities 3 credits

This culminating course in the LDTC certification program provides the candidate with a 100-hour supervised field experience in applying the theoretical and practical concepts of learning disorders to assessment and program planning. During the practicum candidates will have the opportunity to function as the LDTC on a Child Study Team under the mentorship of a certified Learning Consultant. Candidates will apply the knowledge, skills and values garnered throughout their studies to assist in the diagnostic process from referral through program planning. Emphasis will be placed on planning for the education of students with disabilities in the New Jersey Core Curriculum Content Standards in the least restrictive environment through collaboration between general and special educators and through the provision of accommodations and modifications. Discussion and presentations relevant to the field of diagnostics, special education law and collaborative theories will be incorporated into class discussions. Prerequisites: EDC5005, EDC5038, EDC5037, EDC5033, EDC7003, EDC7001, and EDC7002.

HED5401 Foundations of Higher Education 3 credits

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

HED5402 Enrollment Management & Academic Affairs 3 credits

This course explores the historic and current enrollment management models and theories in higher education. Concepts include marketing the university, programs to attract applicants, the application process, generating and applying models for predicting enrollment, and assessing outcomes, including ratios such as applicant-to-accept, accept-to-enrollment, and enrollment-to-retention, and graduation rates. Issues of selectivity, financial aid leveraging (merit and need-based scholarships and aid programs), retention and graduation issues and linkages between academic and student affairs are covered. Strategies and tactics to attract and retain students, increase selectivity and enrollment yield, and improve students' academic and social integration and success will be highlighted throughout the course.

HED5403 College Student Development Theories 3 credits

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

HED5404 Higher Education Organization & Strategic Planning 3 credits

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

HED5405 Research Methods & Assessment in Higher Education 3 credits

This course provides a study of various techniques and strategies of educational research; emphasis on

understanding and interpreting research; formulation of problems and/or topics for developing into individual projects as part of an applied thesis or action research. Candidates engage in reflection on research as it relates to the needs of diverse students, curriculum planning and implementation, and state and national standards.

HED5406 Legal Issues & Personnel Management 3 credits

This course is intended to familiarize students with statutory and case law that have implications for higher education administrators and policymakers. The course examines the legal rights and responsibilities of faculty, candidates, staff, and administrators in higher education. Areas of focus include fair employment, due process, affirmative action, and liability. Court cases, statutes, the Constitution, and regulations serve as the basis for discussion.

HED5407 Student Affairs Administration & Counseling 3 credits

This course provides a comprehensive introduction to the field of student affairs administration and its role within American higher education. In addition, the course provides a comprehensive practical application of student personnel duties and counseling within higher education.

HED5408 Finance, Grants & Budgeting in Higher Education 3 credits

This course introduces and examines the financial, economic and budgetary issues within higher education. Students will review the political, economic, and social issues influencing higher education finance, examine revenue streams and expenditure patterns, review tuition and financial aid policies, and assess the budget as an instrument of strategic planning, resource allocation, and control.

HED5409 Contemporary Issues in Higher Education 3 credits

This course examines and analyzes current issues in higher education institutions, as illustrated in higher education research and literature.

HED5410 Community College Organization and Leadership 3 credits

This course introduces the students to organizational theories, leadership theories, and learning theories as they relate to community college instructional leadership. Practical application of these theories will be examined, and leadership strategies for the dean, division chair, and department chair will be emphasized. Curriculum development, organization for instruction, resource development, and other community college leadership skills will be also emphasized, particularly as they apply to strategies for faculty development to enhance teaching and learning.

HED6011 Higher Education Internship I 3 credits

A one-semester, 150-hour internship focusing on the application of theoretical/conceptual knowledge in field-based experience. Overview of role, function of higher education office/agency, with focus on specific projects or responsibilities. The course allows students to serve as an intern for a full-time administrator, and it requires the establishment of specific goals, objectives, activities, and tasks. Interns receive an end-of-course evaluation from their field supervisors, an effort that serves as a key component of the final course grade.

HED6012 Higher Education Internship II 3 credits

A one-semester, 150-hour internship focusing on the application of theoretical/conceptual knowledge in field-based experience. The course allows students to serve as an intern for a full-time administrator, and it requires the establishment of specific goals, objectives, activities, and tasks. Interns receive an end-of-course evaluation from their field supervisors, an effort that serves as a key component of the final course grade. Prerequisite: Successful completion of ED6011.

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