

Master Degrees in Education

Curriculum and Instruction (optional K-12 Curriculum Supervisor)
Special Education (N-12 Special Education)
Library Media Management (K-12 Library Science)
Environmental Education (optional K-12 Environmental Science)
School Administration and Supervision (K-12 School Principal)

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Master of Science in Curriculum and Instruction

The Master of Science Degree in Curriculum and Instruction at Saint Vincent College focuses on three critical elements of learning: curriculum, instruction, and assessment. Candidates will investigate various frameworks and programs of curriculum design; explore methods of making instruction meaningful to all students; and evaluate diagnostic and assessment strategies and products for use in their school or in the workplace. The Curriculum and Instruction master's program also provides a research component so that students can document need, propose change, and evaluate the effect of that change. Perhaps most importantly, the Saint Vincent Curriculum and Instruction program will place emphasis on developing instructional leaders who will be resources to their schools, school districts, and other work sites in developing and implementing change and improvements that need to occur. The program is very versatile in that students can obtain their initial Pennsylvania teaching certification in an area while taking graduate courses. Additionally, the program also offers an optional accreditation track for veteran professionals with five years of teaching experience to obtain Pennsylvania Certification in K-12 Curriculum and Supervision.

Goals

The Master of Science Degree in Curriculum and Instruction pursues three goals:

- To provide an advanced and individualized program of study in curriculum and instruction designed for school, business, health care and human services professionals.
- To provide opportunities for in-depth study and investigation of recent research, emergent knowledge, and current trends and issues concerning educational policies, practices, and regulations.
- To prepare professionals in education, as well as in business, health care, and human services endeavors, to assume leadership roles in stimulation, planning, managing, and evaluation educational change.

Master of Science in Curriculum and Instruction

Sequence and offering schedule

The Curriculum and Instruction Master's degree is designed to be an accelerated 30-credit hours that can be completed in approximately 18 months (7 required courses, 3 elective courses). The courses are held all year around in the same 'one-night a week for seven weeks' fashion. Thus, students can take two courses a term only driving to campus one evening per week. At the close of the student's degree coursework, students take a comprehensive exam. The exam is offered every term, which enables students to graduate year around.

Courses Required for Master in Curriculum and Instruction (30 credits):

GCED 600	Educational Leadership and Professional Development	3
GCED 605	Statistics and Research Design	3
GCED 610	Current Issues and Trends	3
GCED 615	Curriculum and Systems Design	3
GCED 620	Assessment and Diagnostics	3
GCED 625	Instructional Technology	3
GCED 635	Instructional Methodology	3
	3 electives	9

Combining an initial Pennsylvania teaching certification with a Master of Science In Curriculum and Instruction: "Masters-Cert" Students

Students may become certified in a specialty area of choice offered by the Education Department while taking graduate courses. Most "masters-cert" students take the following courses along with the necessary coursework and take the required Praxis exams for their desired specialty area. The student's academic advisor in the Education Department determines the additional courses. (9 credits plus other needed courses)

ED 101 or ED 207	Observation and Interaction Lab/ Practicum in Education	1
ED 205/206	Strategies and Techniques of Instruction and Lab	3
PY 290	Psychology and Education of the Exceptional Student	3
PY 115	Education Psychology	3
Additional Elementary or Secondary methods and/or content courses will be specific to each applicant depending on prior coursework taken.		

Pennsylvania K-12 Curriculum and Supervision Certification

Veteran teachers or educational professionals with five or more years of experience can add Pennsylvania K-12 Curriculum Supervisor certification to their degree by adding one (1) additional required course GCED 680 Supervision of Instruction and taking two (2) electives instead of three (3). Additionally, these students must enroll in six credits of practicum and internship in Curriculum Supervision (GCED 685 and GCED 690). A competency evaluation criteria is used to ensure that all students complete 360 hours in the field and have sufficient experience in K-12 Curriculum Supervision. Students take an additional 6 credits to the 30 credits in Curriculum and Instruction and the Praxis exam: Educational Leadership: Administration and Supervision (10410).

GCED 680	Supervision of Instruction	3
GCED 685	Practicum in Curriculum and Supervision and/or Administration	3
GCED 690	K-12 Supervision of Curriculum and/or Administration Internship	3

Comprehensive Exam Requirement

At the completion of the graduate degree program, all students are required to respond to a battery of essay questions posed by their professors. This requirement acts as an academic collective exercise that formally admits students into the exclusive group of scholars who hold a master's degree in education. Students are graded by their professors and are ranked in their ability to fully address the questions. Students are permitted to re-take the exam twice in the event of failure.

Master of Science in Special Education

The Master of Science Degree in Special Education at Saint Vincent College will provide specialized training in educating students with disabilities. The program is designed for certified and non-certified teachers who want additional knowledge or are seeking a Pennsylvania certification. Candidates will explore assessment and instruction strategies and techniques for high incidence, low incidence and emotional disabilities; research the necessary components for writing and implementing individualized education programs, evaluation reports, and behavioral analyses; and investigate the laws and legislation relevant to special education.

Goals

The Master of Science Degree in Special Education pursues three goals:

- To provide quality instruction, scholarly achievement opportunities, best practices for the classroom, and diverse field practice for teaching and working with students with disabilities.
- To offer opportunities to collaborate as a community team member and as a pre-service teacher to encourage high and low incidence students and their parents' work together to produce and implement individualized education program goals, activities, and objectives.
- To provide the necessary methods and field instruction for preservice teachers to feel confident and prepared for the challenges of special education: high incidence, low incidence, and emotional disabilities.

Master of Science In Special Education Sequence and offering schedule

The Special Education Master's degree is designed to be an accelerated 36-credit hours that can be completed in approximately 21 months (10 required courses, 2 elective courses). The courses are held all year around in the same 'one-night a week for seven weeks' fashion. Thus, students can take two courses a term only driving to campus one evening per week. At the close of the student's degree coursework, students take a comprehensive exam. The exam is offered every term, which enables students to graduate year around.

Courses Required for Master's Degree in Special Education (36 credits):

GCSE 607	Family and Professional Collaboration	3
GCSE 617	Diagnosis and Evaluation of Students with High Incidence Disabilities	3
GCSE 627	Theory and Practice of Teaching Students with High Incidence Disabilities	3
GCSE 637	Methods of Instruction and Assessment for Students with Low Incidence Disabilities	3
GCSE 647	Educating Students with Severe Emotional Impairments	3
GCSE 657	Assistive Devices and Instructional Technologies for Special Education	3
GCED 655	Educational Jurisprudence	3
GCED 675	Inclusionary Education	3
GCED 605	Statistics and Research Design	3
GCSE 667	Internship in Special Education	3
	2 electives	6

Obtaining Pennsylvania teaching certification with a Master of Science In Special Education

Students may add or become PA certified in Special Education with this program. If a student is not previously certified, the prerequisite courses and a full 14-week student teaching experience are required. If a student is already certified in another teaching area and selects to add PA certification in Special Education, GCSE 667 Internship in Special Education is all that is

required. For these students, the requirements of this course can be met at off hours, summer, and other times when the student is available to gather field experiences. Students may combine the requirements of this course with a current position or employment opportunity. All students pursuing certification must pass the state Praxis exam: Special Education N-12 (20353) Students: Core (20353). Prerequisites for non-certified students are listed below.

ED 101 or ED 207	Observation and Interaction Lab/Practicum in Education	1
ED 205/206	Strategies and Techniques of Instruction and Lab	3
ED 250	Reading and Language Arts N-3	2
PY 290	Psychology and Education of the Exceptional Student	3
PY 212	Child Development (PreK-6) or	
PY 214	Adolescent Development (7-9)	3
PY 115	Education Psychology	3
After advanced graduate standing (First time certification only)		
ED 400	Field Experience II – Pre-Student Teaching	2
ED 410	Field Experience III – Student Teaching	8
ED 411	Professional Seminar	3

Combining an initial Elementary Education Pennsylvania teaching certification with a Master of Science In Special Education:

Students may become certified in Elementary Education K-6 and Special Education by completing both the necessary undergraduate elementary methods and graduate courses. Students can take advantage of an accelerated Master of Science Degree in Special Education by transferring courses from a post-baccalaureate or undergraduate program into the graduate program in order to complete both certifications in or around 18 months.

Required of all first-time certification students in pursuit of Elementary Certification:

ED 101 or ED 207	Observation and Interaction Lab/ Practicum in Education	1
ED 205/206	Strategies and Techniques of Instruction and Lab	3
PY 290	Psychology and Education of the Exceptional Student	3
PY 115	Education Psychology	3
PY 212	Child Development	3
PY 251	Family Systems	3

Elementary methods courses (other courses may be needed to complete content core as specified by your advisor)

ED 109	Physical and Cultural Geography	3
ED 230	Teaching Social Studies K-6	2
ED 244	Teaching of Science and Health K-6	2
ED 308	Teaching of Fine Arts K-6	2
ED 320	Teaching of Reading and Language Arts 4-6	2
ED 390	Teaching Non-native Speaking and Culturally Diverse Students	3

Elementary methods courses that are equivalents for 9 graduate credits of Special Education

PY 290	Psychology of the Exceptional Student or	
GCED 675	Inclusionary Education	3
ED 208	Inclusion and Classroom Partnerships	3
ED 242	Numerical and Manipulative Math for Early and Special Learners	2
ED 250	Reading and Writing for Early and Special Learners	2

Remaining Graduate Courses to fulfill the M.S. in Special Education

GCSE 617	Diagnosis and Evaluation of Students with High Incidence Disabilities	3
GCSE 637	Methods of Instruction and Assessment for Students with Low Incidence Disabilities	3
GCSE 647	Educating Students with Severe Emotional Impairments	3
GCSE 657	Assistive Devices and Instructional Technologies for Special Education	3
GCED 655	Educational Jurisprudence	3
GCSE 667	Internship in Special Education	3

After advanced graduate standing (First time certification only)

ED 400	Field Experience II – Pre-Student Teaching	2
ED 410	Field Experience III – Student Teaching	8
ED 411	Professional Seminar	3

Comprehensive Exam Requirement

At the completion of the graduate degree program, all students are required to respond to a battery of essay questions posed by their professors. This requirement acts as an academic collective exercise that formally admits students into the exclusive group of scholars who hold a master's degree in education. Students are graded by their professors and are ranked in their ability to fully address the questions. Students are permitted to re-take the exam twice in the event of failure.

Master of Science in Library Media Management

The Master of Science Degree in Library Media Management will certify candidates in K-12 library science. The program is designed for certified and non-certified teachers wishing to obtain school library certification in grades K-12 and/or an advanced degree in library media services for children. All courses will meet the requirements for certification by the Pennsylvania Department of Education. Candidates will collaborate with current librarians to develop the skills and knowledge of library operation; utilize technology and software for use in the library; and explore various topics relevant to school librarians.

Goals

The Master of Science Degree in Library Media Management pursues three goals:

- To provide students with collaborative experiences with current school librarians, library technologies, professional organizations, and library curricula to perform as a well-schooled and proficient librarian.
- To offer students the necessary training and instruction in new technologies, library organization, budgeting, circulation, cataloging, and materials acquisition for K -12 schools and like settings.
- To provide students with knowledge of children's and young adult materials, creative methods for bibliographic instruction, and overall library management to foster the best library education environment for school students.

Master of Science In Library Media Management Sequence and offering schedule

The Library Media Management Master's degree is designed to be an accelerated 36-credit hours that can be completed in approximately 21 months (11 required courses, 1 elective course). The courses are held all year around in the same 'one-night a week for seven weeks' fashion. Thus, students can take two courses a term only driving to campus one evening per week. At the close of the student's degree coursework, students take a

comprehensive exam. The exam is offered every term, which enables students to graduate year around.

Courses Required for Master's in Library Media Management (36 credits):

GCLM 603	Introduction to Reference Work and Bibliographic Instruction	3
GCLM 613	Electronic Library Automation and Cataloging	3
GCLM 623	Creative Programs for Children and Young Adults	3
GCLM 633	Advanced Studies in Children's Literature	3
GCLM 643	School Library Administration and Management	3
GCLM 653	Internship in the School Library	3
GCLM 663	Literature and Reading for Young Adults	3
GCLM 673	Management of Information Systems	3
GCED 605	Statistics and Research Design	3
GCED 625	Instructional Technology	3
GCED 635	Instructional Methodology	3
	1 elective	3

Obtaining Pennsylvania K-12 Library Science teaching certification with a Master of Science In Library Media Management

Students may add or become PA certified in Library Science with this program. If a student is not previously certified, the pre-requisite courses and a full 14-week student teaching experience are required. If a student is already certified in another teaching area and selects to add PA certification in Library Science, GCLM 653 Internship in the School Library is all that is required. For these students, the requirements of this course can be met at off hours, summer, and other times when the student is available to gather field experiences. Students may combine the requirements of this course with a current position or employment opportunity. All students pursuing certification must pass the Praxis exam: Library Media Specialist (10310). Prerequisites for non-certified students are listed below.

ED 101 or ED 207	Observation and Interaction Lab/Practicum in Education	1
ED 205/206	Strategies and Techniques of Instruction and Lab	3
PY 290	Psychology and Education of the Exceptional Student	3
PY 115	Education Psychology	3

After advanced graduate standing (First time certification only)

ED 400	Field Experience II – Pre-Student Teaching	2
ED 410	Field Experience III – Student Teaching	8
ED 411	Professional Seminar	3

Comprehensive Exam Requirement

At the completion of the graduate degree program, all students are required to respond to a battery of essay questions posed by their professors. This requirement acts as an academic collective exercise that formally admits students into the exclusive group of scholars who hold a master's degree in education. Students are graded by their professors and are ranked in their ability to fully address the questions. Students are permitted to re-take the exam twice in the event of failure.

Master of Science in Environmental Education

The Master of Science Degree in Environmental Education offers current teachers and non-teachers with the training necessary to broaden their skills in areas pertaining to environmental science and instruction. If desired, students may acquire a certification in K-12 Environmental Science by taking the master's degree coursework along with the undergraduate courses to meet the state guidelines. This program is designed for the general practicing teacher or related professional with either a science or non-science background. Interested elementary, middle school, and high school teachers are encouraged to consider this growing field for advanced study or to become more marketable in school education. Extensive background in science is not required.

Goals

The Master of Science Degree in Environmental Education pursues three goals:

- To provide students with the broad understanding of the historical impact of the environment and topics that encompass how humans have impacted the atmosphere, lithosphere, and hydrosphere.
- To offer resources that will encourage the use of environmental activities to both formal and non-formal classroom settings and to foster an understanding of legal and ethical issues in environmental education that face our children.
- To provide instruction in the main areas pertaining to environmental science and the social issues of environment and society that can be used in the classroom or education setting.

Master of Science In Environmental Education Sequence and offering schedule

The Environmental Education Master's degree is designed to be an accelerated 36-credit hours that can be completed in approximately 21 months (11 required courses, 1 elective course). The courses are held all year around in the same 'one-night a week for seven weeks' fashion. Thus, students can take two courses a term only driving to campus one evening per week. At the close of the student's degree coursework, students take a comprehensive exam. The exam is offered every term, which enables students to graduate year around.

Courses Required for Master of Science In Environmental Education (36 credits):

GCEE 608	Environmental Education: An Integrated Approach	3
GCEE 618	Soil Science, Agriculture and Terrestrial Ecosystems	3
GCEE 628	Meteorology and Air Quality	3
GCEE 638	Groundwater Hydrology, Aquatic Ecosystems and Resources	3
GCEE 648	Environmental Law and Ethics	3
GCEE 658	Social Issues and the Environment	3
GCED 605	Statistics and Research Design	3
GCED 610	Current Issues and Trends in Education	3
GCED 615	Curriculum and Systems Design	3
GCED 625	Instructional Technology	3
GCED 635	Instructional Methodology	3
	1 elective	3

Obtaining Pennsylvania K-12 Environmental Science teaching certification with a Master of Science In Environmental Education

Students may add or become PA certified in Environmental Science with this program. If a student is not previously certified, they would be required to take the needed education and environmental science courses along with a full 14-week student teaching experience. If a student is already certified in another teaching area and selects to add PA certification in Environmental

Science, they may only need to take just the necessary content courses in order to pass the state Praxis exam for K-12 environmental science. All students should consult their Education Department advisor to determine the needed coursework. The Praxis exam required for PA certification is Environmental Education (10830).

ED 101 or ED 207	Observation and Interaction Lab/Practicum in Education	1
ED 205/206	Strategies and Techniques of Instruction and Lab	3
PY 290	Psychology and Education of the Exceptional Student	3
PY 115	Education Psychology	3
PY 214	Adolescent Development	3
ED 220	Secondary Reading Instruction	2
ED 304	The Teaching of Environmental Science K – 12	3
	Other science content courses to meet the PDE guidelines	

After advanced standing (First time certification only)

ED 400	Field Experience II – Pre-Student Teaching	
ED 410	Field Experience III – Student Teaching	8
ED 411	Professional Seminar	3

Comprehensive Exam Requirement

At the completion of the graduate degree program, all students are required to respond to a battery of essay questions posed by their professors. This requirement acts as an academic collective exercise that formally admits students into the exclusive group of scholars that hold a master's degree in education. Students are graded by their professors and are ranked in their ability to fully address the questions. Students are permitted to re-take the exam twice in the event of failure.

Master of Science in School Administration and Supervision

The Master of Science Degree in School Administration and Supervision offers veteran educators a degree program to obtain Pennsylvania certification as a K-12 Principal. This 45 credit hour graduate degree requires students to have five years of documented teaching experience. However, students can enroll in the same courses required for the Master of Science in Curriculum and Instruction; therefore, allowing students to still work toward a degree while concluding their five years of teaching. Students can transfer to the School Administration and Supervision degree program from the Curriculum and Instruction or they can just simply add the needed K-12 Principal courses to become certified. This program is designed with the school administrator in mind; therefore, most courses will be addressing current issues, techniques, and necessary information needed for school principals.

Goals

The Master of Science Degree in School Administration and Supervision pursues three goals:

- To provide excellent training and experiences in current methods, trends, and strategies to become an effective school leader and administrator.
- To offer resources, professional contacts, and tools that will enable a pre-service school administrator to become successful and effective in leading a school building or district.
- To provide insight into newer philosophies, assessment reporting, community collaboration, creative practices, and proactive leadership trends that can develop a strong community and student rapport and support.

Master of Science In School Administration and Supervision Sequence and offering schedule

The School Administration and Supervision Master's degree is designed to be an accelerated 45-credit hours that can be completed in approximately 28 months. The courses are held all year around in the same 'one night a week for seven weeks' fashion. Thus, students can take two courses a term only driving to campus one evening per week. At the close of the student's degree coursework, students take a comprehensive exam. The exam is offered every term, which enables students to graduate year around. An additional final competency evaluation will be assessed along with a portfolio of experiences and resources illustrating a student's proficiency in school administration.

Courses Required for Master's in School Administration and Supervision (45 credits):

GCED 600	Educational Leadership and Professional Development	3
GCED 605	Statistics and Research Design	3
GCED 610	Current Issues and Trends	3
GCED 615	Curriculum and Systems Design	3
GCED 620	Assessment and Diagnostics	3
GCED 625	Instructional Technology	3
GCED 635	Instructional Methodology	3
GCED 645	Philosophical and Ethical Perspectives in Education	3
GCED 655	Educational Jurisprudence	3
GCED 680	Supervision of Instruction	3
GCED 695	Managing Financial and Material Resources	3
GCSE 607	Family and Professional Collaboration	3
GCLM 623	Creative Programs for Children and Young Adults	3
GCED 685	Practicum in Curriculum and Supervision and/or Administration	3
GCED 690	K-12 Supervision of Curriculum and/or Administration Internship	3

Obtaining Pennsylvania K-12 School Principal certification with a Master of Science In School Administration and Supervision

Students will be eligible for K-12 school principal certification upon completion of their degree, passed comprehensive exam, satisfactory final competency evaluation and portfolio review. Students are also required to have completed and documented five or more years of professional teaching experience and have passed the Praxis test, K-12 School Principal (11010).

Comprehensive Exam Requirement

At the completion of the graduate degree program, all students are required to respond to a battery of essay questions posed by their professors. This requirement acts as an academic collective exercise that formally admits students into the exclusive group of scholars who hold a master's degree in education. Students are graded by their professors and are ranked in their ability to fully address the questions. Students are permitted to re-take the exam twice in the event of failure.

GCED 600 Educational Leadership and Professional Development

The primary focus of professional development and instructional leadership is the enhancement of learning in the classroom and other dedicated settings in which students grow and develop to their maximum potential. Educational leadership is established within the context of the master teacher and professional educator. Self-study projects and human development workshops foster school and community leadership potential of the master teacher. Multiple assessments are used to develop career goal objectives leading to the Master's Degree in Curriculum and Instruction. Three credits.

GCED 605 Statistics and Research Design

This course will enable the educator to read and interpret empirical research as it is reported in the periodic literature and to design educational research instruments and projects. This advanced course will include instruction in educational test and measurements that will provide the educator with the prerequisite mathematical skills to compute, read, and interpret statistical data as reported on standardized achievement tests, group and individual tests, and research monographs. The major emphasis of the course is to develop the observational, investigative, and interpretive skills of a reflective educator/practitioner. Three credits.

GCED 610 Current Issues and Trends in Education

This course is designed to involve the student in an examination and analysis of significant contemporary issues in education. Current literature and research studies are explored through independent research assignments and seminar-type group discussions. Students are encouraged to develop substantiated personal positions regarding topics such as school reform initiatives, charter schools, school violence, problems in urban/rural schools, and the integration of technology in the classroom. Research projects can be initiated in this course. Three credits.

GCED 615 Curriculum and Systems Design

This course is designed to include theories of curriculum, instruction, and the design of instructional systems. Emphasis will be on translating theory into practice, particularly for curriculum implementation in public or private schools and/or in industry training. Students will have an opportunity to actually design curricula for use in an educational setting. This course will involve field trips, in-field experiences, classroom lecture, technological training, and project assignments. Three credits.

GCED 620 Assessment and Diagnostics

The fundamental principles of diagnostic theory and practice are analyzed with an emphasis on the application of these principles to a variety of educational settings. Students are acquainted with the guidelines and techniques for diagnosing students' needs and abilities by implementing and interpreting developmentally appropriate assessments, both quantitative and qualitative. Procedures and problems in test construction and in the analysis, summarization, and reporting of student outcomes are examined. Three credits.

GCED 625 Instructional Technology

Students will explore the use of technology as an important education resource. They will develop the knowledge, technical expertise, and instructional strategies necessary for effective application of technology in a variety of educational and professional settings. "Hands-on" experience is emphasized. Three credits.

GCED 635 Instructional Methodology

Students will examine the rationale for and development of viable theories of instructional design; apply instructional models to various learning environments and evaluate the learning outcomes; develop an expanded and integrated repertoire of teaching strategies and techniques for use in their classrooms. Three credits.

GCED 640 Classroom Management

This course provides an overview of management models and practical techniques that foster the creation and maintenance of a functional, effective learning environment in the classroom. It focuses on behavior analysis, management strategies, and the legal and/or policy constraints affecting implementation. Students examine the use of techniques in a variety of settings and apply procedures in their own classes. Three credits.

GCED 645 Philosophical and Ethical Perspectives in Education

The course will explore the idea that education reflects the wider society in which we live. Students will examine schools and classrooms and try to understand how what goes on in schools is related to the values, beliefs, and structures of the world outside school walls. During the course students will consider why children succeed or fail at school; the process of tracking and labeling children; what it is that we learn in school—both explicitly and covertly; how factors such as gender, social class, race and ethnicity, and sexual orientation affect our educational experiences. Students will also explore historical philosophical perspectives in American education, and how other philosophies have developed over the years in education. Three credits.

GCED 650 Human Learning

Brain research and the psycho/social bases of learning from infancy to adolescence are investigated in this course. The study of cognitive learning theory, intelligence, instrumental and generative learning, the contributions of differential psychology, information processing, and expectancy theory help the educational practitioner to individualize and differentiate instructional strategies for diverse learners. Learning styles, shaping and pacing strategies, contingency management, concept learning, and problem solving strategies are applied to lesson planning and the enhancement of instruction. The course's major emphasis is on the systematic application of the principles of learning within the learning environment. Three credits.

GCED 655 Educational Jurisprudence

This course investigates a wide range of legal issues that influence the lives of teachers, students, parents, administrators, and school boards. The legal aspects of teaching and teachers' and students' rights receive extensive treatment. Contract law, conditions of employment, collective bargaining, liability, child abuse, copyright law, and constitutional provisions of the law affecting the school, the child, and the teacher are investigated. Controversial and emerging legal issues are also examined. Three credits.

GCED 660 Adult Learning

This course will define adult education and distinguish it from other adult-learning activities. The historic, social, and pedagogic origins of Adult Education will be surveyed, and it will be contrasted to other types of education. Examples of curricula, selected goals and objectives, and learning activities will be reviewed, and consideration will be given to how these educational components are influenced by theories of adult learning. Three credits.

GCED 665 Creative Message Design and Motivation

This course will examine creativity in the learning setting from all sides: education administrators, teachers, instructional designers, presenters, and learners. Topics will include a concentrated study on motivation, creativity in the classroom, innovative media presentation, divergent thinking skills, creative problem solving methods, analogous reasoning and much more. This class is geared toward both K-12 educators and related educational professionals that work or desire to work with learners of all ages and abilities. Students will be expected to participate in creative activities, demonstrate mastery of creative methods, use technology, and relate classroom topics and assignments to their personal settings. Three credits.

GCED 670 Visual Thinking and Learning

This course introduces the students to the study and use of the instructional visual modalities within the curriculum. The course emphasizes how students learn and benefit from "instructionally balanced" picture-based media (film, television, photography, graphic arts, computer-based instruction, 3-D imagery, and the

Internet). Topics include: visual interpretation, creativity and imagination studies, instructional image manipulation and presentation techniques, social/political influences of visual imagery on children, and the role of the visual media in education. Three credits.

GCED 675 Inclusionary Education

This course will offer students an introduction to inclusive environments and services. Students will learn the techniques and skills needed to address current inclusive classroom management issues as well as how to develop effective teaching strategies for an inclusive classroom. This course will involve practical application and discussion. Three credits.

GCED 680 Supervision of Instruction

Students will be introduced to the basic concepts and theories of instructional supervision. Emphasis on the roles, tasks, and processes involved in supervisory practice based on theory and research in education and ancillary fields such as psychology, social work, human resources management, communications, and organizational/ business administration.

GCED 685 Practicum in Curriculum and Supervision and/or Administration

Students will participate in 80 hours of fieldwork in collaboration with a curriculum supervisor and/or K-12 administrator or similar professional mentor from an approved educational setting. The student is required to generate and professionally submit a project within the field of curriculum and supervision to the educational setting in which the 80 hours are served. Supervision orientation, practical hands-on curriculum examination, shadowing and professional development opportunities are encouraged. Class meets seven (7) sessions during a fourteen-week semester. On-site mentor evaluations, journal entries, and other written assignments are required. Prerequisites for this course are GCED 680 and five or more years of professional experience with teaching certification. Three credits.

GCED 690 K-12 Supervision of Curriculum and/or Administration Internship

Interns will perform 280 hours shadowing and performing duties in curriculum supervision or K-12 administration (all levels: central office and school building) under a mentor advisor(s) from the sponsoring K-12 school district. Candidates seeking supervision of curriculum certification may be asked to perform different fieldwork duties than those seeking K-12 school principal certification. All students will be required to complete journal entries and assignments as well as attend seven (7) campus meetings during the fourteen-week semester. Interns will be supervised at the site and evaluated by both the college instructor and the mentor(s). Prerequisites for this course are GCED 680 and five or more years of professional experience with teaching certification. Three credits.

GCED 695 Managing Financial and Material Resources

This course will examine the changing financial realities facing schools, especially as they relate to the effective and efficient management of the school's fiscal and material resources. The influences of state, city or municipality, and the school district, with its specific governance structure will be addressed. The management principles and managerial problems of the public/private education setting will be studied. Students will research various philosophies regarding resource management including: technology services, personnel, busing, facilities, etc. Budgeting methods and school maintenance are considered. Three credits.

GCSE 607 Family and Professional Collaboration

This course focuses on the special education teacher as a team member within the field of education. Students will learn about

family centered practices and how to work with families from culturally and linguistically diverse backgrounds. Various models of collaboration and career consultation techniques for disabled individuals within the general community will also be discussed. Finally, the creation of classroom plan(s) and simulated practices for proper diffusion and implementation of professional strategies to foster public collaboration for the special education population will be required. Three credits.

GCSE 617 Diagnosis and Evaluation of Students with High Incidence Disabilities

This course concentrates on diagnostic and evaluation techniques for students with high incidence disabilities. The use of formal and informal assessment tools in areas specific to reading, writing, and mathematics will be emphasized. Students will acquire knowledge of various assessment procedures used to identify students for special education and for individual education program designs often implemented within the traditional or non-traditional classroom. This course will require students to perform simulated hands-on and practical implementation of assessment tools to monitor students' academic progress. Three credits.

GCSE 627 Theory and Practice of Teaching Students with High Incidence Disabilities

This course will address various strategies and techniques for successful teaching of students with high incidence disabilities. Concentration will be on the special education K-12 curriculums of reading, written and spoken language, and mathematics. Students will also be exposed to the practice of subsidiary curriculums such as sensory (art, music, physical education) and daily life (family and consumer sciences). Course requirements include practice teachings and field experiences, lesson planning and curriculum development, consultation and research of available journals and resources for teaching, and membership to a national special education organization. Three credits.

GCSE 637 Methods of Instruction and Assessment for Students with Low Incidence Disabilities

This course focuses on the methods in which teachers use to organize curriculum and implement assessment and instruction to ensure maximum learning for students with low incidence disabilities. Students will be exposed to the curriculum emphasis of low-incidence disabled students such as life, vocational, and social skills, and the functional academics. In addition to the students' requirement to identify and define various low-incidence disabilities, they will be expected to complete field experiences, lesson planning and curriculum implementation, and consultation and research of available journals and resources for teaching students with low-incidence disabilities. Three credits.

GCSE 647 Educating Students with Severe Emotional Impairments

This course is designed to inform students about the techniques for instruction of emotionally impaired students, the principles of applied behavior analysis, and the use of behavior assessments in the classroom. Students will learn how to conduct a functional behavior assessment and develop a behavior intervention plan. This course will also focus on the implementation of various positive behavior techniques in order for special educators to ensure maximum learning and class management. Three credits.

GCSE 657 Assistive Devices and Instructional Technologies for Special Education

This course is designed to provide exposure and hands-on experience with technological devices and instructional medias used to improve the education and lives of learners with disabilities. An additional course concentration will be accessing, managing, purchasing, and recommending current devices and emerging tech-

nologies for special education. Students will be required to plan a budget, prepare technological training for para-professionals and aides, and participate in field experiences. Three credits.

GCSE 667 Internship in Special Education

This course will allow students to observe and teach with a qualified special educator in both public and specialized schools for a total of 150 hours. Students will gain experience in special education and will perform instruction to disabled students. They will also have opportunities for practical experience in classroom management, selection of teaching methods and evaluation, and consultation with parents and the community. A college supervisor will observe this internship periodically. The student is expected to keep a log of activities and submit a final written report about the experience. Prerequisite: Advanced Graduate Standing. Three credits.

GCSE 677 Introduction to American Sign Language

Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions to an audience of listeners or readers on a variety of topics. Students will demonstrate an understanding of the relationship between practices, perspectives and products of Deaf culture. Students will demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language. Students will demonstrate the concept of culture through comparisons of the Deaf culture with their own culture. Three credits.

GCLM 603 Introduction to Reference Work and Bibliographic Instruction

This course provides an introduction to reference services and the preparation of subject area bibliographies, and the analysis of practical research questions and problems. Students will also learn bibliographic instruction techniques necessary for teaching in the K-12 school library. Use and evaluation of school reference materials of all types of a general nature (i.e. encyclopedias, dictionaries, yearbooks, bibliographies and indexes) will be addressed. Three credits.

GCLM 613 Electronic Library Automation and Cataloging

This course will survey newer methods for electronic storing, classifying, and retrieving library information. Students will learn the processes for proper cataloging using Library of Congress Subject Headings, MARC Records, Microfilm Protocols, and other database features necessary for on-line catalog management. The use and implementation of various library automation software and systems, rather than their design and technical operations, will be emphasized. Creation of information, its flow to users, troubleshooting, and the school librarian's role in improving information services will be covered. Three credits.

GCLM 623 Creative Programs for Children and Young Adults

This course concentrates on how creative programming for children and young adults can enhance public relations and school students' life-long interest in education. Students will develop skills for book talking, storytelling, poetry reading, puppetry, reader's theater, and other creative theatrical methods for encouraging interdisciplinary academics. The course will also address sponsoring clubs, reading competitions, fundraising, and other promotions that schools and libraries can employ to cultivate school community and students' awareness and excitement toward education. Three credits.

GCLM 633 Advanced Studies in Children's Literature

This course will address confident selection, evaluation, and use of literature for children. The role of literature in the K-12 curriculum, reading supplementation, and as an examination of the

changing social and cultural pattern in children's reading will be covered. Students will become evaluators of children's literature and able to expand their current knowledge of children's literature to become well-informed school librarians. (Required) Three credits.

GCLM 643 School Library Administration and Management

This course emphasizes principles of school library organization and management: acquisition of materials, personnel administration, budgeting and finance, housing and equipment, student record keeping, district public relations, preparation of teaching guides and forms, use of basic statistics for usage and reporting. Students will be asked to prepare a portfolio of resources and materials necessary for the development a strong school library program. Three credits.

GCLM 653 Internship in the School Library

This course will allow students to observe and work with a qualified school librarian in both elementary and secondary library settings for a total of 100 hours. Students will gain experience in school library services and will perform bibliographic instruction to students. They will also have opportunities for practical experience in selection of materials, processing, classification, administration, and working with other libraries. A college supervisor will observe this internship periodically. The student is expected to keep a log of activities and submit a final written report about the experience. Prerequisites: GCLM 643 and advanced graduate standing. Three credits.

GCLM 663 Literature and Reading for Young Adults

This course is a study of literature for and about the young adult. A critical study and evaluation of the genre; pedagogical techniques for the promotion of YA reading; study of the relationship of the genre to literature for children and adults will be covered. The course also examines the librarians' and/or teachers' role in establishing criteria and selection related to student interests, reading levels, quality of materials, and psychological, historical, cultural, political and social issues. Three credits.

GCLM 673 Management of Information Systems

This course provides an understanding of various applications and limitations of the computer and other technologies in the management process. It includes instruction in concepts such as file structure, data storage and retrieval, networking, and telecommunications. Students address internal controls that ensure accuracy, integrity and the confidentiality of information. The course also includes the use of information for effective management. Three credits.

GCEE 608 Environmental Education: An Integrated Approach

This course is designed to introduce the concepts of environmental education by providing candidates with the knowledge for resource management and sustainable development. This course, in the broadest sense, encompasses environmental education awareness by presenting new perspectives, values, knowledge and skills, through both the formal and informal processes used in education. Overall, this course seeks to incorporate environmental goals into mainstream society while valuing and linking other legitimate social and economic objectives. Three credits.

GCEE 618 Soil Science, Agriculture and Terrestrial Ecosystems

This course is designed to study the impacts of humankind on urban and rural terrestrial ecosystems, soil and agriculture. This course will raise awareness of the issues that surround agricultural practices and multiple-use policies that lead to a sustainable environment. Topics for this course include pest management, agricultural techniques, forest and land management, nutrient cycles, soil composition and chemical/physical properties, urban

and rural sprawl, solid waste disposal, pollution clean-up methods, and wildlife management techniques. Three credits.

GCEE 628 Meteorology and Air Quality

This course is designed to study the impacts of humankind on air quality and climatic factors and the use of environmental field methods to measure the impact. This course will raise awareness of the issues that surround outdoor and indoor air quality that lead to a sustainable environment. Topics for this course include early atmospheric composition and history, meteorology, air pollution and control mechanisms, regulatory measures related to the Clean Air Act, indoor and outdoor air pollution, global atmospheric issues (such as the Greenhouse effect and ozone depletion) and local atmospheric issues (such as acid precipitation and ozone). Three credits.

GCEE 638 Groundwater Hydrology, Aquatic Ecosystems and Resources

This course is designed to study the impacts of humankind on groundwater hydrology, aquatic ecosystems and its resources. This course will raise awareness of the issues that surround water quality that lead to a sustainable fresh water supply. Topics for this course include water quality, stream assessment, wastewater management, groundwater flow as it is related to lithospheric composition, flood control, water pollution (including acid mine drainage and acid precipitation), and regulatory measures related to the Clean Water Act. Three credits.

GCEE 648 Environmental Law and Ethics

This course will first examine the legislative and regulatory process, discussing the bases, guidelines, and proceedings involved in the creation, implementation, oversight and enforcement of environmental laws, rules and regulations. To this end, a brief review of the legislative process will be covered, followed by an explanation and examination of the Administrative Procedures Act (APA), which is the foundation for all actions and proceedings by and before regulatory agencies. Students will engage in discussions about the Clean Air Act and the differences between legal and ethical decision-making. Three credits.

GCEE 658 Social Issues and the Environment

This course investigates a wide range of social issues and their relation to the environment. Homelessness, famine, world population, violence, and environmental protection are some areas considered. The course examines the link between the social and global environment through case studies, philosophies, theories, environmental models, and research. Students will explore current, emerging, and controversial local and global social problems, and learn how to implement these sensitive environmental and social issues in instruction. Three credits.