

GSE 571 Principles of Educational Leadership 3-3-0
This course, designed for teachers and administrators interested in becoming effective leaders, is an introduction to the study of educational leadership. Participants in this course will be introduced to the theory and research literature on issues of leadership in general and school leadership in particular. Students will explore topics such as school-based management, invitational leadership, flexible leadership, professional collaboration and individual initiative.

GSE 573 Creating and Leading Effective Schools 3-3-0
This course aims to inform practicing and aspiring school leaders about ways to mobilize a school staff toward greater effectiveness in reaching a joint mission. It examines current research and school improvement literature with a view to developing practical strategies for whole school assessment, evaluation and development.

GSE 574 Understanding Professional Development 3-3-0
This course will explore the many ways teachers develop as professionals, both individually and as members of educational organizations. Participants in the course will be involved in reading about and discussing topics such as the following: What knowledge is held by good teachers? What does teacher reflection contribute to development? What can be done by organizations to promote teacher learning and development? How are student learning and teacher learning related? What are the possibilities for designing professional development programs for teachers?

GSE 575 Educational Leadership Theories 3-3-0
This course is designed to provide students the opportunity to examine a set of educational leadership theories that have been or are currently used in school settings. Participants will be encouraged to critically examine the theories that are presented and explore the implication of using them in educational settings.

GSE 576 Teacher Leadership 3-3-0
Participants will explore the changing roles of teacher leaders and perspectives on teacher leadership. Participants will review relevant literature and will examine features of teacher leadership including teacher participation in institutional hierarchies and teacher involvement in shaping institutional cultures and acting as agents of transformation.

GSE 580 Selected Topics in Second Language Learning 3-3-0
This course has been designed to provide the student with the opportunity to examine recent developments in second language learning.

GSE 581 Introduction to Linguistics for Language Teaching 3-3-0
This course is a survey of linguistic theory as it relates to second language teaching. Students are exposed to major themes in linguistics as a basis for the study of second language teaching and learning.

GSE 582 Teaching ESL to Adults 3-3-0
This course provides students with an overview of theory related to the teaching of adults. It focuses on the application of this theory to the teaching of English as a second language to adults: the development of a needs analysis, selection and design of appropriate materials, and the involvement of adult learners in the learning process.

GSE 584 Teaching English Grammar 3-3-0
This course provides an overview of the theoretical background for the teaching of grammar. It includes a review of major grammatical patterns of English, as well as a focus on learner errors and the design of material appropriate to the teaching of grammatical concepts.

GSE 585 Methods in Second Language Teaching I 3-3-0
This first course in methodology introduces the student to classroom practices in teaching English as a second language. It includes a historical overview of approaches to second language teaching. The course focuses on the selection of teaching material and classroom techniques for second language teaching.

GSE 586 Methods in Second Language Teaching II 3-3-0
The second course in methodology extends the content covered in Methods I. Classroom practice and development of curriculum resources are the major topics covered in this course.

Prerequisite: GSE 585

GSE 587 Assessment and Evaluation in Second Language Teaching 3-3-0
This course includes an exploration of design strategies for effective assessment and evaluation procedures for second language teaching. It combines the theory of effective assessment with practical applications for the second language classroom.

GSE 588 The Second Language Learner 3-3-0
This course focuses on a learner-centered approach to second language teaching. It emphasizes the importance of individual learner backgrounds, special needs of learners, individual learning styles and strategies, and cultural considerations in the teaching of English as a Second Language.

GSE 589 Observation and Practice Teaching in Second Language Classrooms 6-3-0
This six-credit course involves the observation of experienced second language teachers in their classrooms, as well as peer observation of students in the course. Students will develop and teach lessons under supervision at both the primary and secondary levels. Students may observe and teach in adult classes.

GSE 590 The Creative Process in Education 3-3-0
Students will explore the creative process as it affects and is affected by the relationship between the teacher and the learner. Students will engage in creative projects and monitor their own creative process. Through readings, discussion, and experiences with different media, students will learn to articulate and evaluate learning within a creative process framework.

GSE 591 Studio Inquiry I 3-3-0
In this course students identify the content and the processes essential to their on-going studio performance. Students are expected to develop parallel inquiry into exhibitions, installations, performances, documentations, notation systems and related readings. Evaluation is based on workshop and seminar participation, studio performance and class presentations. This course may be continued as GSE 592.

GSE 592 Studio Inquiry II 3-3-0

GSE 593 Selected Topics in Art Education 3-3-0
This is a seminar course offering students the opportunity to study various aspects of art education. Specific topics vary from year to year to take advantage of the special expertise of the faculty.

GSE 594 Readings in Art Education 3-3-0
This is a seminar course in which students study selected texts to gain insight into formative notions and recurring issues in art education. Assignments include historical research questions arising out of an examination of personal experiences in the teaching and learning of art.

GSE 596 Art and Technology: an on-going dynamic 3-3-0
This course addresses the assumptions that underlie the discourse about art and technology. Technology has and continues to be used as a part of art, in the service of art, and as forms of art. Correspondingly each technological innovation in art raises a new set of practical, theoretical, and aesthetic questions that challenge theoretical underpinnings within art education. A review of some of the types of technology-based art, with examples of work by some prominent artists, establishes the range of difficulties that accompany the introduction of new technologies into art and the effects of these new visual languages on discourses in art and art education.

GSE 599 Transformative Praxis 3-3-0
The intent of this course is to cultivate Action Research based experiences with a specific focus on social justice grounded themes and collaborative interaction with relevant community. Students are expected to work in tandem with and under the supervision of faculty members who are actively engaged in such fieldwork. In addition to spending at least four weeks in the field, students can anticipate completing preparative and culminating academic activities. The result of which is meant to encourage students and community members to creatively expand their own borders of transformative possibilities through the art of praxis.

GSE 630 Independent Study in Education 3-0-0
Students in an existing graduate program may be granted permission to pursue an independent study project under the guidance of a faculty supervisor on a topic in Education significant to their program. Topics must be approved by the Graduate Program Committee of the School of Education.

Pre-requisite: Permission of the Graduate Program Committee

GSE 700 Thesis 21 credits
Under the supervision of the School of Education thesis supervisor, the M.A. student conducts a research study, which is followed by completion of an academic document that must meet the standards of scholarship established by the appropriate research community.

Prerequisite: Successful completion of GSE 705: Thesis Proposal