

# Master of Science in School Administration & Supervision

## GRADUATE STUDIES IN EDUCATION



SAINT VINCENT COLLEGE

### INTRODUCTION

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 issues, techniques, and necessary information needed for school principals.

The School Administration and Supervision Master's degree provides excellent training and experiences in current methods, trends, and strategies to enable the candidate to become an effective school leader and administrator. The program will 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. In addition, candidates will explore newer philosophies, assessment reporting, community collaboration, creative practices, and proactive leadership trends that can develop a strong community and student rapport and support.

### Courses Required for Master's in School Administration & 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

The School Administration and Supervision Master's degree is designed to be an accelerated 45-credit hours that can be completed in and around 30 months (15 required courses). Courses are held in the fall, spring, and summer semesters in a 2-session sequence (each session/course is 7 weeks), allowing candidates to complete two courses each term by only attending class one night a week. At the close of the candidate's degree coursework, a comprehensive exam is required. The exam is offered every term, which enables candidates to graduate year round. An additional final competency evaluation will be assessed along with a portfolio of experiences and resources illustrating a student's proficiency in school administration.

### SAINT VINCENT COLLEGE OFFERS

- Small classes taught by highly respected professors
- Individual attention and expert advising
- A dynamic learning atmosphere
- Emphasis on leadership and professional growth
- Curriculum aligned with the National Board for Professional Teaching Standards
- Integration of technology into the curriculum
- Flexible scheduling in fall, spring, and summer sessions
- Teaching certification option
- Approval by the Pennsylvania Department of Education

### PROGRAM GOALS

The goal of the program is to assure quality graduate study with stability and permanence that is achieved in a campus-based program. Students will have all necessary resources immediately available including the Saint Vincent College Library, computer labs, Internet and e-mail services, the College Bookstore, and the many technology and curricular resources of the Education Department. Most importantly, students will have academic and research advisors housed on the campus that will be readily available for assistance.

## Getting a PA K-12 School Principal certification with a Master of Science in School Administration & 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 required Praxis tests.

### 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 exclusive group of scholars that hold a masters 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.

## COURSE DESCRIPTIONS

### 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 School Administration and Supervision..

### 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 testing 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.

### 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.

### 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.

### 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.

### 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.

### 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; and develop an expanded and integrated repertoire of teaching strategies and techniques for use in their classrooms.

### 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.

### 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.

### 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 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.

### 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.

### 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.

### 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.

### 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.