

GRADUATE

CATALOG 2015–2016

GEORGIAN COURT UNIVERSITY

THE MERCY UNIVERSITY OF NEW JERSEY

ACADEMIC CALENDAR

Fall 2015 Semester

Classes begin (Main and 7.5wk1 Session)	Monday, August 24
Convocation	Thursday, August 27
Labor Day Holiday Break (no classes)	Monday, September 7
Mercy Day Mass	Thursday, September 24
Columbus Day Holiday Break (no classes)	Monday, October 12–Tuesday, October 13
7.5wk1 Session Ends	Saturday, October 17
7.5wk2 Session Begins	Monday, October 19
Critical Concerns Week	Friday, November 6–Friday, November 13
Thanksgiving Holiday Break (no classes)	Wednesday, November 25–Sunday, November 29
Study Day	Tuesday, December 8
Final Assessments (Main and 7.5wk2 Session)	Wednesday, December 9–Tuesday, December 15
(Snow Date for Final Assessments)	Wednesday, December 16

Winter 2016 Session

Classes Meet	Wednesday, December 16–Friday, December 18; Monday, December 21–Tuesday December 22; Monday, January 4–Friday, January 8; Monday, January 11–Friday, January 15
Final Assessments	Friday, January 15, 2016

Spring 2016 Semester

Classes begin (Main and 7.5wk1 Session)	Monday, January 18
Mass of the Holy Spirit	Tuesday, January 26
President's Day (no classes)	Monday, February 15
Spring Break (no classes)	Sunday, February 28–Saturday, March 5
7.5wk1 Session Ends	Saturday, March 12
7.5wk2 Session Begins	Monday, March 14
Easter Break (no classes)	Wednesday, March 23–Monday, March 28
Assessment Planning Day for Faculty (no classes for students)	Tuesday, March 29
Study Day	Tuesday, May 10
Final Assessments (Main and 7.5wk2 Session)	Wednesday, May 11–Tuesday, May 17
Graduate Commencement Ceremony	Thursday, May 19
Baccalaureate Mass	Friday, May 20
Undergraduate Commencement Ceremony	Friday, May 20

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

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MISSION STATEMENT

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

Georgian Court University provides students with

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

OUR CORE VALUES

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

Respect: We reverence the dignity of all persons and all life as gifts of God and strive to promote community in our world. Choosing to accept what may be perceived as different without passing judgment—choosing to appreciate social and cultural differences as strengths that enable people to work together.

Integrity: We believe that fidelity to moral principles, honesty, and sincerity are the basis of trustworthiness in all encounters. Choosing to be true and honest in all circumstances, living one's highest version of self—choosing to base one's actions on a consistent set of principles and values at all times.

Justice: We believe ordering of right relationships with all persons and all creation is fundamental to our advocacy for structures that protect the vulnerable. Choosing to be a catalyst for social justice to ensure that all human beings are treated respectfully and equally—choosing peace for myself and the world.

Compassion: We embrace the joys and sorrows of others to whom and with whom we minister and are moved to action in solidarity with the human community. Choosing to listen with an open heart, empathize with others, and perform acts of kindness that alleviate suffering—choosing to aid the planet and others' needs.

Service: We joyfully extend our energy and resources on behalf of the poor, sick, and uneducated, working to relieve misery and address its causes where possible. Choosing to act when a need is perceived by using one's skills, ingenuity, and experience to create benefit—choosing to accept that in life we are all servers and served.

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

STATEMENT ON OUR SPECIAL CONCERN FOR WOMEN

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

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

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

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

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

Georgian Court University offers graduate programs at the main campus in Lakewood and at GCU at New Jersey Coastal Communiversity, among other locations. To arrange a visit, call the Office of Graduate Admissions at 732.987.2770. You also may write to us at Georgian Court University, 900 Lakewood Avenue, Lakewood, NJ, 08701-2697, or visit us online at www.georgian.edu.

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.

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 residence "outside the gates"
- 1931 Kingscote acquired
- 1940 Kearney House added, first called the Campus Club, then the Music Center, and now Lake House, bringing another lake view to the campus
- 1951 Farley Memorial Library constructed to house The Court's growing scholarly collection; now home of the School of Business and Department of Psychology
- 1961 State of New Jersey approved Georgian Court's Teacher Education Program
Saint Joseph Hall built in response to burgeoning college resident population
- 1964 Arts and Science Center completed
- 1967 Maria Hall, our second residence hall, opened
- 1974 New wing doubles the capacity of Farley Memorial Library

1976	First year for the Master of Arts in education program	2010	Approval of undergraduate and graduate programs in early childhood (P-3) education
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	2011	Launch of GCU's Master's degree in Homeland Security, new Master's degree in Applied Behavior Analysis, and new B.A. in Latino/a and Business Studies
1979	Coeducational Undergraduate Program instituted		
1982	Approval of Master of Arts in special education	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 programs in Holistic Health and Homeland Security
1983	Hamilton Hall opened as The Learning Center		
1985	Entire campus designated a National Historic Landmark	2013	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. The GCU-Meridian Health School of Nursing is accredited by the Commission on Collegiate Nursing Education. Entering freshman class totals 275 students, outpacing 2009 record of 253 freshmen. The university secures \$8.4 million in state bond funding to upgrade and renovate campus buildings and classrooms, and establishes graduate offerings at Central Regional High School in Berkeley, NJ.
1988	Approval of Master of Arts in mathematics		
1988	Completion of Mercy Center		
1989	Approval of Master of Arts in education with teaching certification The Sister Mary Grace Burns Arboretum, comprising the entire campus, founded		
1990	Approval of Master of Science in biology	2014	GCU-Brookdale Community College Guaranteed Admissions Initiative is announced, and GCU is also selected to provide the B.S.N. Baccalaureate-Completion degree for Brookdale students. The International Collaboration Center opens in Farley Center, allowing GCU to conduct asynchronous lectures, projects and presentations with others worldwide. Faculty and students visit 29 countries through GCU's growing global education program. The GCU School of Education is reaccredited by the Council for the Accreditation of Educator Preparation (CAEP) as it transitions from its former name, the Teacher Education Accreditation Council (TEAC). After 14 years as president, Sister Rosemary E. Jeffries announces plans to step down at the end of the 2014-15 academic year.
1993	Completion of new library and student lounge complex		
1993	Approval of Master of Arts in counseling psychology and school psychologist certification		
1994	Conversion of the Carriage House to the Music Center		
1995	Approval of Master of Business Administration		
1997	Approval of Master of Arts in theology		
1999	The library named in honor of Sister Mary Joseph Cunningham, former treasurer of the college The NASA Educator Resource Center named in honor of former Department of Physics chair, Sister Mary Nicholas Farley	2015	The Class of 2018 begins their studies at Georgian Court with 241 full-time freshmen. Their average high school GPA is 3.21, up from 3.05 the previous year. GCU renames the Arts and Science Center, GCU's largest academic building, Jeffries Hall. A new minor in social media marketing begins, and a new post-baccalaureate online certificate in Mercy Spirituality is approved for launch in May 2015. The Office of Mission Integration is established in Mercedes Hall, and GCU wins a Governor's Environmental Excellence Award, recognizing its environmental, academic, and community efforts. The GCU Lions add men's lacrosse, with competition beginning in 2016. Money Magazine names GCU among its Best Colleges for Your Money and Washington Monthly Magazine adds GCU graduate programs to its list of Best Bangs for the Buck. The Collaborative Online International Learning (COIL) pilot program begins, and during the spring semester, a record 48 students visit, study and perform volunteer work abroad. The GCU Board of trustees announces Dr. Joseph R. Marbach, former provost at LaSalle University, as GCU's next president, beginning July 1.
2001	Approval of Master of Arts in holistic health studies		
2003	Women in Leadership Development program instituted		
2004	Georgian Court College received university status from the New Jersey Commission on Higher Education Completion of new residence halls		
2005	Dorothy Marron University Community Chapel completed Completion of two-story Audrey Birish George Science Center Purchase of the Eighth Street house on Lakewood Avenue Purchase of a residence on Fourteenth Street to serve as the president's house		
2006	Completion of expansion of the Court Café Establishment of University College to serve coeducational undergraduate and graduate students		
2007	Purchase of the Ninth Street house Approval of three new undergraduate majors in dance; tourism, hospitality, and recreation management; and exercise science, wellness, and sports		
2008	Completion of the Wellness Center Approval of a Bachelor of Science in Nursing Launch of GCU's year-long Centennial celebration		
2009	Accreditation of teacher education and school leadership programs by the Teacher Education Accreditation Council (TEAC)		

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 Commission on Higher Education, PO Box 542, Trenton, NJ, 08625-0542 (609-492-4310). Teacher, administrator, and education services personnel certification programs are approved and registered by the New Jersey Department of Education, PO Box 500, Trenton, NJ, 08625-0500 (877-900-6960).

Additional Accreditation

Clinical Mental Health Counseling Program	Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314
Counseling Center	International Association of Counseling Services, Inc., 101 S. Whiting Street, Suite 211, Alexandria, VA 22304
Nursing Program	Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036 Accreditation by the New Jersey Board of Nursing, P.O. Box 45010, Newark, NJ 07101
School of Business	Accreditation Council for Business Schools & Programs, 11520 West 119 th Street, Overland Park, KS 66213
School of Education	Accreditation by Teacher Education Accreditation Council (TEAC), One Dupont Circle, Suite 320, Washington, DC 20036-0110
School Psychology Program	National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814
Social Work Program	Council on Social Work Education Commission on Accreditation, 1701 Duke Street, Suite 200, Alexandria, VA 22314-3457

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

Conference for Mercy Higher Education

The mission of the Conference for Mercy Higher Education is to preserve and develop the core Catholic identity and mission of Mercy higher education in accord with the spirit, mission, and heritage of the Sisters of Mercy through a variety of collaborative activities, programs,

and initiatives. The Conference for Mercy Higher Education (www.mercyhighered.org) 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 a National Historic Landmark and boasts acres of woodlands, lush lawns, and formal gardens. Idyllic grounds coupled with stunning architecture make Georgian Court University an inspiring place to live and learn.

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

The Gardens

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

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

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

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

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

The Historic Buildings

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

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

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

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

The Academic Buildings

The **Sister Mary Joseph Cunningham Library** houses a collection of 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 microcomputer labs, an audiovisual preview room, a microforms collection, and spaces for individual and group study, as well as collections of books, e-journals, e-reserves, e-books, journals, audiovisual materials, DVDs, videocassettes, maps, elementary and secondary curriculum materials, courtesy borrowing cards, and the Georgian Court University archives. Access to collections is through the 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.

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 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 the Department of Psychology. Farley Center features a computer lab, several classrooms, a popular lounge area, and the Farley Conference Center, the ideal place for a meeting or teleconference.

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

The Chapels

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

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

The Athletic Complex

The **Wellness Center** complex includes an arena, two softball fields, two soccer fields, tennis courts, an eight-lane track surrounding new lacrosse and field hockey fields, professional-quality dance studios, an exercise science lab, fitness facilities, a garden featuring over 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 new turf field was approved in 2015. The project includes 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 GCU Honors Program. The co-ed residence, where each room includes a private bath, houses approximately 30 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 recently expanded **Court Café**, a pay-as-you-go alternative, is located in the Patrick and Julia Gavan Student Lounge, just east of the library.

Lakewood Avenue Buildings

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

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

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

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

CLASSIFICATION OF GRADUATE STUDENTS

Matriculating

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

Conditionally Admitted

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

Nonmatriculating (Nondegree, noncertificate, noncertification)

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

Full-Time Status

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

Admission Requirements & Procedures for Matriculating Students

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

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

Admission Requirements & Procedures for Nonmatriculating Students

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

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

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

Admission Procedures for International Students in F-1 Student Status

International students who need an F-1 Student Visa must present official documents at least six months in advance of the semester's start date. In addition to the requirements of the specific program, the following items are needed to process an application for admission:

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

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

Georgian Court Certificates

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

Program Requirements

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

Students born before 1957 and nonmatriculating students are exempt from the immunization requirements. Students who present documented laboratory evidence (copy of lab report) of immunity are not required to receive vaccines. Mantoux tests (tuberculosis screening) required for international and resident students only within the past six months.

See catalog for specific program requirements.

Note: GCU's GRE code # is R2274.

III: ACADEMIC PROGRAMS

SCHOOL OF ARTS & SCIENCES

Applied Behavior Analysis

M.A.

Clinical Mental Health Counseling

M.A.

Georgian Court University Certificate: Professional Counselor

School Psychology

M.A.(NASP Approved Program)

Georgian Court University Certificate of Advanced Graduate Study in School Psychology

Holistic Health Studies

M.A.

Georgian Court University Certificate: Holistic Health Studies

Homeland Security

M.S.

Georgian Court University Certificate: Homeland Security

Theology

M.A.

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

SCHOOL OF BUSINESS

Business Administration

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

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

Georgian Court University Certificates

Business Essentials
Nonprofit Management

SCHOOL OF EDUCATION

Pre-Service Teacher Education Programs leading to initial NJ instructional certification:

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

- Early Childhood P–3 Education and Teacher of Students with Disabilities
- Elementary Education K–6 and Teacher of Students with Disabilities
- Teacher of a Specific Subject Grades K–12 and Teacher of Students with Disabilities

Advanced and Educational Services Programs:

- Autism Spectrum Disorders (GCU certificate or master's)
- Bilingual/Bicultural Education (endorsement certificate)
- Early Childhood P–3 Education (endorsement certificate and master's)
- English as a Second Language (ESL) (endorsement certificate and master's)
- Instructional Technology (master's)
- Special Education (master's)
- Teacher of Students with Disabilities (endorsement certificate and master's)
- School Counselor (endorsement master's)
- Director of School Counseling Services (post-master's endorsement certificate)
- Reading/Literacy Specialization (endorsement master's)
- Learning Disabilities Teacher-Consultant (endorsement master's or post-master's endorsement certificate)

Georgian Court University Certificate

Autism Spectrum Disorders

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)

Gainful Employment information about GCU certificate programs can be found at www.georgian.edu/uploadedFiles/GCU_NonDegree_Programs.pdf.

IV: ACADEMIC POLICIES, PROCEDURES & REQUIREMENTS

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 year/semester of acceptance, are fulfilled and that the appropriate courses are completed. This is incumbent on continuous enrollment at GCU. In the case of returning students, certain restrictions may apply to university requirements. Students should seek guidance from the Office of Admissions in regard to university requirements when they are in the process of reapplying.

Course Load

Course load is defined as:

9 credits = full time

4 credits = half time

fewer than 4 credits = less than half time

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 Registrar's Office. 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.

Registration

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

Audit

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

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

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

Holds

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

Transfer Credits

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

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 MA 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 MA degree in the

Clinical Mental Health Counseling Program. This is done on a case-by-case basis, and involves the MA 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 www.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.

ACADEMIC HONESTY

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

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

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

1. Cheating is using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples of cheating are copying homework, copying someone else's test, using an unauthorized "cheat sheet," inventing of any information or citation in any academic exercise, making up a source, giving an incorrect citation, misquoting a source.
2. Plagiarism is representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing

to give a citation for using work from any other person or source. Modifications and re-phrasings do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.

3. Dissimulation is the disguising or altering of one's own actions so as to deceive another about the real nature of one's actions concerning an academic exercise. Examples include fabricating excuses for behavior such as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).
4. Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes hiding library materials; removing non-circulating material from the library; hiding or stealing another person's textbook, notes, or software; failure to return library materials when requested by the library.
5. Forgery of academic documents is the unauthorized changing or construction of any academic document such as changing transcripts, changing grade books, changing grades on papers that have been returned, and forging signatures. Forgery also includes completion of an application for any academic program that omits or falsifies any requested information. Such violations can result in the revocation of the application, even if approval was previously granted on the basis of fabricated information.
6. Sabotage is the damaging or impeding of academic work of another student. Sabotage includes ruining another student's lab work or destroying another student's term paper.
7. Aiding and abetting academic dishonesty is knowingly facilitating any act defined above.

Procedures for Dealing with Academic Dishonesty

Any faculty member who perceives or is informed of academic dishonesty will initiate 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, etc.) 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 10 working days of the meeting with the student, the instructor will submit the signed form along with the evidence to his or her school dean, who will record the names of the student and instructor, the semester and the course, and the penalty that was exacted. A copy of the form will also be sent to the instructor's department chair and the chair of the student's major(s). The school dean will file documentation in the office of the Provost. Electronic files will be accessible only by authorized individuals and restricted by password. These records are accessible to deans of all schools.

If the instructor and student are not able to meet, the instructor should complete the form and inform the student by GCU e-mail and in writing about the penalty exacted, if any, and that the infraction has been reported to the school dean and the dean of students.

When recording the infraction, the school dean should 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 evidence in the current case is solid, and the student has a previous violation, the school dean may exact an institutional penalty such as a plan of academic tutoring and support, or may recommend suspension

or dismissal. Within 10 working days, the school dean will inform the student by GCU e-mail and in writing 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 an instructor's charge of dishonesty or the severity of a penalty. A student also has the right to appeal an institutional penalty exacted or recommended by the dean.

To initiate an appeal, the student should submit a letter of appeal to the dean of students within 10 working days of being informed by the instructor or the school dean. The dean of students will convene an academic integrity panel. Members of the academic integrity panel will be 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 will 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 will vote only if there is a tie. The students and faculty members on the panel will be those who regularly take or teach undergraduate or graduate courses, consistent with the accused student's status.

The chair of the panel will set the time and place of the meeting, which should normally occur within three weeks from the date the panel was called. The panel will examine the evidence. In the hearing, the student may be accompanied by one advisor, either a GCU faculty member or GCU staff person, and may call witnesses, but no legal counsel since this is an academic matter. 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 unless the panel requires his or her presence. The instructor will 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 unless the panel requires his or her presence. The dean will have no vote.

Hearings will be recorded or transcribed and kept in the office of the dean of students. A copy of such material will be available to the student. If the panel sustains the student's appeal, it will recommend either that the charge be erased from the record, and/or that the penalty be reduced. The chair will report the panel's conclusion and recommendations by GCU e-mail and in writing to the student, the provost, the school dean, and the dean of students within two working days.

The decision of the panel is final, except that where the recommended penalty is either suspension or dismissal from school, the provost will have the final say with respect to whether or not the penalty is imposed. The provost's decision regarding suspension or dismissal will be issued within 20 working days of the provost being notified of the panel's recommendation. Although an appeal is not necessary because the provost will review all cases where suspension or dismissal is recommended, students may present their case for a reduced penalty to the provost by notifying the provost's office in writing within 10 working days of the panel's decision.

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

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 dean of the school. If an agreement is not reached in this consultation, the provost shall have the final authority to resolve the appeal.

Written notification of the determination by the provost shall be sent to the student within 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, dean of the school, 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 www.georgian.edu.

NONDISCLOSURE

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

ATTENDANCE

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

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

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

Course Final Assessment

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

Repeating a Course

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

Academic Year

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

Add/Drop/Withdrawal Policy

Students may add courses during the first week of the fall/spring semester. Students may drop courses during the first two weeks of the fall/spring semester. Students who withdraw from courses between the third and fourteenth week of either the fall/spring semester will receive grades of "W" on their records. Students who withdraw from courses after the 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 www.georgian.edu. Students must follow published procedures for change of program and pay any designated change of program fee.

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

Official Leave of Absence

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

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

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/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/she must complete an Official Withdraw from GCU Form and submit it to the Office of Student Success (Casino Building, second floor). 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. To return to GCU, students are required to reapply through the Office of Admissions.

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

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

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

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

GRADUATION & DEGREE REQUIREMENTS

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

Graduation Application

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

Late applications are accepted for a limited time after the priority due date. A \$55 late fee is applicable to any late application received once the semester of graduation begins. Please refer to the Office of the Registrar's Web page for submission deadlines.

Grade Posting

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

Graduate Program Grade Definitions

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

Incomplete Work

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

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

Graduation Terms

The university holds a Commencement ceremony in May of each year at which May graduates and graduates from the preceding August and December may participate. 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.

Comprehensive Examination

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

Research

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

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

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

Graduate Thesis Continuation Policy

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

REQUEST FOR TRANSCRIPTS

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

ONLINE, HYBRID & VTC COURSES

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

Hybrid: the course is taught 50 percent or less online using the university's course management system to deliver internet-based interactive instruction, and 50 percent or more with the instructor in the same room as the students. Students are required to come to the classroom for the face-to-face sessions.

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

INDEPENDENT STUDIES

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

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

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

CREDIT HOUR ASSIGNMENTS FOR COURSES

A credit hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that approximates not less than (1) one hour (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 hours to a course. This policy applies to all courses, regardless of mode of delivery.

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 major and/or elective courses in all disciplines. Visit www.georgian.edu/study_abroad for more information and for a copy of the *Study Abroad Handbook*.

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

ACCESS TO RECORDS

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

The Family Educational Rights and Privacy Act (FERPA), commonly referred to as the Buckley Amendment, was enacted in 1974 and applies to those institutions that regularly receive funding from the US Department of Education. FERPA was written specifically for students and guarantees these primary rights:

The right to inspect and review education records within 45 days of the day the university receives the request for review. Students should submit a written request to the Office of the Registrar identifying those records the student wishes to inspect. The education record will be reviewed under the supervision of an agent of the Office of the Registrar. Students may not add or remove any information during the review.

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

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

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

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

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

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

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

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

Solomon Amendment

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

ACADEMIC PROBATION AND DISMISSAL PROCESS

Academic Probation

A student currently enrolled in a graduate program will be placed on probation if her/his cumulative average falls below a 3.0 (a student in the Clinical Mental Health Counseling or School Psychology Programs should consult the descriptions of these programs for additional conditions that will result in academic probation and dismissal). A student on probation must achieve a cumulative average of at least 3.0 by the time an additional 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 dean of the school 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 dean of the school
- Retake the appropriate standardized graduate admissions test(s) and submit the results to the appropriate school
- Present a written statement describing activities during the period of their dismissal which address the causes of dismissal.

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

CANCELLATION OF CLASSES

By the University

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

By an Instructor

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

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

MOTOR VEHICLES

All cars must be registered through the Office of Security. All students are billed a fee for a parking permit, which must be visible at all times only while on campus. Students who choose not to receive a parking permit must notify the Office of Student Accounts, in writing, by the deadlines established by the Office, to have the fee removed from their bill. Students are responsible for abiding by regulations printed on the back of the parking permit.

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

1. All vehicles must display a VALID parking permit to park in any university parking lot.
2. Students may park in white-lined spaces only; red-lined spaces are for faculty and staff members; blue-lined spaces are for handicapped individuals; yellow lines indicate no parking.
3. Students must observe speed limits and stop signs on campus.
4. Students must yield to and respect the rights of pedestrians. The university does not assume responsibility for theft or damage while cars are on campus. Parked cars should be locked at all times.

Citations will be issued for violations of the above.

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

Handicapped spaces have been designated in various areas around campus. In keeping with the laws of the State of New Jersey, a fine of \$100 will be issued for parking in reserved handicapped parking spaces.

Visitors must obtain a parking pass from the Office of Security. This parking pass must be visible while on campus.

Parking is not permitted on roads, driveways, or grassy areas. Violators will receive a summons and a fine of \$25. Repeated violations may result in loss of parking privileges on campus and/or in the towing away of vehicles.

The Main Entrance (Ninth Street and Private Way) is open 24 hours a day, 7 days a week; the Seventh Street Gate (walk-in entrance) is opened at 7:00 AM and secured at 10:00 PM, Monday through Thursday (5:00 PM on Friday). The Seventh Street Gate is secured on Saturday and Sunday. The Ninth Street and Lakewood Avenue Gate is open for exiting only, Monday through Friday, 7:00 AM–10:00 PM and closed Saturday and Sunday.

V: FINANCIAL INFORMATION: GRADUATE PROGRAM

TUITION & FEES: 2015–2016

Tuition

Tuition	\$839 per credit
Tuition for Student Teaching (12 credits)	\$15,079 per semester
Accelerated Education Grad	\$15,904 per semester
M.B.A.	\$677 per credit
Accelerated M.B.A.	\$902 per credit
Communiversity	\$726 per credit
Auditing	1/3 of tuition

General Fee

Graduate FT Comprehensive Fee	\$484 per semester
Graduate PT Comprehensive Fee	\$283 per semester

St. Pius/St. Elizabeth Seton

M.A. in Theology	\$839 per credit
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Special Fees

Return Check Fee.	\$55
Graduation Fee.	\$165
Late Graduation Application Fee	\$55
Late Registration Fee	\$27
Change of Schedule Fee	\$17
Parking Fee—Commuter.	\$193+tax
Transcript Fee per request	\$11

The charges listed are in effect for the 2015–2016 academic year. The university reserves the right to change its schedule of tuition, fees and refunds policies at any time.

Manner of Payment

Tuition and fees may be paid by cash, check, or money order. MasterCard, Discover, VISA, or American Express are accepted in our online payments in Self-Service. There is a 2.75 percent convenience fee for using credit cards. We also offer ACH check payments online and there is no charge for this service. Checks should be made payable to Georgian Court University. All charges must be paid in full, or appropriate arrangements must be made with the Student Accounts Office by the date printed on the bill. If payment is not made by the designated date, a late payment fee of \$55 will be levied. Students may not be allowed to register for subsequent courses or receive a transcript or diploma until bills are satisfied. If the university is forced to use an agency to assist in the collection of a delinquent account, all collection and legal fees will be added to the outstanding balance.

Tuition Plan

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

Employer Reimbursements

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

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

Due Date for Payments

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

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

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

Refund Policy

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

- Within the 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.

INTERNATIONAL STUDENT POLICY & PROCEDURES

International Admissions

Deadline for Applications

- Fall Semester: March 1
- Spring Semester: August 1

Admission Requirements

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

Deadline for Payments for new students and returning students:

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

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

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

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

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

5. If family resources are the source: (1) Letter of sponsorship from the family member(s) indicating his/her relationship to the student and the duration and level of support; (2) Bank statements, an official letter from the sponsor's bank, or certification of income from the sponsor's employer.
6. If another sponsor is the source (e.g., employer, government, organization): (1) Declaration of Finances from the sponsor or organization that states (a) name and address of the sponsor, (b) duration of support, (c) dollar amount available for educational expenses, (d) dollar amount available for living expenses and (e) how the funds will be disbursed to the university (e.g., monthly, quarterly). If the sponsor wishes to be billed by Georgian Court University, this must be stated in the letter. Be sure to make it clear if fees, room/board, and health insurance should be billed in addition to tuition.

International Student Addendum: Part 1

Sponsor's Affidavit of Support

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

Supporting Documents

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

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

FINANCIAL AID INFORMATION

Please visit www.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

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 (4 credit hours per semester) 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

Federal Funding

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

The most common federal student loan for professional and graduate students is the William D. Ford Federal Direct Stafford Loan administered by the U.S. Department of Education. 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 Stafford Loans each academic year. Likewise, there is an aggregate (cumulative) limit of \$138,500 for graduate and professional students. This aggregate amount includes both undergraduate- and graduate-level Federal Direct Stafford Loan borrowing. So, if you borrow a total of \$46,000 as an undergraduate (the maximum amount allowed for an independent undergraduate student), the maximum amount of Federal Direct Stafford Loans you could borrow for graduate or professional school would be \$92,500.

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

Another type of federal educational loan aid is the Federal Direct Graduate PLUS Loan. This loan, similar to the Federal Direct Parent Loan for Undergraduate Students (PLUS), is now available to graduate students. This loan allows you, not your parents, to borrow up to the cost of attendance, less any other financial aid you receive. It has a fixed

interest rate and no aggregate limits. Unlike the Federal Direct Stafford Loan, however, this is a credit-based loan. To be eligible for this loan, you cannot currently have "adverse credit." However, if you do not meet the credit requirements, you can still obtain the loan with an endorser who does.

Verification Policy

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

Refunds will be distributed in the following order:

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

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

SATISFACTORY ACADEMIC PROGRESS POLICY

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

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

Qualitative Measures of Academic Progress

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

Classification	Grade Point Average Requirement
Graduate Students	Minimum 3.00 GPA

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

Quantitative Measures of Academic Progress

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

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

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

Grade	Description
U	Unsatisfactory
INC	Incomplete
W	Withdrawal from course

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

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

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

APPEAL PROCESS

Financial Aid Suspension Notification

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

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

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

Step 2: The Financial Aid Review Committee will normally review the appeals provided within 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 Tea (for named scholarships and awards only).

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

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

SCHOLARSHIPS

Georgian Court University and its students are fortunate to benefit from the generosity of many individuals and organizations. Listed below are scholarships and awards funded through generous gifts from donors, which may be available to qualifying students. Students must apply for these scholarships through an online application available at www.georgian.edu/advancement/stars. The application period opens each academic year on December 1, and applications are due April 15. The Scholarship Review Committee will notify students of their award status by May 1.

Anne E. Davis-Smith Endowed Scholarship

An award available to a student in good academic standing.

Buckelew Family Endowed Scholarship

An award available to a student in good academic standing with proven financial need.

Charlotte E. Pulcrano Book Scholarship

An award 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.

Gertrude Turner Mahon Class of 1935 Scholarship

An award available to a student in good academic standing with proven financial need.

Harry and Jean M. Ruffer Endowed Scholarship

An award available to all students.

Joseph T. McGovern Scholarship

An award available to a student with proven financial need.

Mary Casey Nebus Ph.D. Grant

An award 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 available to a full time student who is a resident of Monmouth or Ocean County. Recipient shall maintain a minimum GPA of 3.00.

Paul DeLaurentis Perpetual Scholarship

An award available to a student with proven financial need.

Peter DeLaurentis Perpetual Scholarship

An award available to a student with proven financial need.

Sister Mary Joseph Cunningham Memorial Scholarship

An award available to a student with proven financial need.

Sisters of Mercy Endowed Scholarship

This Scholarship is in honor of the Sisters of Mercy to help meet the needs of students who are living the Mercy Core Values of Respect, Integrity, Justice, Compassion, and Service. In recognition of the global nature of the Sisters of Mercy and their mission in the world this scholarship will focus on helping students interested in global education or international studies who are active in service learning. Offering this scholarship helps ensure the preservation and development of the core Catholic identity and mission of Mercy higher education in accord with the spirit mission and heritage of the Sisters of Mercy.

GRADUATE ASSISTANTSHIP PROGRAM

The Graduate Assistantship Program offers tuition remission to assist graduate students in funding their education while using skills they have already acquired in identified areas of Georgian Court University's operation. Only matriculated graduate students who have been accepted in a degree or certificate program are eligible to participate in the Graduate Assistantship Program. Special consideration may also be given to non-matriculated students who require a semester of 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 three credit tuition remission.

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

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

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

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

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

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

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

Our Vision

To fully engage students in a supportive, collaborative, and challenging learning environment by providing diverse opportunities for student learning, development, and success. Additionally, we promote students' intellectual, personal, professional and social growth through transformative educational experiences that encourage students to become responsible global citizens who will use their voices, talents, and abilities to advocate, lead, and serve both domestically and abroad.

Our Mission

Strengthened by our Catholic identity and grounded in the Mercy tradition, Student Affairs contributes to the mission of the university by:

- developing programs, activities, practices and policies that reinforce the Mercy core values and offer students opportunities for personal growth and development in all aspects of their lives;
- promoting a dynamic campus environment that fosters the academic, spiritual, social and character development of each student;
- emphasizing personal responsibility, deep respect for others, leadership development, and concern for the common good through service and volunteerism;
- empowering and supporting students to persist in their academic efforts through graduation; and
- serving as an interface and resource for students to the myriad of services and support systems available at the University in a caring environment.

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, Career Development, and Campus Ministry. They are invited to all special dinners and receptions. It is in their interest to attend university functions in the evenings and afternoons and to participate as fully as possible in the life of the university.

Student Organizations

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

Omicron Delta Kappa (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.

Special Interest Organizations

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

- Georgian Court University Jazz Band
- Georgian Court University String Orchestra

Student Publications

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

Student Activities

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

Athletics

Georgian Court offers historically competitive intercollegiate competition in these NCAA Division II sports: men's and women's basketball, cross-country, soccer, indoor and outdoor track and field, and women's lacrosse, softball, tennis, and volleyball. Men's lacrosse will make its debut in the 2016 season. GCU 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 GCU recreation and intramural program seeks to promote good mental and physical health as well as improved personal wellness and social interactions throughout the GCU 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 include intramural bowling, can jam, soccer, and basketball. Noncompetitive activities include diverse opportunities for wellness work outs in sessions in Zumba, yoga, cardio boot camp, hip-hop dancing, martial arts/self defense, pool hours, water aerobics, and court tennis.

A state-of-the-art fitness center is available for use by all students with a current ID.

Campus Ministry

The Office of Campus Ministry is located in the Gatekeeper Lodge just inside 7th Street Gate. 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 chaplains and campus ministers are available to confidentially discuss personal, religious, and moral concerns. 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 Office of Campus Ministry also provides for the sacramental life of the community. Eucharistic liturgies are celebrated Monday through Thursday and on Sunday evenings. 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.

The Counseling Center

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

The Office of Career Development and Experiential Learning

The Office of Career Services, located on the second floor of the Casino, 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 career opportunities and to design action plans to achieve their academic and professional goals. The Career Services office provides a wide range of personalized services to help students design a satisfying career/life strategy and offers tactical assistance to implement it.

Services include:

- One-on-one career coaching
- Career assessment tools
- Resume assistance
- Interview tips and tools
- An online job posting system
- A variety of career workshops, networking events and opportunities to meet new employers

Students are encouraged to register with the Office of Career Services and meet with a career coach to discuss their needs.

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.

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

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

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

Students with private insurance are required to have their insurance card readily available in case of sickness or emergency. If you are a member of HMO, please check prior to your arrival on campus for a physician within your provider network. Medicaid insurance outside the state of NJ cannot be accepted. If you have questions regarding health insurance, please contact Health Services at ext. 2756 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 student will not be allowed to move into residence halls without proper immunization compliance.

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

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

Office of 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 a diverse local and global communities. GCU's Global Education Programs provide students and faculty academic and experiential opportunities that encourage global awareness and exposure to diverse traditions and perspectives both domestically and abroad. Programs that incorporate international service and volunteering components seek to integrate intellectual explorations with student involvement in local communities. Support services are also provided for faculty members who wish to develop seminars, to visit and evaluate foreign host institution sites, and to foster teaching and research opportunities abroad.

The Office of Global Education Programs provides:

- approved travel and study abroad programs
- approved volunteer and service abroad experiences
- approved international student exchange programs
- faculty exchanges and visiting professors
- hosting of international conferences and visitors
- collaborative online international learning projects
- faculty-led education abroad experiences

All interested students are invited to participate in either a short-term study or volunteer experience abroad (one, two, or three weeks), 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 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 assists in the process of obtaining university approval when selecting study abroad sites for the major and/or elective courses in all disciplines. Visit www.georgian.edu/study_abroad for more information and for a copy of the Study Abroad Handbook.

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

PSYCHOLOGY & COUNSELING

Georgian Court University offers Master of Arts degree programs in Clinical Mental Health Counseling, School Psychology, and Applied Behavior Analysis. Qualified candidates interested in any of these programs must submit all requirements for review (see below). Admission to any of the three programs is contingent on the outcome of an interview with the program faculty. Candidates will be notified in writing as to their status.

Students are only admitted to the Clinical Mental Health Counseling program for the fall semester, although they may be allowed to take courses on a nonmatriculated 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 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 School Psychology and Applied Behavior Analysis programs must start the program in the summer session. The deadline for summer admission is March 31; applications received after this date will be considered conditional upon space in the program.

Requirements for admission for Clinical Mental Health Counseling

1. Baccalaureate degree from an accredited college or university.
2. 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.
3. An introductory psychology course and a course in statistics for the behavioral sciences.
4. Applicants with deficiencies may be required to register for appropriate undergraduate course(s) without graduate credit as a condition of their acceptance.
5. Completed self-managed application packet (see below).

Requirements for admission for School Psychology

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

Requirements for admission for Applied Behavior Analysis

1. Baccalaureate degree from an accredited college or university.
2. Minimum grade point average of 3.0 on a 4.0 scale.
3. An undergraduate major in psychology, special education, education, speech pathology, social work, or similar discipline.
4. Applicants with deficiencies may be required to register for appropriate undergraduate course(s) without graduate credit.
5. Miller Analogy Test (MAT) scores taken within the last five years.
6. 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. School psychology applicants also must highlight in their statements any professional experiences they have had in working with school-age children.
- Sealed and signed envelopes containing 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.

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

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 Goals

Upon completion of the Clinical Mental Health Counseling degree program, students should be able to:

- Demonstrate an understanding of the Counseling Profession and the ethical practice of Counseling
- Demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society
- Demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts

- Demonstrate an understanding of career development and related life factors
- Demonstrate an understanding of the counseling process in a multicultural society
- Demonstrate an understanding of both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society
- Demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society
- Demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation

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

Required Courses (48)

- CMH5100 Introduction to Counseling Skills (3)
 CMH5101 Advanced Psychopathology and Diagnosis (3)
 CMH5200 Multicultural Issues in Counseling (3)
 CMH5300 Counseling Theories (3)
 CMH5301 Clinical Mental Health Counseling Interventions (3)
 CMH5302 Appraisal of the Individual (3)
 CMH5303 Techniques of Group Counseling (3)
 CMH5400 Lifespan Development (3)
 CMH5500 Organizational Counseling and Career Development (3)
 CMH5600 The Counseling Profession (3)
 CMH5700 Applied Research Methods (3)
 CMH5800 Practicum in Counseling (4)
 CMH5802 Internship in Counseling I (4)
 CMH5804 Internship in Counseling II (4)
 CMH6000 Proseminar (3) or CMH 5357 Seminar in Addiction Treatment and 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).

*Gainful Employment information about GCU certificate programs can be found at www.georgian.edu/academics/gainful-employment.

TRANSFER OF GRADUATE CREDITS

A student who has completed an MA 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 MA degree in the Clinical Mental Health Counseling Program. This is done on a case-by-case basis, and involves the MA 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 www.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 and 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, 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. 4 credits. 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 (Full)**

The school psychology program prepares students to help children succeed in school and to serve the needs of children and families. Emphasizing issues of diversity and social justice, the program also promotes professional practice by developing competent, socially conscious professionals capable of providing evidence-based services to children, individual schools and school districts, and school staff members who 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 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 semester hours, including a 300-hour practicum and a 1,200-hour externship, is required. Graduates

are eligible for certification as school psychologists in New Jersey. The program is dedicated to the principles of the National Association of School Psychologists (NASP), and it has adopted NASP's *Domains of School Psychology Training and Practice* as the basis for the objectives of its training model.

A total of 68 semester hours, including a 300-hour practicum and a 1,200 externship, is required. Graduates are eligible for certification as school psychologists in New Jersey. The program is dedicated to the principles of the National Association of School Psychologists (NASP), and it has adopted NASP's *Domains of School Psychology Training and Practice* as the basis for the objectives of its training model.

The program has two levels: a Master of Arts in School Psychology awarded upon completion of 32 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 three consecutive six-credit summer semesters before the full-time externship in the third year. All coursework must be completed before the externship year.

The six 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.

*Gainful Employment information about GCU certificate programs can be found at www.georgian.edu/academics/gainful-employment.

Master of Arts in School Psychology Required Courses (32)

- SPS5302 Appraisal of the Individual (1)
- SPS5401 Seminar in Child & Adolescent Development (3)
- SPS5402 Seminar in Psychopathology of Childhood (3)
- SPS5403 Neurological Basis of Educational Disorders (3)
- SPS5406 School Crisis Prevention & Intervention (3)
- SPS5700 Applied Research Methods (3)
- SPS6104 Data-Based Decision-Making I: Behavioral and Social/Emotional Assessment and Intervention (3)
- SPS6108 Seminar in Ethics & Law for School Psychologists (3)
- SPS6110 Multicultural Issues in School Psychology (3)
- SPS6190 Seminar in Psych Services in the Schools (1)
- ABA503 Experimental Analysis of Behavior (3)
- ABA510 Behavior Assessment (3)

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

- SPS5100 Introduction to Counseling Skills (3)
- SPS5405 Advanced Counseling with Children and Adolescents (3)
- SPS5801 Practicum II: Advanced Practice (3)
- SPS6103 Data-Based Decision-Making II: Cognitive Assessment and Intervention (3)
- SPS6106 Practicum I: Consultation and Collaboration (3)
- SPS6109 Data-Based Decision-Making III: Academic Assessment and Intervention (3)
- ABA502 Measurement and Experimental Design (3)
- ABA501 Ethical and Professional Conduct (3)
- ABA511 ABA I: Behavior Change Procedures (3)
- ABA512 ABA II: Advanced Behavior Change Procedures (3)
- SPS6200 Externship I (3)
- SPS6202 Externship II (3)

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

SCHOOL PSYCHOLOGY COURSES

SPS5100 Introduction to Counseling Skills 3 credits

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

SPS5700 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.

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.

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.

SPS6106 Practicum I: Consultation and 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 50 practicum hours upon successful completion. 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.

SPS6108 Seminar in Ethics & Law for School Psychologists 3 credits

The purpose of this course is to bring together information on ethics, professional standards, and law pertinent to the delivery of school psychological services. The course will cover a host of legal and ethical issues unique to the field, including those related to students' and parents' rights to privacy and informed consent, the provision of culturally sensitive services to a diverse clientele, counseling and therapeutic interventions in the schools, and educating all children with disabilities. Prerequisites: completion of master's program. Students who receive a grade below a B- must repeat the course.

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

A variety of academic assessment tools are reviewed including norm-referenced tests, curriculum-based assessments, and observation systems. The use of these techniques to assist in the identification of educational difficulties is examined. Approaches to interventions for educational difficulties are surveyed highlighting the link between assessment and specific intervention techniques. Students who receive a grade below a B- must repeat the course.

SPS6110 Multicultural Issues in School Psychology 3 credits

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.

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

MASTER OF ARTS IN APPLIED BEHAVIOR ANALYSIS

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

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

Behavior Analyst Certification Board, Inc.® has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify. Behavior Analyst Certification Board, Inc.® has approved the following practicum courses as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify. Upon completion, graduates meet the requirements of the Behavior Analyst Certification Board® for qualification for the examination. Upon successful completion of the examination, the graduate will become a Board Certified Behavior Analyst (BCBA). For additional information on the BCBA, see the BACB Web site at www.bacb.com.

Required Courses (24 credits)

- ABA501 Ethical and Professional Conduct (3)
- ABA502 Measurement and Experimental Design (3)
- ABA503 Experimental Analysis of Behavior (3)
- ABA504 Philosophy of Behaviorism (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 (15 credits chosen from among the courses listed below)

- ABA514 Behavioral Interventions for Autism (3)
- ABA529 Special Topics in Applied Behavior Analysis (1-3)
- ABA550 Practicum in Applied Behavior Analysis (3-6)
- EDC5301 Nature and Needs of Individuals with Autism and Pervasive Disorders (3)
- EDC5302 Strategies for Teaching Children with Autism and Developmental Disabilities (3)
- EDC5303 Social Communication Interventions for Autism spectrum Disorders (3)
- EDC5304 Assessment and Curricular Interventions for Autism Spectrum Disorders (3)
- EDC5305 Treatment and Intervention for Asperger Syndrome (3)

APPLIED BEHAVIOR ANALYSIS COURSES

Program Student Learning Goals

Upon completion of the Applied Behavior Analysis degree program, students should be able to:

- Conduct functional behavior analyses
- Conduct reinforce preference assessments
- Develop evidence-based intervention programs
- Collect, graph and analyze client generated data
- Demonstrate the skills, knowledge and competencies included in the Task List of the Behavior Analyst Certification Board

ABA501 Ethical & Professional Conduct 3 credits

An examination of the requirements for professional and ethical behavior as specified by the Behavior Analyst Certification Board's (BACB) *Professional Disciplinary and Ethical Standards and Guidelines for Responsible Conduct for Behavior Analysts*. Prerequisite: Admission to the ABA graduate program or permission of the program director.

ABA502 Measurement & Experimental Design 3 credits

An examination of the design and analysis of Applied Behavior Analysis research. Specific focus will be placed on single subject research. Prerequisite: Admission to the ABA graduate program or permission of the program director

ABA503 Experimental Analysis of Behavior 3 credits

Examines the underlying concepts and procedures of Applied Behavior Analysis. Students will develop an understanding of the theoretical and philosophical bases of ABA. Emphasis is on procedures for the evaluation and presentation of behavioral data; procedures to develop, increase, decrease, generalize, and maintain human behavior; and the ethical and professional standards for the use of the procedures. Prerequisites: 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. Prerequisites: ABA503 and admission to the ABA graduate program.

ABA510 Behavior Assessment 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. Prerequisite or corequisite: ABA503.

ABA511 ABA I: Behavior Change Procedures 3 credits

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

ABA512 ABA II: Advanced Behavior Change Procedures

3 credits

Learn to develop individualized behavior change programs in an advanced seminar. Study the factors that influence program development, including system and family variables, implementation of programs with treatment integrity, and the supervision and management of behavior change agents. Prerequisites: A grade of B- or higher in ABA510 and ABA511 and admission to the ABA or School Psychology graduate programs or permission of the program director.

ABA513 Verbal Behavior 3 credits

Analyze Skinner's (1957) theory on verbal behavior, including mands, tacts, echoics, intraverbals, textual, and transcription verbal operants. Emphasis is on training and remediation procedures to elicit each of the verbal operants. Prerequisites: A grade of B- or higher in ABA511 and admission to the ABA or School Psychology graduate programs or permission of the program director.

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

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

Work under the supervision of a Board Certified Behavior Analyst (BCBA) in an agency that provides Applied Behavior Analysis services. Under supervision, gain the experiences necessary to integrate academic knowledge with professional practice. Emphasis on ethical and professional practices, behavioral measurement, treatment integrity and case conceptualization. Prerequisites: Permission of the Director of Practica for the Applied Behavior Analysis program. Prior to registration for ABA550, students must apply for permission and demonstrate professional and ethical behavioral standards, as well as competent knowledge of the evaluation, treatment and presentation of ABA procedures. Failure to demonstrate continuing compliance with professional practice, ethical behavior and best practices standards may result in removal from practicum. Repeatable up to 6 credits

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.

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 Goals

Upon completion of the Holistic Health degree program, students should be able to:

- Undertake scientific inquiry in the field of Holistic Health
- Investigate inter-relatedness of the whole person, physically, emotionally, mentally, and spiritually
- Demonstrate an understanding of self and others
- Demonstrate awareness of values and ethical principles
- Communicate effectively

Requirements for admission:

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

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

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

Students who hold a Holistic Health minor (or undergraduate certificate) will be placed in the advanced standing as they begin their M.A. in Holistic Health program at GCU. A 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)

CERTIFICATE IN HOLISTIC HEALTH*

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

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

*Gainful Employment information about GCU certificate programs can be found at www.georgian.edu/academics/gainful-employment.

Requirements for admission:

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

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

Required Courses (6)

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

Electives (12)

Elective credits selected upon advisement.

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

HOLISTIC HEALTH STUDIES COURSES

HH500 Anatomy & Physiology: A Holistic Approach 3 credits

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.

HOMELAND SECURITY

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

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

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

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

Program Student Learning Goals

Upon completion of the Homeland Security degree program, students should be able to:

- Demonstrate an awareness of history in homeland security in the United States, the implications of government policy decisions, and the current policy and legal dimensions of national, state and local operations
- Demonstrate mastery and appreciation of social/human aspects of homeland security and the relevant theoretical perspectives
- Demonstrate effective communication and presentation skills suitable to the medium and the audience, and competence in research methodology appropriate to the problems and issues presented
- Demonstrate information literacy and the ability to think critically and ethically, evaluating and integrating information with regard to criminal justice policymaking
- Demonstrate an understanding of multicultural/diversity issues (e.g., gender, sexuality, nationality, race) including transnational crime and justice issues, in relation to the role and place of the United States

Required Courses (24)

- HS501 Introduction to Homeland Security: Management & Legal Issues (3)
- HS505 Understanding Violence & Victimization (3)
- HS510 Research Design & Methods (3)
- HS515 Computer Applications in Criminal Justice & Homeland Security (3)
- HS520 Homeland Security Preparedness, Prevention & Deterrence (3)
- HS525 Leadership & Policy Analysis for Protective Professionals (3)
- HS530 The Intelligence Function: Collection, Analysis, Use (3)
- HS590 Capstone Option: Applied Research Project or Thesis (3)

Electives (12)

- HS535 Selected Topics in Homeland Security (3)
- HS540 Hostage Recovery (3)
- HS545 Political Crime and Terror (3)

- HS550 Private Protection Systems (3)
- HS555 Comparative Homeland Security Systems (3)
- HS560 Weapons of Mass Destruction (3)
- HS565 The Political Setting of Criminal Justice & Homeland Security (3)
- HS570 Bureaupathology (3)
- HS575 Forensic Applications (3)
- HS580 Criminal Investigation (3)
- HS585 Mapping (3)
- HS599 Internship in Homeland Security: Field Placement (3)

Georgian Court University Certificate in Homeland Security*

A 15-credit Georgian Court University Graduate Certificate in Homeland Security is available for students who do not want to earn the M.S. in Homeland Security degree. Required: HS501, HS510, and any other 9 credits of homeland security courses.

*Gainful Employment information about GCU certificate programs can be found at www.georgian.edu/academics/gainful-employment.

COURSES

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.

HS505 Understanding Violence & Victimization 3 credits

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

HS510+ Research Design & Methods 3 credits

Presents the nature of the research process and guidelines or formulating research questions and testable hypotheses. Reviews the methods of operationalizing variables and indicators, and collecting data, including designing experiments and carrying out surveys; Explores data analysis strategies leading to a written report. Prerequisite: HS501 or permission of the instructor.

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 instructor.

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.

HS525+ Leadership & Policy Analysis for Protective Professionals 3 credits

This course helps prepare future leaders for challenges they may face when crises or disasters impact their government unit or business. Managing during crises involves a different set of conditions than during normal times, and requires new skills: leaders must be able to make decisions based on limited information, customary relationships and ways of doing business change, and the scope and parameters of responsibility are often increased. This course teaches the institutional structure and system for emergency management in the US, and highlights key leadership characteristics and strategies for competently negotiating a successful response to and recovery from crisis. Prerequisite: HS501 or permission of the instructor.

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 permission of the instructor.

HS535+ Selected Topics in Homeland Security 3 credits

This course is an in-depth analysis of a selected topic or problem related to homeland security. A different topic will be considered each time offered, enabling the student to explore contemporary HS issues. This course may be repeated if topics and learning outcomes vary. This course is an elective in the MS in HS degree program. Prerequisite: HS501 or permission of the Program Director.

HS540 Hostage Recovery 3 credits

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

HS545 Political Crime and Terror 3 credits

A comprehensive overview of the political nature and crime related strategies of terrorism, its origins and developing trends. Selected terrorist groups (foreign and domestic) will be studied with respect to organization, operations, goals, and financing and logistic support. Covering both historical and contemporary terrorist incidents, this course will give special emphasis to strategies and tactics used by terrorists as well as to actual and potential preventive actions taken by governmental authorities and private sector organizations.

HS550 Private Protection Systems 3 credits

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

HS555 Comparative Homeland Security Systems 3 credits

Compares and contrasts homeland security in the United States with systems in selected countries. Notes similarities and differences in administration, organization, principal functions, and objectives. Considers the nature of governmental control and oversight, and the relationship between the justice system and the public. Considers cultural issues.

HS560 Weapons of Mass Destruction 3 credits

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

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

This course explores natural and human-caused disasters in the US. The course also considers that the concept of disaster is in many ways politically and socially constructed. This course examines modern laws, programs, agencies, and institutions involved in U.S. disaster policy and emergency management. The federal government, legislative, executive and judicial branches have major responsibilities for our national response. State and local governments are also important, as are a variety of private and non-profit organizations that are stakeholders. Public policy, public management, and politics are central to understanding how we organize and respond to disaster.

HS570 Bureaupathology 3 credits

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

HS575 Forensic Applications 3 credits

This is a cross-disciplinary approach utilizing material from the biological sciences, physics and chemistry as well as from the fields of criminal justice and the law. Topical areas include: Physical Evidence, DNA, Trace Evidence, Toxicology, Latent Prints, Questioned Documents, and Cyber-evidence.

HS580 Criminal Investigation 3 credits

Examines the rules of evidence followed in criminal trials and administrative proceedings. Pays special attention to the methods and ethical obligations of government agents assigned to gather evidence. Considers the discovery and documentation of corrupt practices in politics and administration. Provides an overview of the public employee's obligations and rights and of the laws and regulations governing criminal investigations. Illustrates themes with case studies.

HS585 Mapping 3 credits

Explores the theory and practice of mapping to assist planning and response. Demonstrates how mapping of patterns can assist in the explanation of problems. Illustrates how this understanding is vital for

designing and implementing effective programs of prevention, problem solving, and response. Discusses the major theories of events that are crucial for interpreting patterns. Introduces state-of-the-art mapping techniques and provides experience in the use of mapping software.

HS590 Capstone Option: Applied

Research Project or Thesis 3 credits

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

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

Prerequisite: Permission of the program director and concurrence of course mentor; 30 credits complete including HS510; to be arranged.

HS599 Intern Homeland Security-Field Placement 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 will submit reports weekly and also meet periodically with the instructor to review experiences to-date. Correlated research project required. This course may be repeated if topics and learning outcomes vary. This course is an elective in the M.S. in Homeland Security degree program. It is highly recommended for all students not employed in a homeland security related organization. Prerequisite: Permission of the program director.

THEOLOGY

MASTER OF ARTS IN THEOLOGY

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

Requirements for admission

1. Baccalaureate degree from an accredited college or university
2. An academic theological background in scripture and dogma that properly prepares the student for graduate study.
3. If an applicant lacks such background, sufficient competency will be determined by the Admissions Committee of the Graduate Theology Program.
4. Undergraduate grade point average of at least 2.75 on a 4.0 scale
5. 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 Goals

Upon completion of the Theology degree program, students should be able to:

- Describe and/or apply two or more critical methods in theology and biblical studies
- Develop a pertinent and current bibliographical instrument for a designated area of study within the field of theology
- Apply their studies to a pastoral context
- Apply theological ethics to personal and social issues
- Appropriate and apply one area of systematic theology, e.g. Christology, ecclesiology, grace, etc., to a practical context
- Articulate major historical developments in the Christian tradition and trends in contemporary Catholicism
- Show competence in using primary texts in theology
- Demonstrate effective writing skills
- Demonstrate research abilities appropriate to the discipline
- Demonstrate curiosity, creativity, and/or insight

Program Tracks

The General Master of Arts

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

Degree Requirements

1. Successfully complete 30 credits, including TH500 Introduction to Theological Study and 3 credits each in three areas: Biblical, Theological, and Pastoral Studies
2. 18 credits in electives
3. Maintain a B (3.0) average.
4. Complete degree requirements within six years of formal admission.
5. During the last semester, the student will assemble a portfolio of four research papers, one from each area of study and a fourth in an area of the student's choice. The student will defend two of these papers before a committee of professors. Portfolios must be submitted either October 1 or March 1.

The Research Master of Arts (Research Seminar)

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

Degree Requirements

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

M.A. in Theology (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 and Ethics (3)
TH666	Further Explorations: "Toward a Theology of Mercy" (3) Electives (12)

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

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

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

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

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

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

The following courses or areas are required.

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

THEOLOGY CERTIFICATE PROGRAM*

For those who do not wish to pursue the 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:

1. Baccalaureate degree from an accredited college or university
2. Adequate theological background
3. Completed self-managed application packet, including:
 - Completed application for admission
 - A check or money order for \$40 (nonrefundable) payable to Georgian Court University
 - Personal statement of educational and professional goals
 - Sealed and signed envelopes containing the official transcripts of each undergraduate and graduate institution applicant has attended. If the original seal has been broken, the transcript is then considered to be unofficial and cannot be accepted for use toward the application.
 - One current letter of reference
 - Accepted students will receive a health form that must be completed and submitted to the Health Office.

*Gainful Employment information about GCU certificate programs can be found at www.georgian.edu/academics/gainful-employment.

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.

PROFESSIONAL DEVELOPMENT FOR PASTORAL LEADERS: CERTIFICATE PROGRAMS*

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

Religious Education Certificate Program

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

Pastoral Administration Certificate Program

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

Pastoral Ministry Certificate Program

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

Catholic School Leadership Program

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

Parish Business Management Certificate Program

The Graduate Certificate in Parish Business Management provides religious leaders with the knowledge and tools to effectively and efficiently manage the day-to-day operations of a parish office. Strong parish business managers can articulate a vision and execute solid action plans—plans that optimize the use of staff, volunteers, information technology, and budget. Upon completion, candidates earn a Georgian Court University Graduate Certificate in Parish Business Management.

The six certificate courses are:

- TH533 The Christian Community
- BU609 Management & Leadership
- BU624 Contract & Employment Law
- AC604 Not-for-Profit Accounting & Internal Controls
- BU506 Principles of Finance
- IS612 Business Information Systems Concepts

*Gainful Employment information about GCU certificate programs can be found at www.georgian.edu/academics/gainful-employment.

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 Palestinian 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 towards 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 and 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. Pre-requisite: 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. Pre-requisites: TH662, TH663.

TH665 Mercy Praxis: Spirituality and 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. Pre-requisites: TH662, TH663, 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? Pre-requisites: TH662, TH663, TH664, 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 week-ends 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. 6 credits. Offered on application.

VIII: SCHOOL OF BUSINESS

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

BUSINESS ADMINISTRATION

Master of Business Administration (M.B.A.) is offered in one year (accelerated) and self-paced (traditional) programs in convenient evening or Saturday formats available at the main campus in Lakewood.

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

Mission & Objectives

The mission of the Master of Business Administration program for Georgian Court University is to prepare professionals for positions of leadership and responsibility in corporate, government and service organizations according to the Mercy 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 associate director of graduate admissions at 732.987.2736. Information and applications are also available on the Georgian Court University Web site at www.georgian.edu. All requirements listed below should be submitted as soon as possible since applications are considered on a space-available basis. In special cases, a personal interview may be requested.

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

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

Upon completion of the MBA degree program, students should be able to:

- Demonstrate effective oral and written business communications skills.
- Understand the current business environment.
- Collaborate and work effectively on teams.
- Assess information critically.
- Demonstrate ethical business behavior.
- Articulate their career goals.
- Competently use data and technology as a tool for making decisions.

The Common Professional Component (CPC)

The courses in the Common Professional Component must be completed before the advanced courses may be started. Most students with a B.S./B.A. in Business Administration will not be required to take the CPC courses. For those with non-business bachelor's degrees, up to 18 credits of CPC courses may be required. The Director of the M.B.A. program will evaluate the student's undergraduate transcript to determine if the courses equivalent to the CPC courses have been successfully completed with a grade of B or better.

The six CPC courses are:

1. Survey of Accounting (AC501)
2. Economic Survey (EC501)
3. Statistical Analysis (BU501)
4. Marketing Fundamentals (BU502)
5. Principles of Management (BU503)
6. Principles of Finance (BU506)

MBA 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)

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 PARISH BUSINESS MANAGEMENT (18)*

The Graduate Certificate in Parish Business Management provides religious leaders with the knowledge and tools to effectively and efficiently manage the day-to-day operations of a parish office. Strong parish business managers can articulate a vision and execute solid action plans that optimize the use of staff, volunteers, information technology, and budget.

The six certificate courses are:

1. The Christian Community (TH533)
2. Management & Leadership (BU609)
3. Contract & Employment Law (BU624)
4. Not-for-Profit Accounting & Internal Controls (AC604)
5. Principles of Finance (BU506)
6. Business Information Systems Concepts (IS612)

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:

1. Not-for-Profit Accounting & Internal Controls (AC604)
2. Principles of Finance (BU506)
3. Management & Leadership (BU609)
4. Contract & Employment Law (BU624)
5. Marketing Management (BU626)
6. Business Information Systems Concepts (IS612)

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 all prerequisites necessary for enrollment in the M.B.A. program and provide a foundation in essential business, finance, and accounting principles.

The six certificate courses are:

1. Survey of Accounting (AC501)
2. Economic Survey (EC501)
3. Statistical Analysis (BU501)
4. Marketing Fundamentals (BU502)
5. Principles of Management (BU503)
6. Principles of Finance (BU506)

*Gainful Employment information about GCU certificate programs can be found at www.georgian.edu/academics/gainful-employment.

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

The School of Business 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 School of Business 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 Common Professional Component 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 and 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 theories to financing alternatives for corporate outside investments such as acquisition candidates and divestiture strategies. Examine various practical problems in capital budgeting, the valuation of different kinds of debt and options, and financial planning and strategy.

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

A corequisite to BU691. Integrate accounting, marketing, finance, and management concepts and skills acquired in the M.B.A. program through an industry simulation. Practice teamwork and leadership skills to collaboratively develop a winning corporate strategy. 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 Heckscher-Ohlin, and Leontief's paradox. Topics include the study of exchange rates; balance of payments; significance of international investments; global environmental economic issues; international commercial treaties and agreements; international investments; and the complexity of international finance as they affect the position of the U.S. in the world economy. Prerequisites: Macroeconomics and Microeconomics.

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.

Program Student Learning Goals:

Upon completion of our educator preparation programs, candidates will:

- Acquire the knowledge to effectively supervise, manage, and/or support the school setting
- Collaborate with others in a caring, respectful, and ethical manner to promote the success of all learners
- Apply knowledge of curriculum to create environments that are responsive to the needs of all learners
- Demonstrate research based, data driven, decision making

FACULTY COMMITMENTS

The faculty of the School of Education

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

POSTBACCALAUREATE & GRADUATE PROGRAMS

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

- Pre-service teacher preparation in inclusive early childhood, elementary, and secondary education;
- Advanced specialized teacher development in English as a second language, bilingual education, teachers of students with disabilities, and autism disorders;
- Programs leading to educational services certification as a reading specialist, school counselor, and learning disabilities teacher-consultant; and
- Programs in school administration and leadership for supervisors, directors of special services, principals, and superintendents.

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

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

- Acquiring content knowledge;
- Focusing on the student;
- Creating effective learning environments; and
- Becoming a professional.

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

E-PORTFOLIOS

All School of Education candidates must meet standards based performance expectations throughout their programs and are required to keep evidence of this progress in TaskStream e-portfolio that are monitored by School of Education course instructors and advisor and self-assessed by the candidates.

Gainful Employment information about GCU certificate programs can be found at www.georgian.edu/academics/gainful-employment.

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 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; Teacher of Mathematics) and endorsement as a Teacher of Students with Disabilities. 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 Specialization, Learning Disabilities Teacher-Consultant, Autism Spectrum Disorders—focus on developing a specialization that enables the educator to work in a particular area of special need. Programs in school counseling and school administration also address the needs of general and special education, inclusive education, and differentiation of instruction to meet all students' needs.

The programs in instruction and educational services are guided by the NJ Professional Standards for Teachers and Interstate Teacher Assessment and Support Consortium standards; the programs in administration and leadership are guided by the NJ Professional Standards for School Leaders. By the time they've completed their programs, candidates are able to present evidence that they have achieved all standards.

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

GRADUATE PROGRAM TRANSFER STUDENTS

Candidates accepted into a School of Education graduate program, including a postbaccalaureate certificate, 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. An applicant that transfers in an introduction to education course, however, will be required to take a 1-credit field experience course to complete a 60-hour field placement and develop related performance artifacts required in the program. Candidates transferring from one GCU School of Education graduate program to another may transfer up to 9 credits providing the courses fulfill the requirements of the new program. In all cases, courses transferred must have been taken 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 chairperson 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 take one or more prerequisite courses in order to meet state certification and/or program admission standards for general education or for a content area major or concentration. Generally, these courses may be taken at the undergraduate level at Georgian Court, or at an accredited two-year or four-year college. Consultation with a Teacher Education advisor is strongly recommended to assure courses taken at other institutions will fulfill requirements. The courses must be transferred to Georgian Court and listed on candidates' Georgian Court transcripts. The transfer request must have the approval of the program director and department chair. Note: Courses needed for certification in a specific subject K–12 may need to be at the 300/400 level and taken at a four-year institution.

Pre-service teacher education applicants who need more than 9 credits of prerequisites at entry are not eligible to begin teacher education courses until their prerequisite requirements are reduced to 9 or fewer credits. All prerequisite courses must be completed and transferred to Georgian Court before student teaching. Grades for such courses will be shown as a "T" on the GCU transcript. Candidates must earn a grade equivalent to a 3.0 or higher to transfer the course(s) and have them count toward program and certification eligibility. Credit from these undergraduate courses is not used toward the graduate degree and is not used to calculate the candidate's grade point average but is considered in evaluating the candidate's eligibility for student teaching and certification.

PRE-SERVICE TEACHER EDUCATION PROGRAMS

The School of Education offers the following pre-service teacher education programs for individuals who have already completed a bachelor's degree. Each program leads to a certificate of eligibility with advanced standing and an endorsement as a Teacher of Students with Disabilities from the New Jersey Department of Education:

- Early Childhood P–3 Education and Teacher of Students with Disabilities
- Elementary Education K–6 and Teacher of Students with Disabilities
- Teacher of a Specific Subject Grades K–12 and Teacher of Students with Disabilities

Note: Candidates who successfully complete the post baccalaureate program are eligible to apply for a Master of Arts in Education degree program which requires five additional specific courses for a total of 15 credits beyond the certificate.

Admission to Pre-service Teacher Education Programs

Candidates seeking admission to a postbaccalaureate 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;
- 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) examination 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.);
- Two recommendations from Education Professors, as indicated by the completed SOE recommendation form (available on GCU website); and
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required.

In addition, an interview with the SOE Student Assessment Coordinator and panel (Submission of current Mantoux test results, within the last 3 years at time of application, must be presented at the time of interview.) is required for Admission.

Note: In addition to the above requirements, candidates seeking admission to an Accelerated Teacher Education program must also provide evidence of passing scores on relevant Praxis II examinations.

ACCELERATED TEACHER EDUCATION PROGRAMS

Georgian Court University offers the following accelerated pre-service teacher education options that lead to these NJ instructional certifications:

- Elementary Teacher (K–6) and Teacher of Students with Disabilities; and
- Teacher of a Specific Subject (K–12) and Teacher of Students with Disabilities

Georgian Court's accelerated teacher education programs allow candidates who have bachelor's degrees to complete their 39-credit teacher education programs in ten months—August through May—as a member of a cohort that studies and moves through the program as a learning community. In fall semester, candidates complete their coursework in classes that meet four days per week from approximately 9:30 AM to 3:30 PM. During this time, candidates spend the fifth weekday in a school field placement. In spring semester, candidates complete a full-time, 15-week student teaching experience.

Applicants who are interested in the accelerated option should apply early to find out whether they need to take any prerequisite courses to fulfill general education or content area requirements for admission and certification. Prerequisite requirements should be addressed in the spring and summer prior to beginning the accelerated program. Relevant Praxis II examinations in designated certification area (s) must be successfully passed prior to admission and acceptance to the program.

In addition, admission requirements for the accelerated teacher education program includes the same as for traditionally scheduled teacher education programs. See individual program descriptions for criteria.

FIELD EXPERIENCE & STUDENT TEACHING

Georgian Court's teacher education programs provide the teacher candidate ample opportunity to develop not only theoretical knowledge about teaching and learning in general, inclusive, and special education, but the practical skills needed to plan instruction for a diverse group of students, manage classroom behaviors, work with other school professionals, understand the culture of schools, and interact positively with parents and other caregivers. The programs include a 60-hour and a 90-hour field experience and a 15-week full-time student teaching placement in an inclusive setting.

Note: Candidates in the accelerated cohorts have a weekly field experience leading up to student teaching, rather than two separate field experiences.

The 60-hour field experience occurs early in the program as a requirement of EDC5105 Introduction to Inclusive Education. Its goals are to give candidates the opportunity to observe teachers and students and to link theoretical knowledge to practice. Candidates apply for field experiences using an Approval for a Restricted Course form which is signed by an advisor and submitted to the director of field experience (Room 103, Raymond Hall) by June 1 for fall or by December 1 for spring placements. Typical assignments in the 60-hour experience include working with an individual or small group of children, assisting the teacher with routine classroom tasks, reading to children, and assisting students with in-class assignments. At the end of the field experience, cooperating teachers submit signed logs of the candidates' hours in the field as well as evaluation forms and recommendations. Faculty members who teach EDC5105 Introduction to Inclusive Education include this input in determining grades for the course. Candidates must receive positive recommendations from cooperating teachers and acceptable grades in their first three courses in order to be approved to move forward in their program. An individual who completed an introductory course in teacher education and transfers it in to the program will be required to take a 1-credit course to complete the required 60-hour field experience and to develop related performance artifacts required in the GCU program.

The 90-hour field experience occurs in conjunction with EDC6313 Co-Planning and Co-Teaching for Inclusive Education as one of the last pedagogical (methods) courses to be completed. The application for fall 90-hour placements is due by March 1 and for spring 90-hour placements by October 1. This experience allows teacher candidates to integrate all they have learned in the preparation and teaching of at least eight lessons. A GCU clinical supervisor and a carefully selected cooperating teacher work with the candidates to support their preparation for student teaching responsibilities. The first part of the field experience is used by teacher candidates to develop their expertise and gain some confidence in their teaching abilities. The GCU clinical supervisor observes candidates' teaching after the fifth lesson. After the observation, the clinical supervisor, candidate and cooperating teacher confer and identify areas of strength and areas needing attention during the final days of the field experience.

The evaluation of the 90-hour experience is based on the log of hours verified by the cooperating teacher, an early teaching observation and final report by the cooperating teacher, and the assessment of teaching made by the clinical supervisor. This evaluation includes a recommendation regarding readiness for student teaching. If the teaching evaluations identify significant weaknesses, they work with the candidate to troubleshoot the issues and a second clinical supervisor is assigned to evaluate a subsequent lesson taught by the candidate. The criteria for the grade for EDC6313 includes but is not limited to coursework, the input from the cooperating teacher, the log of hours, and the clinical supervisor's evaluation of the candidate's teaching.

Candidates in the pre-service inclusive early childhood programs will have a minimum of 60 hours of field experience in both preschool (a three or four-year preschool class or kindergarten) and a primary grade (grades 1, 2, or 3) and at least 150 hours total of field experience prior to student teaching.

A 15-week, full-time student teaching placement is the final component of the teacher education program. Because time is needed to set up appropriate placements for field experience and student teaching, the application for student teaching is made at the same time as the application for the 90-hour field experience. Both applications are due by March 1 for fall 90-hour placements and the following spring student teaching and by October 1 for spring 90-hour placements and the following fall student teaching. Although the application is made "early," final decisions regarding placements are not made until after grades and recommendations are in at the end of the semester before student teaching. Early childhood candidates may split their student teaching between a preschool (P–K) and primary grade (1–3) placement or have the full 15 weeks in a single placement.

To be approved for student teaching, candidates must have completed all other program requirements, have an earned cumulative GPA of at least 3.0, and have passed the requisite Praxis exams for their program. During student teaching, the teacher candidate is supported by the cooperating teacher and a GCU clinical supervisor. The clinical supervisor visits the candidate seven times on alternate weeks during the 15-week placement period. The first visit serves as an orientation and review of the placement during which the clinical supervisor meets with the candidate and the cooperating teacher and principal and reviews Georgian Court's requirements and policies and establishes accord regarding expectations. During the remaining six visits, the clinical supervisor observes the candidate's teaching and confers with the candidate and cooperating teacher. The three develop a strong relationship focused on developing the pedagogical and professional skills of the candidate. Student teaching is evaluated seven times by the clinical supervisor and generally documents the candidate's development and improvement over time. In addition, the cooperating teacher evaluates the candidate's teaching three times: the first lesson taught, for immediate feedback and to alert the candidate to areas of strengths and weaknesses; at the midpoint, to show whether improvement has been noted and to check for areas of concern; and, finally, at the end, to document professional competencies.

Concurrent with student teaching, candidates are required to attend the student teaching seminar on alternate weeks. Seminar topics include but are not limited to: class management, district policies, safety, relations with parents, emerging issues, school law, school culture, sharing of experiences and best practices, certification processes, and job search skills. The first two sessions of the seminar provide an orientation and deal with procedures; artifacts; portfolio development; the roles of the cooperating teacher, clinical supervisor and candidate; lesson plans; transitioning to full-time teaching responsibilities; and other topics, as needed by the cohort of candidates.

Student teaching is an intensive and critical professional experience. For this reason, School of Education policy prohibits student teachers from taking other courses during student teaching and strongly recommends that student teachers not engage in other on- or off-campus employment during the 15 week experience. If extenuating circumstances make taking a course or working necessary, a waiver of this policy must be requested in writing to the Dean of the School of Education.

E-PORTFOLIOS

Georgian Court's teacher education program courses and experiences were designed to enable candidates to meet the New Jersey Professional Teaching Standards and Interstate Teacher Assessment and Support Consortium standards. Each course includes one or more performance assessment or artifact of knowledge, skill, or dispositions that link to the standards. As candidates progress through their programs, these artifacts are archived in an electronic or e-portfolio and monitored by program faculty members. The e-portfolio also includes reflections, journal entries and other self-assessments that contribute to a candidate's professional development, reflective practice, and habit of lifelong learning. By the end of the program, candidates have amassed a substantial body of evidence that they have met Georgian Court's and the state's standards for beginning teachers.

CERTIFICATION

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

Physiology and Hygiene

NJ Department of Education regulations requires all applicants for instructional certification to pass an examination in physiology and hygiene, including the effects of narcotics and alcohol. Candidates in this program are required to take and pass the GCU exam in this area prior to student teaching.

Harassment, Intimidation & Bullying (HIB)

NJ Department of Education regulations require training related to harassment, intimidation, and bullying. Candidates must provide evidence of successful completion of a GCU-approved HIB training program.

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

Georgian Court Certificate or Master of Arts in Education

This program was designed for change-of-career applicants or others who have completed a bachelor's degree and want to qualify for their first instructional certificate. It prepares teachers to work in general, inclusive classes, and special educational settings with young children in preschool, pre-kindergarten, kindergarten, and grades 1-3. It leads to eligibility for NJ instructional certification in Early Childhood Education P-3 and Teacher of Students with Disabilities endorsement. An additional 15 credits are needed beyond the certificate to qualify for a Master of Arts in Education degree (See program sequence below.). Prerequisite courses, if any are needed to fulfill general education or content area requirements for certification, must be completed with a minimum grade of 3.0 and prior to student teaching.

Requirements:

Admission to the School of Education Teacher Education Program including the following:

- Official transcript(s) showing the award of a baccalaureate degree from a regionally accredited college or university;
- Evidence of a 30-credit major or concentration in one of the liberal arts or sciences approved for teacher education;
- 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) examination 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.);
- Two recommendations from Education Professors, as indicated by the completed SOE recommendation form (available on GCU website); and
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency
- Interview is also required.
- Successful interview with Teacher Education Student Assessment Coordinator and Panel
- Completion of prerequisite courses;
 - Behavioral/Social Sciences:** child development (3) and educational psychology (3);
 - Core Teaching Content:** children's literature (3), U.S. history (3), advanced writing (3), mathematics (6), science (6-8), art (3), and geography (3);
- Completion of the 39-credit Inclusive Early Childhood Education component;
- Passing score on the Praxis II examination in Early Childhood Content; Note: for fall student teaching passing scores must be submitted by July 15, for spring student teaching they must be submitted by December 15;
- 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 student teaching including recommendation for certification; and
- Satisfactory rating on candidate's professional portfolio demonstrating how candidate meets NJ Professional Teaching Standards

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

Georgian Court EC Program (39); Master's Degree (54)

EDC5158	Instructional Technology for Inclusive Education
ECE5101	Growth, Development & Learning in Inclusive Early Childhood
ECE5102	Inclusive Early Childhood Curriculum & Assessment (w/60 hrs. Field Experience)
EDC5110	Foundations of Inclusive Education
EDC5206	Assessment & Instructional Planning for Students with Special Needs
ECE5103	Language & Literacy Development in Inclusive Early Childhood
ECE5104	Mathematics, Science & Technology in Inclusive Early Childhood
ECE5105	Family, Community & the Young Child
EDC6313	Co-Planning & Co-Teaching for Inclusive Education (w/90-hour field experience)
ECE5106	Early Childhood Student Teaching I & II

Additional courses required for Master of Arts

- EDC5001 Philosophical & Psychological Foundations of Inclusive Education
- EDC5010 Curricular Leadership for the Inclusive School
- EDC5014 Methods of Research for Leaders in Inclusive Schools
- EDC6095/99 Project: Applied Thesis I & II

Physiology and Hygiene: NJ Department of Education regulations requires all applicants for instructional certification to pass an examination in physiology and hygiene, including the effects of narcotics and alcohol. Candidates in this program are required to take and pass the GCU exam in this area prior to student teaching.

Harassment, Intimidation & Bullying (HIB) NJ Department of Education regulations require training related to harassment, intimidation and bullying. Candidates must provide evidence of successful completion of a GCU-approved HIB training program

Praxis Exams Early Childhood Teacher candidates are required to pass the applicable Praxis II examination prior to approval for student teaching: Early Childhood Content. For fall student teaching, passing scores must be submitted by July 15; for spring student teaching, they must be submitted by December 15.

ELEMENTARY EDUCATION K–6 & TEACHER OF STUDENTS WITH DISABILITIES

Georgian Court El. Ed. or Master of Arts in Education

This program was designed for change-of-career applicants or others who have completed a bachelor's degree and want to qualify for their first instructional certificate. The program prepares teachers to provide instruction in all subjects in general, inclusive, and/or special education settings in kindergarten through Grade 6. It leads to a postbaccalaureate certificate and eligibility for NJ certification in Elementary Education K–6 and Teacher of Students with Disabilities. An additional 15 credits are needed beyond the certificate to qualify for a Master of Arts in Education degree (see program sequence below). Prerequisite courses, if any are needed to fulfill general education or content area requirements for certification, must be completed with a minimum grade of 3.0 and prior to student teaching.

Requirements:

Admission to the School of Education Teacher Education Program including the following:

- Official transcript(s) showing the award of a baccalaureate degree from a regionally accredited college or university;
- Evidence of a 30-credit major or concentration in one of the liberal arts or sciences approved for teacher education;
- 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) examination 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.);
- Two recommendations from Education Professors, as indicated by the completed SOE recommendation form (available on GCU website); and
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency
- Interview is also required.
- Successful interview with Teacher Education Student Assessment Coordinator and Panel;

- Completion of prerequisite courses;
- **Behavioral/Social Sciences:** child development (3) and educational psychology (3);
- **Teaching Content:** American literature (3), U.S. history (3), advanced writing (3), mathematics (6), science (6–8), geography (3);
- Completion of the 39-credit Elementary Education component;
- Passing score on the Praxis II examination in Elementary Education-Multiple Subjects (Note: for fall student teaching passing scores must be submitted by July 15, for spring student teaching they must be submitted by December 15; for accelerated formats passing scores must be submitted prior to admission into the program);
- 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 student teaching including recommendation for certification; and
- Satisfactory rating on candidate's professional portfolio demonstrating how candidate meets NJ Professional Teaching Standards

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

Pre-service El. Ed. Program (39); Master's Degree (54)

- EDC5105 Introduction to Inclusive Education (includes 60-hour field experience)
- EDC5110 Foundations of Inclusive Education
- EDC5115 Instructional Design for Inclusive Education
- EDC5158 Instructional Technology for Inclusive Education
- EDC5206 Assessment & Instructional Planning for Students with Special Needs
- EDC5210 Instruction in English Language Arts and Literacy in the Inclusive Elementary Classroom
- EDC5211 Instruction in Literacy/Social Studies for the Inclusive Elementary Classroom
- EDC5225 Mathematics & Science Instruction for Inclusive Education
- EDC6313 Co-Planning & Co-Teaching for Inclusive Education (includes 90 hr. field experience)
- EDC6080 Student Teaching (15 weeks student teaching)

Additional courses required for master's degree:

- EDC5001 Philosophical & Psychological Foundations of Inclusive Education
- EDC5010 Curricular Leadership for the Inclusive School
- EDC5014 Methods of Research for Leaders in Inclusive Schools
- EDC6095/99 Project: Applied Thesis I & II

Notes: Gateway 1 and Progress: To progress past introductory courses and be considered a teacher candidate, individuals must have had a positive interview with the SOE admissions coordinator, earn satisfactory ratings on the oral and written assessments, and have satisfactory ratings on Teacher Education Candidate Recommendation form (2 recommendations required).

Physiology and Hygiene: NJ Department of Education regulations requires all applicants for instructional certification to pass an examination in physiology and hygiene, including the effects of narcotics and alcohol. Candidates in this program are required to take and pass the GCU exam in this area prior to student teaching.

Harassment, Intimidation & Bullying (HIB) NJ Department of Education regulations require training related to harassment, intimidation and bullying. Candidates must provide evidence of successful completion of a GCU-approved HIB training program

Praxis Exams Elementary teacher candidates are required to pass the applicable Praxis II exam prior to student teaching: Elementary Education Multiple Subjects. For fall student teaching, passing scores must be submitted by July 15; for spring student teaching, they must be submitted by December 15.

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

Georgian Court Subject-Specific K–12 Program or Master of Arts

This program prepares teachers to provide instruction in a single subject area in general, inclusive, and/or special education settings, kindergarten through grade 12. Most graduates are secondary school teachers of art, biology, chemistry, English, history, mathematics, music, physics, or Spanish, depending on their major. It leads to postbaccalaureate eligibility for NJ certification in Teacher of a Specific Subject [art, biology, chemistry, English, social studies, mathematics, music, physical science, physics, or Spanish] and Teacher of Students with Disabilities. An additional 15 credits are needed beyond the certificate to qualify for a Master of Arts in Education degree (See program sequence below.). Prerequisite courses, if any are needed to fulfill general education or content area requirements for certification, must be completed with a minimum grade of 3.0 and prior to student teaching.

Requirements:

Admission to the School of Education Teacher Education Program including the following:

- Official transcript(s) showing the award of a baccalaureate degree from a regionally accredited college or university;
- Evidence of a 30-credit major or concentration in one of the liberal arts or sciences approved for teacher education;
- 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) examination 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.);
- Two recommendations from Education Professors, as indicated by the completed SOE recommendation form (available on GCU website); and
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency
- Interview is also required.
- Successful interview with Teacher Education Student Assessment Coordinator and Panel
- Completion of prerequisite courses:

Behavioral/Social Sciences: adolescent development (3) and educational psychology (3)

General Content: advanced writing (3)

- A liberal arts major in the area of anticipated certification including not less than 12 credits at the 300 and 400 level. Note: social studies requires 15 credits in history within the 30 credit major. NJ certification requirements specify that applicants for certification as K–12 Teachers of Spanish have 3 credits in second language acquisition and methodologies. (SP361: Current Trends in World Language Education is acceptable for this purpose).
- Completion of the 39-credit Specific Subject Education component;

- Passing score on the appropriate Praxis II examination; (*Note: for fall student teaching passing scores must be submitted by July 15, for spring student teaching they must be submitted by December 15; for accelerated formats passing scores must be submitted prior to admission into the program*);
- 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 student teaching including recommendation for certification; and
- Satisfactory rating on candidate's professional portfolio demonstrating how candidate meets NJ Professional Teaching Standards

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

Pre-service Subject-Specific K–12 Program (39); Master's Degree (54)

- | | |
|---------|---------------------------------------------------------------------------------------|
| EDC5105 | Introduction to Inclusive Education (includes 60-hour field experience in schools) |
| EDC5110 | Foundations of Inclusive Education |
| EDC5120 | Instructional Design for Secondary Inclusive Education |
| EDC5158 | Instructional Technology for Inclusive Education |
| EDC5206 | Assessment & Instructional Planning for Students with Special Needs |
| EDC5215 | Instruction in Literacy for Inclusive Secondary Education I |
| EDC5220 | Instruction in Literacy for Inclusive Secondary Education II |
| EDC5230 | Secondary Subject Instruction in Inclusive Education |
| EDC6313 | Co-Planning & Co-Teaching for Inclusive Education (includes 90-hour field experience) |
| EDC6080 | Student Teaching (15 weeks student teaching) |

Additional courses required for master's degree:

- | | |
|------------|------------------------------------------------------------------|
| EDC5001 | Philosophical & Psychological Foundations of Inclusive Education |
| EDC5010 | Curricular Leadership for the Inclusive School |
| EDC5014 | Methods of Research for Leaders in Inclusive Schools |
| EDC6095/99 | Project: Applied Thesis I & II |

Notes: Gateway 1 and Progress: To progress past introductory courses and be considered a teacher candidate, individuals must have had a positive interview with the SOE admissions coordinator, earn satisfactory ratings on the oral and written assessments, and have satisfactory ratings on Teacher Education Candidate Recommendation form (2 recommendations required).

Physiology and Hygiene 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 in this program are required to take and pass the GCU exam in this area prior to student teaching.

Harassment, Intimidation & Bullying (HIB) NJ Department of Education regulations require training related to harassment, intimidation and bullying. Candidates must provide evidence of successful completion of a GCU-approved HIB training program

Praxis Exams Teacher candidates are required to pass the applicable Praxis II exam prior to student teaching: art, biology (general science and biology content), English, social studies, mathematics, music, physical science (general science, chemistry, and physics), or Spanish. For fall student teaching, passing scores must be submitted by July 15; for spring student teaching, they must be submitted by December 15.

RECOMMENDED COURSE SEQUENCES FOR FULL-TIME GRADUATE TEACHER CERTIFICATION

Semester	Early Childhood (P–3) Program	Elementary (K–6) Program	Specific Subject (K–12) Program
1 st Semester	EDC5110 Foundations of Inclusive Ed ECE5102 Inclusive Early Childhood Curriculum/Assessment	EDC5110 Foundations of Inclusive Ed EDC5105 Introduction to Inclusive Education	EDC5110 Foundations of Inclusive Ed EDC5105 Introduction to Inclusive Education
2 nd Semester	EDC5158 Instructional Technology for Inclusive Ed ECE5101 Growth, Development & Learning in Inclusive Ed ECE5103 Language & Literacy Development in Inclusive ECE	EDC5158 Instructional Technology for Inclusive Ed EDC5115 Instructional Design for Inclusive Education EDC5210 Instruction in English Language Arts and Literacy in the Inclusive Elementary Classroom	EDC5158 Instructional Technology for Inclusive Ed EDC5120 Instructional Design for Secondary Inclusive Ed EDC5215 Instruction in Literacy for Inclusive Secondary Ed I
3 rd Semester	ECE5104 Mathematics, Science & Technology in Inclusive ECE ECE5105 Family, Community & the Young Child	EDC5225 Mathematics & Science Instruction in the Inclusive El. Ed EDC5211 Instruction in Literacy/ Social Studies for the Inclusive Elementary Classroom	EDC5230 Secondary Subject Instruction in Inclusive Ed EDC5220 Instruction in Literacy for Inclusive Secondary Ed II
	TAKE PRAXIS II EXAMS	TAKE PRAXIS II EXAMS	TAKE PRAXIS II EXAMS
4 th Semester	EDC5206 Assessment & Instructional Planning for Students with Special Needs EDC6313 Co-Planning & Co-Teaching for Inclusive Education	EDC5206 Assessment & Instructional Planning for Students with Special Needs EDC6313 Co-Planning & Co-Teaching for Inclusive Education	EDC5206 Assessment & Instructional Planning for Students with Special Needs EDC6313 Co-Planning & Co-Teaching for Inclusive Ed
5 th Semester	ECE5106 Student Teaching I & II (full-time no other courses permitted)	EDC6080 Student Teaching (full-time no other courses permitted)	EDC6080 Student Teaching (full-time no other courses permitted)

ADVANCED AND EDUCATIONAL SERVICES PROGRAMS

The following advanced professional programs broaden teachers' professional expertise by providing important knowledge and skills in a new area of instructional specialization and certification endorsement and/or deepening their professional expertise in an area of practice. They lead to master's degrees and most qualify program completers for NJ instructional certification endorsements.

- Bilingual/Bicultural Education
- English as a Second Language (ESL)
- Early Childhood P–3 Education
- Autism Spectrum Disorders
- Teacher of Students with Disabilities
- School Counselor
- Learning Disabilities Teacher Consultant
- Reading/Literacy Specialization
- Instructional Technology

General Requirements for Admission to an Advanced Professional Program

To be admitted to an advanced professional program or master's degree program, an individual must submit a complete, self-managed application including:

- Completed application form;
- A check or money order for \$40 (nonrefundable) payable to Georgian Court University;
- Official transcript(s) showing the award of a baccalaureate degree from a regionally accredited college or university. In addition, official transcripts from each undergraduate and graduate institution attended. The transcript(s) must be in sealed and signed envelopes. If the original seals have been broken, the transcripts are considered unofficial and cannot be used toward your application. If applying to a post-master's certificate program, then a transcript showing the award of a master's degree is also required;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- A copy of valid NJ instructional certification(s); and
- Evidence of a cumulative undergraduate GPA of at least 3.0.
- A personal interview with the School of Education admissions coordinator may be required prior to admission and is required prior to enrollment in courses.

E-PORTFOLIOS

Georgian Court's advanced and educational services programs were designed to enable candidates to meet professional standards. Each course includes one or more performance assessment or artifact of knowledge, skill, or dispositions that link to the standards. As candidates progress through their programs, these artifacts are archived in an electronic or e-portfolio and monitored by program faculty members. The e-portfolio also includes reflections, journal entries and other self-assessments that contribute to a candidate's professional development, reflective practice, and habit of lifelong learning. By the end of the program, candidates have amassed a substantial body of evidence that they have met Georgian Court's and the state's standards for beginning teachers.

BILINGUAL/BICULTURAL EDUCATION

Certified teachers with proficiency in both English and another language that would be used for instruction will be eligible for an endorsement as a Bilingual/Bicultural teacher at the completion of this 15-credit program. The endorsement allows the individual to teach the subject(s) and grade levels of their instructional certificate to speakers of other languages in a bilingual setting. It also prepares the bilingual teacher to help English language learners meet the New Jersey Common Core State Standards (NJCCSS), 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 and the New Jersey Professional Standards for Teachers (NJPST) and 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 NJ instructional certificate (P–3; K–6; or K–12); and
- Passing scores on oral and written proficiency examinations in English and another language;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required.

Bilingual/Bicultural Program (15)

EDC5020	Foundations of Second Language Education
EDC5021	Second Language Acquisition
EDC5026	History, Phonology & Structure of American English
EDC5022	Theory/ Practice of Teaching Second Language Learners
EDC5027	Literacy Skills for Second Language Learners

ENGLISH AS A SECOND LANGUAGE

ESL Program or Master of Arts in Education

The English as a Second Language (ESL) program prepares teachers to provide instruction in English to students whose native language is not English and to support these English language learners in mastering the content designated in the New Jersey Common Core State Standards (NJCCSS). The ESL program reflects the national Teachers of English to Speakers of other Languages (TESOL) standards and the New Jersey Professional Standards for Teachers (NJPST) and 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 18 credits are needed beyond the ESL program to qualify for a Master of Arts in Education.

Admission requirements:

- An earned bachelor's degree from a regionally accredited college or university;
- Evidence of a minimum undergraduate GPA of 3.0;
- A copy of a valid NJ instructional certificate (P–3; K–6; or K–12); and
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- Passing score on oral and written English proficiency examinations.

ESL Program (21); Master of Arts in Education (39)

EDC5020	Foundations of Second Language Education
EDC5021	Second Language Acquisition
EDC5026	History, Phonology, and Structure of American English
EDC5022	Theory/ Practice of Teaching Second Language Learners
EDC5025	Language & Culture
EDC5027	Literacy Skills for Second Language Learners
EDC5024	Second Language Education Curriculum

Additional courses required for master's degree:

EDC5001	Philosophical & Psychological Foundations of Inclusive Education
EDC5002	Diversity in Inclusive Education
EDC5014	Methods of Research for Leaders in Inclusive Schools
EDC5158	Instructional Technology for Inclusive Education
EDC6095/99	Project: Applied Thesis I & II

EARLY CHILDHOOD EDUCATION (P–3)

Early Childhood Program or Master of Arts in Education

The 15-credit graduate program was designed for individuals who already have bachelor's degree, hold a valid NJ instructional certificate and who want to earn the P–3 endorsement in general education early childhood settings. It culminates in eligibility for the P–3 endorsement to an existing NJ instructional certificate.

The 30-credit Master of Arts degree requires five additional courses and culminates in the award of a Master of Arts in Education—Early Childhood Education and eligibility for the P–3 endorsement to an existing NJ instructional certificate.

Admission requirements:

- An earned baccalaureate degree with a cumulative GPA of 3.0;
- A copy of a valid NJ instructional certificate;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- Prerequisite courses in: child development (3), educational psychology (3), children's literature (3);
- Satisfactory results on oral and written English screening;
- Satisfactory ratings on Teacher Education Candidate Recommendation form (2 recommendations required).

Early Childhood Program (15); Master of Arts in Education (30)

ECE5101	Growth, Development & Learning in Inclusive Early Childhood
ECE5102	Inclusive Early Childhood Curriculum & Assessment
ECE5103	Language & Literacy Development in Inclusive Early Childhood
ECE5104	Mathematics, Science & Technology in Inclusive Early Childhood
ECE5105	Family, Community & the Young Child
ECE5108	Field Experience in Early Childhood (10 hrs. min.)

Additional courses required for Master of Arts

- EDC5001 Philosophical & Psychological Foundations of Inclusive Education
- EDC5010 Curricular Leadership for the Inclusive School
- EDC5014 Methods of Research for Leaders in Inclusive Schools
- EDC6095/99 Project: Applied Thesis I & II

Praxis Exams Early Childhood teacher candidates are required to pass the applicable Praxis II examination prior to program completion: Early Childhood Content. For May completion or graduation, passing scores must be submitted by April 15; for August completion, July 15 and for December completion, November 15.

AUTISM SPECTRUM DISORDERS

Autism Spectrum Disorders—GCU Certificate Program or Master of Arts in Education

The M.A. in Education—Autism Spectrum Disorders program offers certified teachers and non-certified individuals with a personal or professional interest in autism disorders (parents, advocates, service providers, and others) an in-depth study of the pervasive developmental disorders including teaching strategies and interventions, assessment, and social communication development for students with autism or related developmental disorders. 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 Arts in Education.

Admission requirements include:

- An earned bachelor's degree from a regionally accredited college or university;
- Evidence of a minimum 3.0 undergraduate GPA;
- For teachers: a copy of a valid NJ instructional certificate (P–3, K–6; or K–12);
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required.

Georgian Court University Certificate (15 credits)

- EDC5301 Nature & Needs of Individuals with Autism & PDD
- EDC5302 Strategies for Teaching Students with Autism & Developmental Disabilities
- EDC5303 Communication & Social Skills Intervention for Students with Autism Spectrum Disorders
- EDC5304 Assessment & Curricular Interventions for Autism Spectrum Disorders
- EDC5305 Treatment & Intervention for Asperger's Syndrome

Additional courses required for Master of Arts in Education degree (21 additional credits):

- EDC5001 Philosophical & Psychological Foundations of Inclusive Education
- EDC5002 Diversity in Inclusive Education
- EDC5010 Curricular Leadership for the Inclusive School
- EDC5014 Methods of Research for Leaders in Inclusive School
- EDC5158 Instructional Technology in an Inclusive Setting
- EDC6095/99 Applied Thesis I & II

TEACHER OF STUDENTS WITH DISABILITIES

TSD Program or Master of Arts Degree

The Teacher of Students with Disabilities program prepares already certified general education teachers seeking to teach students with disabilities in inclusion and special education settings. The 21-credit graduate program leads to eligibility for endorsement as a Teacher of Students with Disabilities (TSD) in the level and for the subject(s) of the instructional certificate. The program is aligned with the standards of the Council for Exceptional Children and the New Jersey Professional Standards for Teachers (NJPST) and Interstate Teacher Assessment and Support Consortium (InTASC) standards.

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

Admission requirements:

- An earned baccalaureate degree from a regionally accredited college or university
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- Evidence of a minimum undergraduate GPA of 3.0; and
- A copy of a valid standard or CEAS NJ instructional certificate (P–3, K–6; or K–12).

TSD Program (21); Master of Arts in Education (36)

- EDC5030 Introduction to Educating Students with Disabilities
- EDC5031 Curriculum Planning for Students with Disabilities
- EDC5032 Community Services for Individuals with Special Needs
- EDC5034 Introduction to Learning Disabilities
- EDC5035 Strategies for the Development of Literacy
- EDC5036 Accommodations & Modifications for Successful Inclusion
- EDC5037 Psychological & Educational Assessment of Students with Disabilities

Additional courses required for master's degree:

- EDC5002 Diversity in Inclusive Education
- EDC5301 Nature & Needs of Individuals with Autism and PDD
- EDC5014 Methods of Research for Leaders in Inclusive Schools
- EDC6095/99 Project: Applied Thesis I & II

SPECIAL EDUCATION

Master of Arts in Education Degree

The Master of Arts in Education program offers already certified teachers of students with disabilities in-depth study of the legal, pedagogical, instructional and learning aspects of special education, particularly as practiced in an inclusive setting.

Admission requirements:

- An earned bachelor's degree from a regionally accredited college or university;
- Evidence of a minimum undergraduate GPA of 3.0; and
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- A copy of a valid NJ instructional certificate (P–3; K–6; or K–12).

Master of Arts in Education (36)

- EDC5030 Introduction to Educating Students with Disabilities
- EDC5301 Nature and Needs of Individuals with Autism & PDD
- EDC5031 Curriculum Planning for Students with Disabilities
- EDC5032 Community Services for Individuals with Special Needs

- EDC5037 Psychological & Educational Assessment of Students with Disabilities
- EDC5001 Philosophical & Psychological Foundations of Inclusive Education
- EDC5002 Diversity in Inclusive Education
- EDC5010 Curricular Leadership for the Inclusive School
- EDC5014 Methods of Research for Leaders in Inclusive Schools
- EDC5158 Instructional Technology in an Inclusive Setting
- EDC6095/99 Project: Applied Thesis I & II

PROGRAMS IN EDUCATIONAL SERVICES

The educational services programs prepare individuals for special service roles in schools as school counselors, reading specialists, and learning disabilities teacher-consultants.

General Requirements for Admission to an Educational Services Program

To be admitted to an educational services program, an individual must submit a complete, self-managed application including:

- Completed application form;
- A check or money order for \$40 (nonrefundable) payable to Georgian Court University;
- Official transcript(s) showing the award of a baccalaureate degree from a regionally accredited college or university. In addition, official transcripts from each undergraduate and graduate institution attended. Transcripts may be sent from your prior institution directly to the GCU Admissions Office, or you may submit them. All transcripts must be in sealed and signed envelopes. If the original seals have been broken, the transcripts are considered unofficial and cannot be used toward your application. If applying to a post-master's certificate program, then a transcript showing the award of a master's degree is also required;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- Evidence of a cumulative undergraduate GPA of at least 3.0.
- A personal interview with the program director or School of Education Admissions Coordinator may be required prior to admission and is required prior to enrollment in courses. See program description for additional information.

SCHOOL COUNSELING PROGRAMS

The 48-credit School Counseling program is open to experienced teachers as well as individuals who are not teachers. The program prepares individuals for the broad range of responsibilities across grade levels that school counselors encounter as they work in school settings with students, their families/caregivers, and school and community support services. Eight major areas of counselor development are addressed: professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. The 48-credit program leads to a Master of Arts in Education and eligibility for New Jersey educational services certification as a School Counselor.

Certified school counselors may become eligible for endorsement as a Director of School Counseling Services by taking 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 NJ or out-of-state school counselor certification. A letter from the superintendent or principal will be required to document this experience and should include the dates of employment and the qualifying positions held during those specific dates.

Observational Practicum, Seminar & Internship

Georgian Court's School Counseling program provides candidates a theoretical foundation for working with students individually and in groups and opportunities to develop skilled practice in the major functions of a school counselor. 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 Internship, candidates are mentored by school-based certified counselors and by GCU faculty members. The Counseling Interns are also supported by peers during the periodic seminars linked with Internship.

Throughout the seminar and internship experiences, candidates maintain logs of their hours and journals documenting their experience. The journals include reflective essays that link theory to practice, analyze situations and consider options, and evaluate outcomes.

E-Portfolio

Georgian Court's School Counseling program courses and experiences were designed to enable candidates to meet state certification requirements and program objectives linked to standards of practice. Each course includes one or more performance assessments or artifacts of knowledge, skills or dispositions that link to these expectations. As candidates progress through their programs, these artifacts are archived in an electronic or e-portfolio and monitored by program faculty members. The e-portfolio also includes reflections, journals, and other self-assessments that contribute to the candidates' professional development, reflective practice, and habit of lifelong learning. By the

end of the program, candidates have amassed a substantial body of evidence that they have met Georgian Court's and the state's standards for novice school counselors.

Admission requirements:

- Completed application including an application fee (a check or money order for \$40 (nonrefundable) payable to Georgian Court University;
- Official transcript(s) showing the award of a baccalaureate degree from a regionally accredited college or university. In addition, official transcripts from each undergraduate and graduate institution attended. Transcripts may be sent from your prior institution directly to the GCU Admissions Office, or you may submit them. All transcripts must be in sealed and signed envelopes. If the original seals have been broken, the transcripts are considered unofficial and cannot be used in support of the application.
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- Evidence of a cumulative undergraduate GPA of at least 3.0;
- A personal interview with the School Counseling Program Director or Chair may be required.

Master of Arts in Education (48)

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

Director of School Counseling Services

The GCU Director of School Counseling Services program prepares individuals who hold valid NJ educational services certification as school counselors endorsement as a Director of School Counseling Services. The program includes study in administration, staff supervision, and curriculum development. Note: applicants who completed the GCU School Counselor program may use EDC5010 Curricular Leadership for the Inclusive School to fulfill the curriculum development requirement.

In addition, the Director of School Counseling Service program requires at least three years of successful school counselor experience under standard NJ or out-of-state school counselor certification.

Admission requirements:

- Completed application including an application fee (a check or money order for \$40 (nonrefundable) payable to Georgian Court University;
- Official transcript(s) showing the award of a master's degree from a regionally accredited college or university. Transcripts may be sent

from your prior institution directly to the GCU Admissions Office, or you may submit them.

- Evidence of a cumulative undergraduate GPA of at least a 3.0.
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- A letter from the supervising superintendent or principal documenting that you have a minimum of three years successful experience as a certified school counselor. The letter should include the dates of employment and the qualifying positions held during those specific dates.
- A personal interview with the School Counseling Program Director or Chair may be required.

Director of School Counseling Services Program (9)

EDC5101	School Law
EDC5102	Supervision of Instruction in Inclusive School
EDC5010	fulfills the curriculum requirement for Director of School Counseling

LEARNING DISABILITIES TEACHER-CONSULTANT (LDTC)

Master of Arts in Education or Georgian Court Post-Master's Certificate

The LDTC program is designed for experienced certified teachers who aspire to be Learning Disabilities Teacher-Consultants. It develops the in-depth knowledge and skills candidates need to provide highly specialized professional services as members of Child Study Teams or as independent practitioners. The program's curriculum includes study of the psychological and neurophysiologic causes of learning disabilities, educational and psychological assessment methods, research-based teaching strategies, and collaboration and case management techniques. It also includes a practicum experience. The curriculum is guided by the Council for Exceptional Children's performance-based standards for special education diagnostician specialists and by the New Jersey Professional Standards for Teachers (NJPST). The program can be taken as a 24-credit post-master's program or as a 33-credit master's degree. Both options lead to eligibility for the NJ educational services certification as a Learning Disabilities Teacher-Consultant.

Admission requirements:

- An earned master's degree in an education-related field from a regionally accredited college or university (or an earned bachelor's degree in an education-related field, if pursuing the master's option);
- An original letter from a school official documenting three years of successful full-time teaching experience;
- Evidence of minimum undergraduate and graduate GPAs of 3.0;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required;
- A copy of a valid NJ instructional certificate (P-3, K-6; or K-12).

Georgian Court Post-Master's Program (24); Master of Arts in Education (33)

EDC5005	Learning Theory and Practice
EDC5038	Psychology of the Exceptional Child
EDC5037	Psychological & Educational Assessment of Students with Disabilities
EDC5033	Physiological & Neurophysiologic Basis of Learning
EDC7003	Data-Based Interventions in the Collaborative Classroom
EDC7001	Diagnosis & Assessment of Learning Problems
EDC7002	Remediating & Accommodating Learning Disabilities
EDC7801	Practicum in Learning Disabilities

Additional courses required for master's degree:

- EDC5002 Diversity in Inclusive Education
- EDC5034 Introduction to Learning Disabilities
- EDC5301 Nature and Needs of Individuals with Autism & PDD

Note: candidates taking the master's degree will not be eligible for LDTC certification until they complete the master's degree.

READING/LITERACY SPECIALIZATION

Master of Arts in Education

The Master of Arts, 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, the Common Core State Standards for English Language Arts Literacy (CCSS for ELAL), and the 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 fit 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 Arts in Education degree; those who have completed two years of full-time teaching are eligible for NJ educational services certification as a reading specialist.

Admission requirements include:

- Official transcript(s) showing the award of a baccalaureate degree from a regionally accredited college or university. In addition, official transcripts from each undergraduate and graduate institution attended. Transcripts may be sent from your prior institution directly to the GCU Admissions Office, or you may submit them. All transcripts must be in sealed and signed envelopes. If the original seals have been broken, the transcripts are considered unofficial and cannot be used in support of the application.
- Evidence of minimum undergraduate or graduate GPAs of 3.0;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required; and
- A copy of a valid NJ instructional certificate (P–3,Elementary; K–8, 5–8; or K–12).

A personal interview with the MA, Reading/Literacy Specialization Director or Chair may be required.

Reading/Literacy Specialization Professional Courses;

Master of Arts in Education (33)

- EDC5001 Philosophical & Psychological Foundations of Inclusive Education
- EDC5014 Methods of Research for Leaders in Inclusive Schools
- EDC5034 Introduction to Learning Disabilities
- EDC5201 Nature of the Reading Process
- EDC5202 Literature for Children & Youth

- EDC5203 Reading and Writing in the Content Areas
- EDC5204 Articulation, Supervision & Evaluation of Reading Programs
- EDC5027 Literacy for Second Language Learners
- EDC6201 Assessment and Diagnosis of Reading Problems
- EDC6202 Research Based Techniques for the Correction of Reading Problems
- EDC6084 Reading Practicum

INSTRUCTIONAL TECHNOLOGY

Master of Arts in Instructional Technology—GCU Certificate Program or Master Degree Program

Candidates in the Master of Arts in Instructional Technology (MA-IT) 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 MA-IT 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.

Admission requirements include:

- An earned bachelor's degree from a regionally accredited college or university;
- Evidence of a minimum 3.0 undergraduate GPA;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required.

Georgian Court University Certificate (15 credits)

- EDC5501 Collaborative Tools in Education
- EDC5502 Multimedia Design for Learning
- EDC5503 Web Design and Publishing
- EDC5504 Social Media for Active Participation
- EDC5505 Computer Programming for STEM Education

Additional courses required for Master of Arts in Instructional Technology (18 additional credits):

- EDC5601 Cognitive Science and Instructional Technology I
- EDC5602 Video Games and Play in Learning
- EDC5701 Cognitive Science and Instructional Technology II
- EDC5702 Designing Games and Simulations
- EDC5703 Research in Instructional Technology
- EDC6001 Instructional Technology Capstone

ADMINISTRATION & LEADERSHIP PROGRAMS

The master's program in Administration and Leadership develops leaders and administrators for New Jersey schools in the roles of school principal, school business administrator, school supervisor, and school administrator.

The 36-credit Administration and Leadership Program (ALP) develops visionary leaders who understand the factors that sustain a school culture and instructional program conducive to learning and growth. It also provides the administrative know-how, best practices, and theoretical foundation to plan strategically, respond to issues effectively, and manage complex school organizations with integrity and efficiency. The program also aids candidates' understanding of the social, legal, economic, cultural, and political context of schools and their ability to collaborate with professional staff, families, agencies, and others to achieve common goals

on behalf of students. Program emphasis is on evidence-based decision making to improve instruction and student learning outcomes. The program is aligned with the New Jersey Professional Standards for School Leaders and to the Interstate School Leaders Licensure Consortium (ISLLC).

The program leads to the award of a Master of Arts in Administration and Leadership and eligibility for Certificates of Eligibility with Advanced Standing as Principal, School Administrator, and/or Business Administrator. Candidates who possess a valid New Jersey instructional certificate and three years of qualified teaching experience will also be eligible for School Supervisor certification. Note: Certification requirements include earning passing scores on the relevant Praxis II examinations: School Leaders Licensure Assessment (1011) and School Superintendent Assessment (1020) in addition to completing the program of study. Principal certification requires five years successful teaching experience. For May completion or graduation passing scores must be submitted by April 15; for August completion, July 15 and for December completion, November 15.

E-Portfolio

Georgian Court's programs in Administration and Leadership were designed to enable candidates to meet state certification requirements and program objectives linked to standards of practice. Each course includes one or more performance assessments or artifacts that link to these expectations. They balance theory and practice by requiring candidates to apply what they are learning to resolve prototypical issues and to practice skills needed for effective administration. As candidates progress through their programs, artifacts are archived in an e-portfolio allowing candidates to self-assess and monitor their own professional development as well as presenting their work product for review and evaluation by their faculty and mentors. The e-portfolio also includes reflections, journals, and both independent and collaborative responses. It promotes the career-critical skills of analysis and reflection, and a disposition toward lifelong learning. By the end of the program, candidates have amassed a substantial body of evidence that they have met Georgian Court's standards and those of the New Jersey Professional Standards for School Leaders and to the Interstate School Leaders Licensure Consortium (ISLLC).

Internship in Administration & Leadership

The internship is a two-part capstone experience in the Masters of Arts in Administration and Leadership Program during which candidates apply leadership and management knowledge and skills learned in the program to the practice of educational administration. Candidates prepare a reflective written, culminating report and a portfolio describing their internship experience. The report, portfolio, and preparation process are described in the program's Guidelines for the Internship. Candidates are guided through the internship by assigned university professors and by local school district administrators and supervisors. The course is aligned with the Interstate School Leaders Licensure Consortium Standards and the New Jersey Standards for school Leaders. Candidates earn 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;
- If applicant is a non-native English speaker, then a rating of Advanced High on the Oral Proficiency Interview is also required; and
- An interview with the administration and leadership coordinator or chair is required.

Applicants Preparing for School Supervisor or Principal Certification

In addition to the requirements listed above, applicants who want to become eligible for NJ state certification as a School Supervisor or Principal must also include:

- A copy of valid NJ instructional certificate (P-3, K-6, or K-12);
- Documentation of successful teaching experience—3 years for supervisor or five years for principal (e.g., a letter from supervising principal or district personnel office).

Master of Arts in Administration & Leadership (36)

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

Praxis Exams Administrator candidates are required to pass the applicable Praxis II exam prior to completing their program: School Leaders Licensure Assessment (1011) and School Superintendent Assessment (1020). For May completion or graduation passing scores must be submitted by April 15; for August completion, July 15 and for December completion, November 15.

SCHOOL BUSINESS ADMINISTRATOR

Georgian Court Post-Master's Endorsement Business Administration Program

The School Business Administrator is the chief financial officer and an integral part of a school district's leadership team. The School Business Administrator typically has responsibilities for functions such as budget planning and administration, payroll; grants management; site planning; transportation; technology and information processing; and contract negotiations and administration. The Georgian Court post-master's program prepares individuals with graduate degrees in education, administration, accounting or business as school business administrators. The curricular focus is on developing the knowledge, skills and dispositions needed as a financial administrator in an inclusive school district. The program is aligned with the New Jersey Professional Standards for School Leaders and the Interstate School Leaders Licensure Consortium (ISLLC). Prior knowledge of business, accounting and/or spreadsheet applications is helpful. Program completers qualify for a Certificate of Eligibility with advanced standing for NJ administrative certification as a School Business Administrator.

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

- EC501 Economic Survey
- EDC5101 School Law
- EDC6101 Organizational Leadership Theory in the Inclusive School
- EDC6102 Organizational Leadership Practice in the Inclusive School
- EDC6103 Data-based Strategies for Decision Making
- EDC6104 Financial Management

SCHOOL SUPERVISOR

Georgian Court Post-Master's School Supervisor Program

School Supervisors are key school or district professionals who work with instructional personnel on issues of curriculum, instruction, and the development of the instructional staff. Individuals with this endorsement may also be appointed as an assistant superintendent with responsibilities for curriculum and/or instruction. The program's focus is the development of 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 Common Core State Standards (NJCCSS). Upon completion of this program, candidates will qualify for a Certificate of Eligibility with advanced standing for NJ administrative certification as a School Supervisor.

Applicants to this post-master's certificate program must have a master's degree in education from an accredited four-year institution, possess a valid New Jersey instructional certificate, and have three years of successful teaching experience.

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

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

COURSES

ECES101 Growth, Development & Learning in Inclusive Early Childhood Education 3 credits

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

ECES102 Inclusive Early Childhood Curriculum & Assessment 3 credits

Explore the teaching profession and general, inclusive, and special education models for early childhood education. Consider teachers' roles and ethical practice standards and will begin to articulate personal views from the vantage of an early childhood educator. Emphasis on the importance of developmentally appropriate practices in curriculum and

assessment for P–3 students and introduces constructivist, interdisciplinary and universal design approaches for developing curricula based on the NJ Preschool Early Learning Standards and the NJ Core Content Curriculum. Study issues related to the use of play and discovery, classroom design, guiding individual and group behavior, creating safe and supportive classroom environments, sources for curriculum resources, the use of structures and scheduling, planning appropriate multidimensional formative and summative assessments, engaging parent/caregiver support for curriculum goals, and the use of technology. Review and practice principles of culturally responsive teaching. A field experience of 60 hours for pre-service candidates, or 10 hours for in-service teachers is required. Applications for 60-hour, 20-hour, or 10-hour field experiences are due by June 1 for fall placements and by December 1 for spring placements.

ECES103 Language & Literacy Development in Inclusive Early Childhood Education 3 credits

Examine the integrated nature of English language arts literacy development and how the various language arts (reading, writing, speaking, listening, and viewing) affect and are affected by the emerging cognitive, linguistic, and intellectual needs of young children. Drawing on contemporary research in language acquisition and literacy development, investigate the language and literacy standards of the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children, and the International Reading Association (IRA), gaining the knowledge and skills needed for candidates to support children's language acquisition and use, and to plan and implement effective language and reading instruction for all early childhood students including those who have limited standard English proficiency or special educational needs. Consider the broad theme of literacy—including technological literacy—and factors related to the child, home, school, and community that support or delay language and literacy readiness and development are considered. Study research-based techniques for integrating language and literacy instruction throughout the inclusive curriculum.

ECES104 Mathematics, Science & Technology in Inclusive Early Childhood Education 3 credits

Learn to use an understanding of age-stage development as a foundation for planning and implementing developmentally appropriate experiences in mathematics and science for young children from three to eight years of age. Informed by the national standards established by the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children, the National Council of Teachers of Mathematics (NCTM), and the National Science Teachers Association (NSTA) and the New Jersey Core Curriculum Content Standards, this course emphasizes integrated content, developing concepts through play and discovery, the use of concrete representational forms, recognizing patterns and relationships, building mathematical and scientific reasoning skills, a taxonomy of mathematics and science concepts, and the interplay among children's experiences, their ability to express what is seen and experienced, and the development of conceptual understanding. Consider the role of technology as a tool that supports children's recognition of patterns and relationships and the development of spatial and logical thinking is investigated.

ECES105 Family, Community & the Young Child 3 credits

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

special educational needs. Consider teacher-child interactions and the advocacy role of the Inclusive Early Childhood teacher.

ECE5106 Early Childhood Student Teaching I & II 6 credits each

Demonstrate the integration of content knowledge, understanding of students, ability to create effective instructional environments, and professional knowledge and attributes in this capstone experience. Student teaching is a full-time, 15-week experience that may be divided between a 7-week and 8-week placement in early childhood and regular education settings, at least one of which is an inclusive classroom. Student teaching is required of all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with student teaching, candidates attend biweekly student teaching seminars. Develop a portfolio that demonstrates qualifications meeting the New Jersey Professional Standards for Teachers and a teaching style guided by the New Jersey Core Curriculum Content Standards. Prerequisites: EDC6313. Applications for 90-hour field experience are due March 1 for fall placements and October 1 for spring placements.

ECE5108 Field Experience for Inclusive Early Childhood Education 3 credits

A 10-hour field experience in an early childhood setting for candidates who are pursuing a P–3 early childhood endorsement to an existing instructional certification. Observe and interact with young children, visit one or more early learning classrooms, and observe classroom management and instructional practices appropriate for the children's ages and abilities.

ECE5109 Field Experience for Inclusive Early Childhood Education 3 credits

A 20-hour field experience split between an early childhood setting and early grade special education setting for candidates who are pursuing a P–3 early childhood endorsement to an existing instructional certification. Observe and interact with young children including those with disabilities, visit one or more early learning classrooms, and observe classroom management and instructional practices appropriate for the children's ages and abilities.

EDC5001 Philosophical & Psychological Foundations of Inclusive Education 3 credits

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

EDC5002 Diversity in Inclusive Education 3 credits

Get a deeper understanding of diversity in the school, particularly in inclusive classrooms. Review current research and theoretical frameworks and investigate the influence of culture, ethnicity, gender, religion, age, and disability on student learning. Consider theoretical and practical approaches to the education of diverse learners, including children with disabilities and those with limited English proficiency. Learn to create instructional activities that assist diverse learners in the achievement of the NJ Core Curriculum Content Standards. Emphasis on understanding the educational implications of diversity and creating caring, respectful learning environments in the inclusive classroom setting.

EDC5005 Learning Theory and Practice 3 credits

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

Study curriculum design, development, and evaluation for P–12 education. Emphasis upon student learning outcomes, NJ Core Curriculum Content Standards, 21st century learning and teaching, as well as professional development and best practice in curriculum design and delivery. Engage in personal and professional reflection on student diversity as it relates to instructional needs and curriculum and as framed by national and New Jersey professional standards for teachers and administrators and develop responsive instructional plans.

EDC5013 Curricular Leadership & Management for Diverse & Inclusive Schools 3 credits

Build upon skill and knowledge in curriculum planning and focus on the roles and responsibilities of the development, management, supervision, evaluation, and improvement of curriculum programs. Emphasis on how school leaders can facilitate and support curriculum improvement for student learning, equity, and social justice by employing research-based practices that have been proven to be effective in closing the achievement gap for students of varied ability, income, and ethnicity. Explore the processes of curriculum alignment, revision, delivery, monitoring and evaluation required for managing and supervising a standards-based, 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

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

EDC5020 Foundations of Second Language Education 3 credits

Explore the historical and cultural foundations of second language education, including the history of legislation regarding types of second language learning programs in the U.S. and the array of approaches to second language instruction. Review current and classic research to understand the variables that affect culture and language acculturation of English language learners in American schools and the elements,—including ELLs' cognitive styles, psychological factors, and social contexts—that impact language and literacy skills.

EDC5021 Second Language Acquisition 3 credits

This course familiarizes candidates with the latest research on second language acquisition including the interactions between first and second languages and levels of communicative competence in second language learners. The implications of language attitudes for curriculum planning and classroom procedures will be discussed. One semester.

EDC5022 Theory & Practice of Teaching Second Language Learners 3 credits

Investigate instructional and evaluative techniques for teaching listening, speaking, reading, and writing skills to English language learners. Explore the major language teaching theories and their impact on current pedagogical practices, as well as the development, analysis, and

application of appropriate assessment techniques and types of assessment instruments. Observe, develop, and practice techniques for teaching and evaluating ELLs in the content areas with various approaches. Prerequisites and corequisites: EDC5020, EDC5021, EDC5026.

EDC5024 Second Language Education Curriculum 3 credits

Analyze and develop curricula used in ESL and/or bilingual programs. Examine contemporary issues in ESL and bilingual education as they apply to curriculum planning and development. Review models and methods of development and implementation of ESL and bilingual programs as well as the relationship between curriculum designs and legislation in second language education. Prerequisites and corequisites: EDC5020, EDC5021, EDC5022, EDC5025, EDC5026, EDC5027.

EDC5025 Language & Culture 3 credits

Compare cultural value systems, such as the melting pot theory and cultural pluralism, and their implications for teaching and learning. Guided by the research of Banks and others, learn to identify and analyze the relationships between world cultural values and languages from the perspectives of cognitive styles and communication styles. Prerequisites and corequisites: EDC5020, EDC5021, EDC5026.

EDC5026 History, Phonology & Structure of American English 3 credits

This course examines the phonology (sound system), morphology (structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), discourse, and pragmatics (effects of context on language) of the English language as it applies to learning English as a second language. One semester.

EDC5027 Literacy for Second Language Learners 3 credits

Examine the acquisition of English reading, writing and speaking skills by speakers of other languages. Review and implement research-based strategies for assessment, instruction, and remediation of these literacy skills, especially in areas of reading readiness and emergent literacy, as advocated by the International Reading Association. Explore technology-enhanced instruction and the importance of bi-literacy. Prerequisites and corequisites: EDC5020, EDC5021, EDC5022, EDC5025, EDC5026.

EDC5030 Introduction to Educating Students with Disabilities 3 credits

Study the philosophical, historical and legal foundations of special education. Review current research on the characteristics, nature, and causes of various disabilities that impact students' achievement as well as theories of intelligence, cognitive development, and cultural diversity.

EDC5031 Curriculum Planning for Students with Disabilities 3 credits

Study curriculum planning, appropriate learning environments, modification options, instructional materials, and the use of assistive technologies to aid students with disabilities to achieve curriculum goals.

EDC5032 Community Services for Individuals with Special Needs 3 credits

Review available school, community, county and state resources for families to assist the academic, social, emotional, and career development of individuals with exceptional needs. Examine the role of student advocate in the coordination of available school, community, county, and state resources for students and families and in IEP planning for students with special needs. Study special education law, 504 plans, NJ administrative code, general and special education programs, the function of the child study team, and components of the IEP that may provide for necessary support services. Develop a resource manual that includes an annotated list of significant community, county, and state public and private agencies with current contact information and detailed description of services.

EDC5033 Psychological & Neurophysiological Basis of Learning 3 credits

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

EDC5034 Introduction to Learning Disabilities 3 credits

Study learning disabilities from an historical perspective, as well as current LD definitions, identification practices, and prevalence. Learn to apply skills to work with colleagues within a school district to design IEPs to assist special needs students in the general education classroom to meet the requirements of New Jersey Core curriculum Content Standards.

EDC5035 Strategies for the Development of Literacy 3 credits

Study research-based literacy instruction for students with disabilities, including reading, writing, literature, listening, speaking, grammar, handwriting, spelling, and print, and non-print media. Emphasis on designing individualized instruction based on students' assessed performance, skill needs, and abilities.

EDC5036 Accommodations and Modifications for Successful Inclusion 3 credits

Successful inclusion is the result of the effective use of collaboration. In this course, candidates learn appropriate accommodations and modifications for children with disabilities and how they are educated in the general education classroom. Candidates will become familiarized with the collaboration theory and practice as it applies to the provision of accommodations and modifications for children with disabilities. Candidates will apply the skills acquired during this course to work with colleagues within the school district to design IEPs that meet the needs of the special needs student in the general education classroom. Current practices for consultation and collaboration as well as instructional strategies will be addressed. 3 credits, one semester.

EDC5037 Psychological & Educational Assessment of Students with Disabilities 3 credits

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

EDC5038 Psychology of the Exceptional Child 3 credits

Examine typical and exceptional human growth and development, behavior, and learning; the influences of heredity and environment on normal and abnormal behavior; and developmental disabilities. Analyze commonalities and differences among the disabled, development of strategies designed to contribute to optimal growth and development building positive self-esteem and developing realistic growth expectancies throughout the lifespan. Explore the cognitive, physical, social, and emotional characteristics of individuals with disabilities, and the nature and special common needs of individuals with disabilities and their families. Review current research on effective strategies to facilitate

learning and ameliorate inappropriate behavior. Consider ethics and the rights of parents and children with disabilities in New Jersey as well as historic perspectives on treatment including classification of special needs children, special supports for individuals with disabilities, and least restrictive environment placements within inclusive classrooms. Review special education regulations including the most recent revisions to NJ Administrative Code, Title 6A, Chapter 14 regarding procedural safeguards, special services, programs, placements, and the provision of supports and related service. Emphasis on the rights of special needs children and their parents.

EDC5040 Multicultural Issues in Counseling 3 credits

Gain the knowledge, skills, and attitudes needed to counsel multicultural students in an educational setting. Explore family structure, gender roles, 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 Demonstrate the values and commitment embodied in these standards.

EDC5105 Introduction to Inclusive Education 3 credits

This course introduces candidates to the teaching profession, to tools of instruction, and to general, inclusive, and special education models. Students will examine teaching as a profession, the characteristics of diverse learners, classroom management practices, and instructional planning for diverse learners. Students will review current theories and practices and form personal views of teaching, understand the needs of exceptional learners, learn to manage the classroom environment, and plan instruction using with universal design. Emphasis is placed on techniques to educate students with and without disabilities in the inclusive setting. Field Experience I (60 hours clinical observation) is required. Applications for 60-hour field placements are due by June 1 for fall placements and by December 1 for spring placements.

EDC5110 Foundations of Inclusive Education 3 credits

This course includes a study of philosophical, historical, social and legal foundations of special and general education. Perspectives include progressivism, humanism, themes of care, effective schools, education for the whole child, and constructivism. Candidate's understanding of the historical evolution of key educational ideas is developed. Piaget's stages of cognitive development, the provisions of NCLB, and the legal context of inclusive education are examined.

EDC5115 Instructional Design for Inclusive Education 3 credits

This course is designed to help students apply, analyze, and evaluate the principles of instructional design and constructed models toward the development of instruction based on learning theory, curricular frameworks, project planning, content expertise, and technology tools to architect effective experiences for today's learners. Universal Design for Learning (UDL) is addressed to aid in the development of lessons for diverse learners using the differentiation framework for effective teaching that involves providing different students with different pathways to learning in terms of content, process, product and learning environment. Prerequisites: EDC5105 and EDC 5110.

EDC5120 Instructional Design for Inclusive Secondary Education 3 credits

This course is designed to help students apply, analyze, and evaluate the principles of instructional design and constructed models toward the development of instruction based on learning theory, curricular frameworks, project planning, content expertise, and technology tools to architect effective experiences for today's learners. Universal Design for Learning (UDL) is addressed to aid in the development of lessons for diverse learners using the differentiation framework for effective teaching that involves providing different students with different pathways to learning in terms of content, process, product and learning environment. Prerequisites: EDC5105 and EDC 5110.

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. NJCCCS and USA Common Core content standards form the heart of this course. NJPST and 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 EDC 5110.

EDC5201 Nature of the Reading Process 3 credits

Explore the history of literacy-related research and practice. Review facets of the reading and writing processes as well as the developmental, linguistic, and cultural factors that impact reading development. Develop lesson plans that clearly reflect the use of specific reading strategies and assessment measures and materials.

EDC5202 Literature for Children & Youth 3 credits

Evaluate age-appropriate, multi-genre, multi-cultural, print and non-print literature for K–12 readers. Review Web-based resources on literature for children and youth and determine age-appropriate use of the Internet. Learn best practices for incorporating literature in education and develop plans that meet needs and instructional objectives.

EDC5203 Reading and Writing in the Content Areas 3 credits

Examine reading skills and strategies as they relate to the various curricular content areas. Study research findings to learn the vocabulary, comprehension, and study and reference skills necessary to read specialized content-area material. Writing, the use of literature, and technology in the content areas will also be addressed. Includes techniques for working with all students with or without disabilities. Prerequisite: EDC5201.

EDC5204 Articulation, Supervision & Evaluation of Reading Programs 3 credits

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

EDC5206 Assessment & Instructional Planning for Students with Special Needs 3 credits

This course investigates instructional planning for exceptional students and the use of assessment data to inform instruction. 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. Response to Intervention, the referral processes and nondiscriminatory assessment is thoroughly reviewed. Academic and social-emotional needs of student with disabilities, from birth through adolescence, are studied with emphasis on individualized educational planning. Prerequisites: EDC5105, EDC5110, EDC5115, or EDC5120.

EDC5210 Instruction in English Language Arts and Literacy in the Inclusive Elementary Classroom 3 credits

This course develops teacher candidates' fundamental knowledge of language and literacy and the pedagogical skills and practices needed to support children's development of grade-level proficiencies in reading, writing, listening, speaking, viewing, and presenting. Candidates will use research-based strategies to develop effective literacy instruction for typical and atypical students, including students at-risk for low achievement, students eligible for special education and students whose home language is not English. Content is aligned with the Common Core State Standards in English Language Arts/Literacy, the International Reading Association standards for Pre K-Elementary Teachers, and the Council for Exceptional Children. Prerequisites: EDC5105, EDC5110.

EDC5211 Instruction in Literacy/Social Studies for the Inclusive Elementary Classroom 3 credits

This is the second part of a two-part course sequence in literacy and builds on the foundational knowledge gained in EDC5210 Literacy I. Candidates will develop interdisciplinary lesson plans demonstrating their knowledge of the NJCCCS in Social Studies and Common Core English Language Arts curriculum standards to build effective instruction for inclusive K-6 students. Research-based instructional strategies based on learning theory for the Social Studies and English Language Arts to include the use of children's literature will be highlighted. INTASC and CEC standards for instructional planning and strategies, modifying instruction to meet students' diverse needs, and assessment are addressed. Prerequisites: Child Development course, EDC5105, EDC5110, EDC5115, EDC5158, EDC5210.

EDC5215 Instruction in Literacy for Inclusive Secondary Education I 3 credits

This is the first of a two-part course in literacy. It introduces literacy integration, literacy skills for specific content areas, and the development of critical thinking skills within content area instruction with a focus on applying this knowledge to teach all learners, including those with special and diverse needs. Candidates explore differentiation of instruction and assessment based on multiple intelligences and use

elements of cognitive learning to understand the basic process for teaching critical thinking skills. Direct instruction models are reinforced as candidates examine elements involved in planning for effective instruction in literacy at the secondary level. EDC5215 covers both theoretical and practical approaches to the teaching of diverse learners, including children with disabilities and those with limited English proficiency. Candidates practice creating instructional activities related to the achievement of the NJ Core Curriculum Content Standards and/or Common Core Standards (CCSS). Prerequisites: EDC5105, EDC5110, EDC5120.

EDC5220 Instruction in Literacy for Inclusive Secondary Education II 3 credits

This is the second part of a two-part course in literacy. It builds on the knowledge gained in part one. Candidates review current research, theory, assessment techniques, teaching strategies, and the use of technology that will enable them to work with learners experiencing difficulties in the basic literacy skills of reading, writing. It includes effective literacy integration strategies for specific content subjects to support students' achievement of the NJ Core Curriculum Content Standards and/or Common Core Standards (CCSS). EDC5220 incorporates theoretical and practical approaches for teaching and assessing diverse learners, including children with disabilities and those with limited English proficiency, and highlights the importance of collaborative learning communities that welcome diversity. Prerequisites: EDC5105, EDC5110, EDC5120, EDC5158, EDC5215.

EDC5225 Mathematics & Science Instruction for Inclusive Education 3 credits

This course focuses on elementary science and mathematics instruction and the NJCCCS standards for science and the Common Core Standards (CCSS) in mathematics. The course uses contemporary research in student motivation, multiple intelligences, cognition, and comprehension of mathematical and scientific processes (e.g., the work of Midgett, Trafton and Stephen Bloom in math instruction and the work of Dunn and C. Hunter in science instruction) to inform strategies for differentiated instruction. Candidates will create instructional activities with adaptations for diverse learners and practice modifying instruction and materials for students with disabilities. Prerequisites: EDC5105, EDC5110, and EDC5115.

ED5230 Secondary Subject Instruction in Inclusive Education 3 credits

This course introduces the secondary teacher education candidate to the study of standardized and functional assessment, curriculum planning, learning environments, modifications for students with disabilities, and theories of learning and their application to the teaching process in an inclusive setting in the middle and high school setting. Focus is on the integration of curriculum areas with an emphasis on critical and creative thinking skills, creative problem solving, questioning techniques, and process skills in the secondary school. Bruner's model of discovery learning and Bandura's theory concerning people's conceptions about themselves and the nature of things are covered. Students also learn to create instructional opportunities that assist diverse learners in the achievement of the NJCCCS and/or Common Core Standards (CCSS) and increase their commitment to the development of learning communities that respect individual differences and to productive, ongoing work with family members. Prerequisites: EDC5158, EDC5105, EDC5110, EDC5120.

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.

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 Disorder will be included. Prerequisite: EDC5301.

EDC5304 Assessment and 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 and daily instruction will be reviewed. Progress monitoring techniques, including the NJ Alternate Proficiency Assessment, will also be reviewed. Prerequisite: EDC5301.

EDC5305 Treatment & Intervention for Asperger Syndrome 3 credits

Characteristics, learning traits, assessment, and intervention for children and adolescents with Asperger's Syndrome are reviewed. Comparison of Asperger's Syndrome and high functioning Autism will be examined. Curricula and strategies for pragmatic and social skill deficits will be explored and application of these strategies in a variety of settings including the mainstream 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.

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 and Publishing 3 credits

Since researcher Tim Berners-Lee developed the Web in the 1980's, the number of Web sites 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 Web site 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 and Instructional Technology I 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 and 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 Cognitive Science and Instructional Technology II 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, EDC5602

EDC5702 Designing Games and 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, EDC5602

EDC5703 Research in Instructional Technology 3 credits

This course focuses on critical analysis, supported by readings, of selected contemporary research issues and problems, theories and methods in instructional technology, in historical perspective. In addition to common readings, students individually identify research articles related to their research interests and critically assess the studies. This course also introduces students to software packages to anchor a conceptual understanding of the primary statistical procedures as well as of qualitative data analysis. The major task is to develop a research proposal that should inform the direction of their possible research papers. Prerequisites: EDC5601, EDC5602

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, EDC5702, EDC5703.

EDC6080 Student Teaching 12 credits

Student teaching is the capstone course in teacher education. During student teaching candidates demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional knowledge and attributes. Student teaching is a full-time 15-week experience in an inclusive setting and is required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with student teaching, candidates attend biweekly student teaching seminars. Candidates develop portfolios that demonstrate they meet the New Jersey Professional Standards for Teachers and that their teaching is guided by the New Jersey Core Curriculum Content Standards and/or Common Core Standards (CCSS). Prerequisites: All required education courses.

EDC6081 Supervised Field Experience in Library Media Services 3 credits

Study and participate in the first-hand, daily workings of the library/media center in this capstone course for candidates in the Associate School Media Specialist program. Includes evaluation, development, acquisition, and management of the collection integrated with the total educational program as outlined in the New Jersey Core Curriculum Content Standards and related agencies. Demonstrate the knowledge, skills, and values of appropriate library media and learning standards.

EDC6084 Reading Practicum 3 credits

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

EDC6090 and EDC6091 Internship in Administration & Leadership I & II 6 credits

Apply leadership and management knowledge and skills learned in the Masters of Arts in Administration and Leadership program to the practice of educational administration in this two-part capstone experience. Prepare a reflective written, culminating report and a portfolio describing the internship experience. The report, portfolio, and preparation process are described in the program's Guidelines for the Internship. Candidates are guided through the internship by assigned university professors and by local school district administrators and supervisors. Course is aligned with the Interstate School Leaders Licensure Consortium Standards and the New Jersey Standards for school Leaders. Prerequisites: EDC5010, EDC5013, EDC5014, EDC5101, EDC5102, EDC6101, EDC6102, and EDC6401.

EDC6092 & EDC6093 School Counseling

Internship I & II 6 credits

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

EDC6095 & EDC6099 Project Applied Thesis I &

Project Applied Thesis II 6 credits

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

EDC6101 Organizational Leadership Theory in the Inclusive Schools 3 credits

Examine the evolution of educational administration theory including the development of philosophical thought from the classical to the contemporary focus on student performance and organizational goal attainment required of school leaders in the 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 and Diagnosis of Reading Problems and EDC6202 Research-Based Techniques for the Correction of Reading Problems 3 credits each

This two-part pre-practicum course includes intensive study of specific techniques for assessing, interpreting, and diagnosing problem areas in reading/writing as well as the design, alignment and implementation of instructional intervention, corrective processes, and programs to assist non-reading and struggling readers. 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.

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.

EDC6313 Co-Planning & Co-Teaching for Inclusive Education 3 credits

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during a 90-hour field experience in an inclusive classroom. The field experience serves as a bridge from theory to professional practice. The field experience also provides the opportunity to learn to establish the partnerships between the general education teacher and the inclusion teacher, as well as among other school personnel, children's family and caregivers, and community-based service providers to create effective learning environments for diverse learners. This is the last class prior to student teaching. Prerequisites: EDC5158, EDC5105, EDC5110, EDC5210 or EDC5215, EDC5115, or EDC5120.

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.

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. Prerequisites 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.

EDC7005 Collaboration Theory and Practice 3 credits

Educating students with special needs in the general education classroom requires professionals to collaborate with one another as well as with parents and advocates. In addition to learning the theoretical basis for collaboration, learn the practical steps needed for profitable collaboration. Apply newly acquired knowledge by participating in simulation experiences and projects requiring the use of collaborative consultation.

EDC7801 Practicum in Learning Disabilities 3 credits

This culminating course in the LDTC certification program provides 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, 5038, 5037, 5033, 7003, 7001, 7002).

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