

quantitative techniques to assess process capability, and through OE projects, deploy change to organizations, their customers, and their suppliers. Three credits.

GCBA 695/ HSL 610 Strategic Management of Complex Organizations

Strategic management involves utilizing the tools and techniques of strategic analysis to craft, implement, and execute company strategies. The central theme of the strategic management course is that a company's chances for sustained success are greatly improved when managers (1) develop an astute, timely strategic "game plan" for running the company and then (2) implement and execute the strategic plan with great proficiency. The overriding pedagogical objectives are to sharpen students' abilities to "think strategically" in a lean environment, to evaluate a company's situation from the perspective of its competitiveness and performance prospects, and to draw sound conclusions about what actions a company's management needs to take in light of all the relevant circumstances. Three credits.

GCBA 696 Principles, People, and Values in Operational Excellence

This capstone class provides a largely principle-based exploration of issues related to Operational Excellence. Although drawing on a variety of sources, major emphasis is on "Lean," in the manner practiced by Toyota, and its applicability to many types of operational problems in diverse organizations. Using a combination of lectures, Harvard and other case studies, and class discussion the course aims to equip students with the ability and confidence to more clearly and deeply assess problems and develop solutions that aspire to highest standards. Prerequisite: BA 692 or equivalent work experience. Three credits.

GCBA 697 Leadership and Ethics

This course presents a theoretical and applied treatment of a pervasive and challenging task of leading in the new global economy—continuously and successfully dealing with the issues of constant improvement within a framework of ethical leadership. Students will learn the leadership theories, concepts, and applications that will allow them to successfully initiate, analyze, and implement various types of organizational changes. Specifically, through a series of case studies, students will demonstrate their capacity to isolate key ethical issues as they are related to Operational Excellence decisions. Seven core ethical standards will be emphasized in the analysis of the case studies: The Common Good, Human Dignity, Care, Hospitality, Stewardship, Solidarity, and Subsidiarity. Three credits.

Master Degrees in Education

Curriculum and Instruction (optional K-12 Curriculum Supervisor)
Special Education (PreK-8 or 7-12 Special Education)
Educational Media and Technology (K-12 Library Science or Instructional Technology Specialist)
Environmental Education (optional K-12 Environmental Science)
School Administration and Supervision (K-12 School Principal)

Veronica Ent, Chairperson, Graduate Director

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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 (seven required courses, three 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

ED 101 or ED 207	Observation and Interaction Lab/ Practicum in Education	1
ED 205	Strategies and Techniques of Instruction	2
ED 206	Field Experience II: Strategies and Techniques of Instruction	1
PY 290	Psychology and Education for the Exceptional Student*	3
PY 115	Educational Psychology	3
ED 208	Classroom Partnerships and Inclusion*	3
ED 390	Teaching Nonnative and Culturally Diverse Students* 3	

Additional Elementary or Secondary methods and/or content courses will be specific to each applicant depending on prior coursework taken.

*see advisor, course may be substituted with an similar graduate course offering

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 six (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 teachers who desire additional Pennsylvania certification in special education PreK-8 or 7-12. 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 certified teachers to feel confident and prepared for the challenges of special education preK-8 or 7-12.

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 (11 required courses, one elective courses). The courses are held all year around. Most students can take two courses a term only one or two evenings 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):

GCED 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 Significant and Multiple Disabilities	3
GCSE 647	Educating Students with Emotional and Behavioral Disorders	3
GCSE 657	Technological Applications for Differentiated Instruction	3
GCSE 667	Advanced Intervention Strategies in Reading, Writing, and Mathematics	3
GCSE 687	Teaching Students with Autistic Spectrum and Developmental Disorders	3
GCSE 707	Methods of Instruction for Early and Middle Grade Students with Exceptionalities (PreK-8 only certification)	3
GCSE 717	Methods of Instruction and Transition for Secondary Students with Exceptionalities (7 -12 only certification)	3
GCED 675	Inclusionary Education	3
GCED 605	Statistics and Research Design	3
	1 elective	3

Fieldwork and Special Education Mentoring Site Requirement

Upon application to the M.S. in Special Education program, each candidate must identify a special educator mentor that will facilitate field experiences required by the courses above. If a candidate is unable to identify a mentor one will be assigned to them. This special educator mentor must be currently working in a special education classroom, have three (3) or more years of experience, and are in good standing with their school organization. The candidate must complete a minimum of 150 hours divided between courses and assignments. In addition to required embedded field hours, candidates will be supervised in a formal teaching practicum associated with GCSE 707/717. The professors, assignments, and the special education mentor will verify that the candidate has successfully completed the fieldwork. Journals, projects, shadowing, teaching, etc. are examples of assignments that maybe required.

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

Students may add PA certification in Special Education with this program. Two tracks are available: PreK-8 (previously early childhood, elementary or middle grade certified candidates) or 7-12 (previously secondary or K-12 certified candidates). All students pursuing certification must pass the state Praxis exam: Special Education N-12 (20353)

Combining an initial Early Childhood or Middle Grade Education Pennsylvania teaching certification with a Master of Science In Special Education at Saint Vincent College:

Students may become certified in Early Childhood or Middle Grade Education and add Special Education (PreK-8) by completing both the necessary undergraduate Early or Middle grade methods, student teaching, and then, 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.

Saint Vincent College undergraduate courses that will count in the Master of Science in Special Education

The following required undergraduate courses will waive graduate coursework up to six (6) credits. Students must have earned an A- or better for these courses to count.

Early Childhood Certification (6 credits waived)

ED 242	Numerical and Manipulative Math for Early and Special Learners	2
ED 250	Reading and Writing for Early and Special Learners	2
ED 208	Classroom Partnerships and Inclusion	3
ED 215	Curriculum, Projects and Play for the Developing Child	2
PY 290	Psychology and Education for the Exceptional Student	3
The above courses can waive:		
GCED 675	Inclusionary Education	
GCSE 627	Theory and Practice of Teaching Students with High Incidence Disabilities	

Middle Grade Certification (3 credits waived)

ED 228	Early Adolescent Motivation and Learning	3
ED 208	Classroom Partnerships and Inclusion	3
PY 290	Psychology and Education for the Exceptional Student	3
The above courses can waive:		
GCED 675	Inclusionary Education	

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 Educational Media and Technology

The Master of Science Degree in Educational Media and Technology will certify candidates in K-12 library science or instructional technology specialist. The program is designed for certified and non-certified teachers wishing to obtain school library certification in grades K-12 and/or add an instructional technology specialist certification to an existing certification. Two tracks are available for candidates to select. All courses in either track will meet the requirements for certification by the Pennsylvania Department of Education. Candidates will collaborate with current instructional technology specialists and/or librarians to develop the skills and knowledge of school technology operations; utilize technology and software; and explore various topics relevant to school librarians or instructional technologists.

Goals

The Master of Science Degree in Educational Media and Technology pursues three goals:

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

Master of Science In Library Media Management Sequence and offering schedule

The Educational Media and Technology master's degree is designed in two tracks It is an accelerated 36-credit program that can be completed in approximately 21 months (11 required courses, one 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.

Master of Science Degree Educational Media and Technology Instructional Technology Specialist Certification (36 credits):

GCEM 603	Introduction to Multimodal Research and Information Literacy	3
GCEM 623	Creative Programs for Children and Young Adults	3
GCEM 673	Management of Information Systems	3
GCEM 683	Advanced Instructional Design for Online Education	3
GCEM 693	Practicum in Instructional Technology	3
GCSE 657	Technological Applications for Differentiated Instruction	3
GCED 605	Statistics and Research Design	3
GCED 625	Instructional Technology	3

GCED 635	Instructional Methodology	3
GCED 615	Curriculum and Systems Design	3
GCED 665/670	Creative Message Design and Motivation or Visual Thinking and Learning	3
1 elective		3

Master of Science Degree Education Media and Technology Library Science K-12 Certification (36 credits):

GCEM 603	Introduction to Multimodal Research and Information Literacy	3
GCEM 613	Electronic Library Automation and Cataloging	3
GCEM 623	Creative Programs for Children and Young Adults	3
GCEM 633	Advanced Studies in Children's Literature	3
GCEM 643	School Library Administration and Management	3
GCEM 653	Internship in the School Library	3
GCEM 663	Literature and Reading for Young Adults	3
GCEM 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 Educational Media and Technology

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, GCEM 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 students pursuing their first teaching certificate in Library Science K-12 are listed below.

6 credits of Mathematics and English		12
ED 101 or		
ED 207	Observation and Interaction Lab/ Practicum in Education	1
ED 205	Strategies and Techniques of Instruction	2
ED 206	Field Experience II: Strategies and Techniques of Instruction	1
ED 208	Classroom Partnerships in Inclusion	3
ED 390	Teaching Nonnative and Culturally Diverse Students	3
PY 290	Psychology and Education for the Exceptional Student	3
PY 115	Educational Psychology	3

After advanced standing (First time certification only)

ED 400	Field Experience IV – Pre-Student Teaching	
ED 410	Field Experience V – Student Teaching	
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 the our children.
- To provide instruction in the main areas pertaining to environmental science and the social issues of the 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, one 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).

Prerequisites students pursuing their first teaching certificate in Environmental Science K-12 are listed below.

6 credits of Mathematics and English		12
ED 101 or ED 207	Observation and Interaction Lab/Practicum in Education	1
ED 205	Strategies and Techniques of Instruction	2
ED 206	Field Experience II: Strategies and Techniques of Instruction	1
ED 208	Classroom Partnerships in Inclusion	3
ED 390	Teaching Nonnative and Culturally Diverse Students	3
PY 290	Psychology and Education for the Exceptional Student	3
PY 115	Educational Psychology	3
Other needed science courses to meet PDE guidelines (see education advisor)		
After advanced standing (First time certification only)		
ED 400	Field Experience IV – Pre-Student Teaching	
ED 410	Field Experience V – Student Teaching	
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 (10410).

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.

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 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 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 pres-

entation, 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. Three credits.

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 14-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.

GCED 705 Museums in Education

This course will assist students of history and educators in developing awareness and confidence in using museum resources as a planned and significant aspects of curriculum. Opportunities to examine learning styles, learning contexts, and teaching methods around the use object, exhibit, and site-based visual and interactive experiences will be provided. Research and development of exhibits along with teaching methods and materials will be expected of students. Students will participate in traditional classroom instruction as well as field visits to historical places. Three credits.

GCED 710 School Planning and Classroom Design

This course instructs how design and planning impacts cognitive learning and student performance. Students will investigate how to properly design a classrooms and learning settings that meet the needs of the 21st century students. Issues around safety, accreditations, codes, and curriculum will be discussed as well as maximizing resources in fundraising and donations. Space usability and retrofitting of older settings to meet the newer instructional technology-rich classrooms will be addressed. Last, students will be expected to consider their own settings and devise plans to improve learning and management. Model PreK through secondary education settings will be examined. 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 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 Significant and Multiple 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 moderate and/or severe disabilities. Students will be exposed to the curriculum emphasis of significant and multiple disabled students such as life, vocational, and social skills, and functional academics. Students are required to complete a significant action research project with a learner and present findings in manuscript and poster forms. Three credits.

GCSE 647 Educating Students with Emotional and Behavioral Disorders

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. Students are required to complete a significant action research project with a learner and present findings in manuscript and poster forms. Three credits.

GCSE 657 Technological Applications for Differentiated Instruction

This course is designed to provide exposure and hands-on experience with software applications and instructional medias used to improve the education and meeting needs of diverse learners. An additional course concentration will be accessing, managing, purchasing, and recommending software and emerging technologies for today's classroom. Students will be required to plan a budget, and prepare technological training for professionals and aides. Three credits.

GCSE 667 Advanced Intervention Strategies in Reading, Writing, and Mathematics

This course provides an advanced application of recent research and reviews of interventions with individuals with disabilities, including mild disabilities and learning disabilities. Topics will include the following: recent intervention research, effective instructional practices, learning strategies approaches, attention interventions, motivation interventions, reading instruction strategies, written expression strategies, math instruction strategies, content area accommodations, testing accommodations, and early intervention methods. Prerequisite: GCSE 627. 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.

GCSE 687 Teaching Students with Autistic Spectrum and Developmental Disorders

This course is an overview of autism spectrum disorders and methods for teaching students with these disorders. The course examines the psychological, physiological, social, and educational characteristics of individuals who have been identified as having autism, pervasive developmental disorder, Rett's disorder, Asperger's syndrome and childhood disintegrative disorder. In addition, the course will focus on teaching, diagnosis, and intervention strategies to prepare the special educator. Three credits.

GCSE 707 Methods of Instruction for Early and Middle Grade Children with Exceptionalities

(PreK-8 only certification)

This course focuses on the methods, strategies, and philosophies for educating children (aged 0 – 13 years) with exceptionalities. Topics include working with families, legislation, role of the teacher, interventionist, interdisciplinary teams, and counselors of children with special needs in natural environments. Students will be required to design and develop lessons around identified needs and classroom settings. A supervised seven-week embedded teaching practicum and other assigned field experiences are integral to this course. Students will be expected to meet both on and off-campus. Prerequisite: GCSE 627. Three credits.

GCSE 717 Methods of Instruction and Transition for Secondary Students with Exceptionalities

(7 -12 only certification)

This course focuses on the methods, strategies, and philosophies for educating young adults (aged 14 – 21 years) with exceptionalities. Through instruction, case studies, and field experiences, students in this course will learn to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by demonstrating the connection between school, home and community planning for student with disabilities; generate instructional plans based on student's current needs and future goals, and begin to develop the resources needed to support transition planning. A supervised seven-week embedded teaching practicum and other assigned field experiences are integral to this course. Students will be expected to meet both on and off-campus. Prerequisite: GCSE 627 Three credits.

GCEM 603 Introduction to Multimodal Research and Information Literacy

This course provides an introduction to multimodal reference services and information literacy as it would pertain to a media specialist either working with students or school personnel. This course will include methods for integrating these skills into interactions with students and/or staff to create opportunities for learning, awareness, and further technology-enriched resource adoption. In addition, media specialists will be instructed how to consult reputable online-resources, evaluate authenticity, and effectively retrieve data as an end-user. Students will be asked to develop a training workshop to instruct learners how to use a given reference source. Three credits.

GCEM 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, Microlif 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.

GCEM 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.

GCEM 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.

GCEM 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.

GCEM 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 653 and advanced graduate standing. Three credits.

GCEM 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.

GCEM 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.

GCEM 683 Advanced Instructional Design for Online Education

This course is a systems design based approach to developing online or computer-delivered education. Students will be engaging in authentic instructional design activities and project man-

agement to produce online instruction using course management and module authoring tools. Students analyze given instructional design problems, having access to a wide range of software tools and research, working with diverse teams and individuals, creating real instructional design products, and giving and receiving constructive feedback. Students will be required to anticipate cost-benefits and training needs for delivering instruction online. Prerequisites: GCED 615 and GCED 625. Three credits.

GCEM 693 Practicum in Instructional Technology

Students will participate in 75 hours of field-based experiences in instructional technology and class seminars. Class seminars include discussions of management of instructional technology services, developing technology plans, creating in-service workshops or classes for school personnel, and budgeting for technology. 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.

GCEE 668 Field Institute for Environmental Learning

This course is designed to offer field-based experiences in environmental science on fresh water ecosystems. Participants are required to conduct field monitoring and data analysis as well as develop a five-day field and classroom unit plan meeting standards in the area of fresh water ecosystems. May be repeated. One credit

Master of Science in Health Services Leadership

Dawn Edmiston, Director

A. Mark Abramovic, William J. Hisker, Richard F. Kunkle, Daniel P. Mertens, Carla Zema

Adjunct Faculty: Carol Bucci, David Hunter, Matthew Masiello, Linda Stumpf

The program leading to the Master of Science in Health Services Leadership seeks to prepare qualified health care professionals for positions of leadership in health care organizations. The program is administered by the public policy program of the Alex G. McKenna School of Business, Economics, and Government. All courses will involve active learning and will systematically develop intellectual skills in writing, speaking, critical analysis, project planning and information literacy. The 36-credit curriculum can be completed over two to four calendar years by taking courses during the fall, spring and/or summer semesters.

Program Goals

- To prepare experienced health care practitioners to become effective leaders in complex health care environments.
- To develop individuals with a strong understanding of the organizational and social context of American health care and global best practices.
- To enhance understanding of health care operations in order to assure ethical, responsible, and effective care for patients.
- To prepare leaders who will be innovators, educators, and role models in health care organizations.
- To provide students with a solid foundation for further study or advancement to senior leadership.

Objectives addressed within the curriculum and measured through the program for student learning assessment include the ability to:

- Conduct research and evaluate professional literature in order to develop evidence based practice procedures and policies;
- Assume a leadership role in collaboration with other health care professionals and serve as a role model for future health care providers;
- Understand the health care system including organizational dynamics, financial and legal characteristics and one's own role in the context of these factors;
- Design and supervise professional development strategies to increase the performance of individual staff as well as the larger organization;
- Understand standards of professional behavior and ethical conduct appropriate to health care and apply these standards in ways consistent with social justice and respect for human dignity;
- Demonstrate information literacy and the capacity to design and execute research in an appropriate health care area;
- Understand and apply performance improvement techniques to determine optimal care by linking relevant measures of patient characteristics, processes, and outcomes;
- Apply knowledge of theories and models in advanced health care management areas;
- Demonstrate higher level skills in communication, critical thinking, and creative problem-solving appropriate to senior leadership in a health care organization;
- Show a commitment to continuing learning and professional development.