



COLLEGE OF EDUCATION

Mission Statement

Due to the technological advances of the late 20th century, the 21st Century holds many exciting advantages and challenges for the university student. The field of education is no exception. American Global University's College of Education, which combines the departments of Education and General Education, utilizes a high tech approach to learning including Internet Interfacing, Interaction in an Asynchronous Online Environment, Audio and Video faculty, and Student Input. Additionally, the College is committed to the concept of TQM (Total Quality Management) whereby both the teacher and student are involved in a 'win-win' situation. The AGU's College of Education combines educational excellence and a commitment toward the future to meet the scholarly, business, and personal needs of mid-career professionals in research and teaching. Both the programs in education and general education attempt to address the needs of the mature independently motivated, confident, and goal oriented student while striving to assist the younger student who having recently graduated from a traditional environment craves the challenges of Distant Learning.

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Any and all information in this publication is subject to change without notice. This information
May include but not limited to available courses, tuition rates, and University policy.



DEGREES OFFERED

- Associate of Arts (A.A.)
- Bachelor of Arts in Education (B.A.)
- Master of Arts in Education (M.A.)
- Master of Arts In Teaching English to Speakers of Other Languages (TESOL) (M.A.)
- Doctor of Philosophy in Education (Ph.D.)

Concentrations:

Bachelors Level: Childhood Development

Masters & Doctoral Levels: Counseling, Social Research Methodology, Special Education (Exceptional Children), Distance Education / Instructional Technology, Curriculum and Instruction, Administration, and Teaching English to Speakers of Other Language (TESOL)*

*Master of Arts in TESOL (M.A.)

Concentrations in other related areas can be designed to accommodate student needs.

INTRODUCTION

The purpose of the College of Education is to meet the scholarly business, and personal needs of the mid-career professionals in researching and teaching. The program is intended to specifically meet the aims of independent and self-motivated adult professionals who respond effectively to direction and can function in an independent environment. A student entering this program is mature, self-directed, independently motivated, confident, and goal-oriented. The program also strives to provide guidance to younger students having only recently completed their Bachelors in a traditional environment who crave freedom and purpose only available through distance learning.

The field of education as we perceive it today is the accumulation of theories, research, failures and achievements. Each of these attributes goes to form a constant, and many hope upward, development of educational thought. Education is therefore perceived as the on-going observation, study, analysis interpretation and evaluation of educational thoughts and ideas throughout the ages. Bound together in an almost inseparable bond, the philosophy of education forms a part of historical thought and action throughout the centuries. From the concepts of pre-scientific thought of education presented by Aristotle, Plato, Socrates, Xenophon, Cicero, and Quintilian, through the Christian thought of Augustine, from the Middle Age

works of Hugo of St. Victor, Thomas Aquinas, into scientific era works of John Locke, J.J. Rousseau, J.H. Pestalozzi, Immanuel Kant, John Dewey, and countless others, educational history and development have been forever intertwined with the development of the social sciences.

THE PROGRAM

The degree candidate in the College of Education will demonstrate those vital skills that contribute to a successful career in research, organization, composition, analysis, and presentation. It is the goal of the College of Education to equip educators of the many institutions throughout the world, with the skills and knowledge to meet the challenges of the next century. With technology, psychology, sociology, history and science, all focusing light upon the new world, educators have to bridge the gap between the learners and the learned. The program offered by the American Global University College of Education is designed to improve educational practice and help researchers to solve some of the major problems that our teachers and our young generations are faced with. The program is a combination of teaching and research offered to self-motivated educators and practitioners.

THE UNDERGRADUATE PROGRAM

- I. **PREREQUISITES:** High school diploma or equivalent and demonstrating the ability to succeed in undergraduate study.
- II. **PROGRAM REQUIREMENTS:** The total semester units required for graduation are as follows: unit requirement for general education is dependent upon the past experience of the applicant; 39 semester units in core courses; 21 semester units in elective courses. A minimum of 36 credit hours must be earned at AGU.

ASSOCIATE OF ARTS (39 Credit Hours)

Dept. #	Title	Credit Hrs
ENG 100	English Grammar	3
ENG 101	English Composition I	3
MAT 101	General Mathematics	3
COM 105	Introduction to Computer Science	3
SOS 106	Introduction to Sociology	3
SOS 108	Introduction to History	3
MAT 111	College Algebra (Algebra I)	3

ENG 200	Basic Speech	3
SCI 200	General Biology	3
ENG 201	English Composition II	3
SOS 206	American Government	3
SOS 208	Introduction to US History	3
PSY 400	Introduction to Psychology	3

Electives: (21 Credit Hours)

Dept. #	Title	Credit Hrs
CHM 101	General College Chemistry I	3
MAT 112	Pre-Calculus (Algebra II)	3
SOS 109	Introduction to Geography	3
SOS 110	Introduction to Art	3
SOS 112	Religions of the World	3
MAT 170	Introduction to Statistics	3
ACT 201	Accounting Fundamentals	3
CHM 201	General College Chemistry II	3
SOS 201	Introduction to Social Sciences	3
SOS 203	Introduction to Philosophy	3
SOS 205	Introduction to Political Science	3
ECO 206	Introduction to Economics	3

BACHELOR OF ARTS IN EDUCATION

- I. PREREQUISITES : High school diploma or equivalent and demonstrating the ability to succeed in undergraduate study.
- II. PROGRAM REQUIREMENTS: The total semester units required for graduation are as follows: unit requirement for general education is dependent upon the past experience of the applicant; 60 semester units in core courses; 12 semester units in elective courses. Students must complete a minimum of 40 units at American Global University Comprehensive evaluation and counseling are most important at this degree level.

Core Courses (57)

Dept. #	Title	Credit Hrs
EDU 301	Philosophy of Education	3
PSY 302	Developmental Psychology	3
EDU 305	Educational Sociology	3
EDU 308	Foundations of Counseling	3
EDU 309	Educational Learning and Individual Differences	3
EDU 402	Intro. To Educational Psychology	3
EDU 403	Abnormal Psychology	3
EDU 405	Elementary Education	3
EDU 407	Secondary Education	3
EDU 409	Curriculum and Instruction	3
EDU 414	Philosophy of American Education	3
EDU 415	History of American Education	3
EDU 420	Cross-Cultural Counseling	3
EDU 422	Psychology & Education of Exceptional Children	3
EDU 430	Standard Tests in Education	3
EDU 431	Group Process and Interpersonal Relationships	3
EDU 450	Independent Research	3
EDU 499	Senior Paper/Project	6

Electives (9)

Dept. #	Title	Credit Hrs
EDU 310	Curriculum in Early Childhood	3
EDU 311	Child Socialization	3
EDU 312	Child Guidance	3
EDU 313	Young Children and Music	3
EDU 314	Young Children and the Arts	3
EDU 315	Young Children and Science	3
EDU 317	Young Children Language Arts and Literature	3
PSY 407	Theories of Learning	3
PSY 408	Human Development	3
PSY 409	Individual Differences	3

THE GRADUATE PROGRAM

The university offers programs at the College of Education in several different areas leading to Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) in Education in the following areas:

- Counseling
- Social Research Methodology.
- Special Education (Exceptional Children)
- Distance Education / Instructional Technology
- Curriculum and Instruction
- Administration
- Teaching English to Speakers of Other Languages (TESOL)*

*Master of Arts in TESOL (M.A.)

MASTER OF ARTS IN EDUCATION

- I. PREREQUISITES: A bachelor's degree in Education, Psychology, Social Sciences, or other related field from an accredited or acceptable institution of higher education.
- II. PROGRAM REQUIREMENTS:
 - a) The Master's programs require 36 semester units beyond the Bachelor's degree level. A minimum of 21 units of graduate work must be completed at American Global University.
 - b) The thesis, required of every candidate for the M.A. program, must be an independent study relevant to the student's field of study. An alternative to an independent study (thesis) would be a comprehensive examination that may be taken after student's successful completion of approximately 2/3 of the course requirement.

Program - Teaching English to Speakers of Other Languages (TESOL) Emphasis

American Global University's College of Education offers a Master of Arts in Education with an emphasis in TESOL. Our M.A. in TESOL program, completed solely by distance learning, focuses on preparing TESOL practitioners for leadership roles in a variety of educational institutions both in the United States and Abroad. The M.A. in TESOL

program is a 36 unit course of study that offers the student an opportunity to analyze and use both theory and practice through a combination of TESOL methodology, linguistics and education coursework. This program is designed for both prospective and experienced English as a Second Language (ESL) and English as Foreign Language (EFL) educators.

Upon the completion of the M.A. in TESOL Program from American Global University, students will have developed competencies and strategies in:

- Techniques of teaching listening, speaking, reading and writing to English language learners
- Application of second language learning theory to English teaching
- Teaching English as a foreign language
- The use of technology to create an enriched language learning environment within the classroom
- The teaching of grammar to both ESL and EFL learners
- The development of curricula designed to meet the needs of culturally diverse students

M.A. in TESOL- Course of Study (36)

Dept.	#	Title	Credit Hrs
TESL	521	Techniques of Teaching Listening and Speaking to Second Language Learners	3
TESL	522	Techniques of Teaching Reading and Writing to Second Language Learners	3
TESL	523	Principles of Linguistics	3
TESL	524	Academic Instruction designed for Culturally Diverse Students	3
TESL	526	Theory and Methods of Second Language Teaching	3
TESL	527	Teaching English as a Foreign Language	3
TESL	530	TESOL Practicum Project	3
EDU	598	Thesis I	3
EDU	599	Thesis II	3
Electives			9

Choose from the following electives:

TESL	525	Cross-Cultural Competencies	3
TESL	528	Topics in TESOL Research and Pedagogy	3
TESL	529	Methods of Research	3
EDU	512	Language Development	3
EDU	513	Educational Assessment	3

Program: Consulting or Social Research Methodology

Core Courses: (36)

Dept.	#	Title	Credit Hrs
EDU	501	Advanced Educational Psychology	3
PSY	502	Advanced Psychology	3
EDU	505	Survey Research Methods in Education	3
PSY	507	Abnormal Psychology	3
EDU	507	Theory and Practice	3
EDU	511	Measurement of Edu. Achievement	3
EDU	520	Current Issue and Prob. in Education	3
EDU	598	Thesis I	3
EDU	599	Thesis II	3

Electives

9

Program: Special Education (Exceptional Children)

Core Courses: (36)

Dept.	#	Title	Credit Hrs
EDU	501	Advanced Educational Psychology	3
PSY	502	Advanced Psychology	3
EDU	503	Edu. of Exceptional Individuals	3
EDU	511	Measurement of Edu. Achievement	3
EDU	513	Educational Assessment	3
EDU	518	Practicum & Field Study	3
EDU	523	Meth. & Mat. for the Gifted	3
EDU	598	Thesis I	3
EDU	599	Thesis II	3
Electives			9

Program: Distant Education/Instructional Technology

Core Courses (33)

Dept.	#	Title	Credit Hrs
EDU	502	Intro. To Distant Education	3
EDU	504	Educational Delivery Modes	3
EDU	509	Distance Education in the Information Age	3
EDU	510	The Internet and Education Technology	3
EDU	520	Current Issue and Problems in Education	3
EDU	531	International Issued in Distant Education	3
EDU	540	On-line Instruction & Support Technology	3
EDU	598	Thesis I	3
EDU	599	Thesis II	3
Electives			9

Program: Curriculum and Instruction

Core Courses (36)

EDU	500	Educational Foundation	3
EDU	505	Survey Research Method in Edu.	3
EDU	506	Measurement & Evaluation	3
EDU	507	Theory and Practice	3
EDU	508	Curriculum Development	3
EDU	514	Curriculum Theory & Practice	3
EDU	520	Current Issue and Prob. in Edu.	3
EDU	598	Thesis I	3
EDU	599	Thesis II	3
Electives			9

Program: Administration Core Courses (36)

EDU	500	Educational Foundation	3
EDU	507	Theory and Practice	3
EDU	508	Curriculum Development	3
EDU	520	Current Issue and Prob. in Edu.	3
EDU	525	Perspectives on Educational Administration	3
EDU	530	Instructional Improvement	3
EDU	535	Faculty Supervision and Management	3
EDU	598	Thesis I	3

EDU	599	Thesis II	3
Elective			9

EDU	799	Dissertation III	4
Electives			9

Electives: Master's Program

Dept.	#	Title	Credit (SU)
EDU	512	Language Development	3
EDU	515	Qualitative Research Methods	3
EDU	516	Advanced Educational Evaluation	3
EDU	521	Adv. Cross-Cultural Counseling	3
EDU	524	Quantitative Research Methods	3

DOCTOR OF PHILOSOPHY IN EDUCATION

I. PREREQUISITES:

- Possession of a Bachelor's Degree in an appropriate field from an accredited or acceptable institution.
- Possession of a Master's Degree from an accredited or acceptable institution of higher education.
- Demonstrating the ability to succeed in graduate study at the Doctoral Degree level.

II. PROGRAM REQUIREMENTS:

- The Doctorate's program requires 42 semester units above Master's degree level. A minimum of 30 units must be completed at American Global University.
- A dissertation is required and must be an independent study relevant to the student's field of study.

**Program: Consulting or Social Research Methodology
Core Courses (39)**

Dept.	#	Title	Credit Hrs
EDU	700	Educational Psychology	3
EDU	701	Human Abilities	3
EDU	702	Individual and Group Counseling	3
EDU	703	Current Theories and Philosophy Of Education	3
EDU	705	Research Design and Stat. in Edu.	3
EDU	707	Administration of Educational Institutions	3
EDU	714	Advanced Developmental Psychology	3
EDU	720	Principles of Educational Learning and Instruction	3
EDU	750	Project/Practicum in Counseling	6
EDU	797	Dissertation I	2
EDU	798	Dissertation II	3
EDU	799	Dissertation III	4
Electives			3

**Program: Special Education (Exceptional Children)
Core Courses (33)**

EDU	720	Principles of Educational Learning and Instruction	3
EDU	731	Project/Practicum in Exceptional Children	3
EDU	761	Advanced Individual Research	3
EDU	762	Ad. Readings in Special Education	3
EDU	768	Field Study	6
EDU	780	Internship	6
EDU	797	Dissertation I	2
EDU	798	Dissertation II	3

**Program: Distant Education/Instructional Technology
Core Courses (36)**

EDU	716	Curriculum and Instruction in Distance Education	3
EDU	717	Global Education in Higher Ed.	3
EDU	720	Principles of Educational Learning and Instruction	3
EDU	730	International Education	3
EDU	752	Special Projects in Distance Education	3
EDU	753	The Computer and Distant Ed.	3
EDU	780	Internship	6
EDU	797	Dissertation I	2
EDU	798	Dissertation II	3
EDU	799	Dissertation III	4
Electives			9

**Program: Curriculum and Instruction
Core Courses: (36)**

EDU	704	Adv. Curriculum Development	3
EDU	715	Reflective Teaching	3
EDU	718	Methods of Student Teaching	3
EDU	722	Alternatives in Curriculum Building	3
EDU	733	Independent Research	6
EDU	740	Teaching and Learning in the Elementary School: Focus on Curriculum	3
EDU	780	Internship	6
EDU	797	Dissertation I	2
EDU	798	Dissertation II	3
EDU	799	Dissertation III	4
Electives			6

**Program: Administration
Core Courses: (33)**

EDU	720	Principles of Educational Learning and Instruction	3
EDU	745	Human Resource Administration	3
EDU	755	Organization of Higher Education	3
EDU	765	The Junior College	3
EDU	770	University Teaching	3
EDU	775	Leadership Skills	3
EDU	780	Internship	6
EDU	797	Dissertation I	2
EDU	798	Dissertation II	3
EDU	799	Dissertation III	4
Electives			9

Electives: Doctorate Program

Dept.	#	Title	Credit Hrs
EDU	706	Language Acquisition	3
EDU	708	Earth Ethics and Education	3
EDU	709	Advanced Theories in Education	3
EDU	710	Adv. Philosophy of Education	3
EDU	711	The Middle School	3
EDU	712	Social Ed in Cross Cult. Perspect..	3

EDU	719	Family Counseling and Psychotherapy	3
EDU	721	Performance-Based Assessment	3
EDU	728	Principle of Career Planning	3
EDU	732	Advanced Educational Psychology	3
EDU	777	Independent Study (Research and Critique in Education)	3
EDU	784	Early Childhood Curriculum	3
EDU	785	Field Experience: Strategies for Exploring Diversity in Schools	3

COURSE DESCRIPTIONS

GENERAL EDUCATION

ACT 201 Accounting Fundamentals 3 Credit hours
Theory and application of accounting principles for recording, summarizing, and reporting business transactions designed mostly for external uses. It includes valuation of asset items and handling liability and capital accounts of the balance sheet, as well as, revenue and expense recognition in preparation of the income statement. The emphasis in this course is on the financial aspect of accounting. (Prerequisite: General Mathematics or approval of academic advisor.)

CHM 101 General College Chemistry I 3 Credit hours
This course presents an intensive technical program in general and inorganic chemistry for those in various professional curricula demanding competence in utilization of basic chemical principles and information. Emphasized are the relationships between structure and properties of matter. Chemical principles are presented both qualitatively and quantitatively.

CHM 201 General College Chemistry II 3 Credit hours
This course presents kinetic theory and thermodynamics of gas phase, thermo-chemistry, molecular interactions in liquids and solids, acid-base and solubility equilibria, free energy and reactivity. (Four hours of video lab is a requirement.)

COM 105 Introduction to Computer Science 3 Credit hours
This course familiarizes the student with foundations of algorithmic problem solving, problem specification, program design, and subsequent implementation using a high-level, structured, modern programming language. Also presented are computer hardware and software (including user view of operating systems), history of computing, computers in society and ethics. The student is introduced to the basic components of programming languages, although a specific programming language (e.g. C++, Java, Modula 3) is used for program implementations.

ECO 206 Introduction to Economics 3 Credit hours
This course provides an introduction to the principles, tools and models governing economics analysis with an overview of micro and macroeconomics, emphasizing terminology

and methods of micro and macroeconomics. Includes a study of contemporary economics issues and problems.

ENG 100 English Grammar 3 Credit hours
This course is intended to function as an introduction to college level composition. The course will emphasize composition, developing a personal style and gaining a sense of purpose and audience. The student will demonstrate an understanding of the writing process through completion of business letters, resumes and a research paper.

ENG 101 English Composition I 3 Credit hours
The course is an introduction to the principles and methods of composition in the development of writing skills. Important components are reading skills, critical thinking, synthesis and the correct use of grammar and vocabulary.

ENG 200 Basic Speech 3 Credit hours
Designed as an introduction to the principles of speech and communication, the student will become familiar with the basic principles involved in speech writing and public speaking.

ENG 201 English Composition II 3 Credit hours
An analysis and application of methods of composition in the enhancement of writing skills.

MAT 101 General Mathematics 3 Credit hours
Set, system of numeration, problem solving, real number system, consumer mathematics, mathematical system, probability, and statistics.
Prerequisite: one year of high school algebra and geometry.

MAT 111 Algebra I 3 Credit hours
Cartesian coordinate, graphing, lines, parabolas, functions, inverse functions, rational functions, exponential and logarithmic functions, roots of polynomials, system of linear equations, matrices, determinants, counting rules, mathematical induction, binomials.
Prerequisite: three semesters of high school algebra and one year of high school geometry.

MAT 112 Pre-calculus (Algebra II) 3 Credit hours
Trigonometric functions and their applications, inverse trigonometric functions, trigonometric identities, trigonometric equations, law of sines and cosines, complex numbers and DeMoivre's formula.
Prerequisite: six semesters of high school algebra or college algebra.

MAT 155 Discrete Mathematics I 3 Credit hours
Topics include: mathematical logic and proof techniques, predicate calculus with applications in computer programming, Boolean algebra and computer hardware. Set theory, combinatorics, finite state machines, and complexity of algorithms.

MAT 170 Introduction to Statistics 3 Credit hours
The course will cover the following areas: percentiles, arithmetic mean, histograms, random numbers, normal

curve, dichotomous curve, population, dispersion, correlation factor, error factor, standard deviation, regression, variance, covariance, chi-square tests, sequential analysis, binomial distribution, up and down method, discrete distribution.

MAT 241 Calculus I 3 Credit hours
Topics include: Calculus of functions of single variable; Limits and continuity; Differential and integral of polynomial; Rational, and trigonometric functions; Applications of derivatives; Definite integral and its application in calculation of area.

MAT 242 Calculus II 3 Credit hours
Prerequisite: MAT 241
Topic include: Transcendental functions and their derivative and integrals; Applications and different techniques of integration; Infinite series and sequences; Conic sections; Parameterized curves; Polar coordinates and graphs.

MAT 253 Calculus III 3 Credit hours
Prerequisite: MAT 242
Topics include: vectors and solid analytic geometry, vector valued functions; partial differentiation; gradients and directional derivatives; multiple integrals; integration in vector fields; path independence, potential functions, and conservative fields.

PSY 400 Introduction to Psychology 3 Credit hours
This course is designed to provide a basic framework for understanding fundamental theories regarding human behavior and psychology. The student is expected to gain an understanding and basic knowledge of the primary issues, concepts and tenets of human psychology and behavior in relation to consciousness, learning, cognition, memory, thinking, human development, abnormal behavior and cultural diversity.

SOS 106 Introduction to Sociology 3 Credit hours
This course is designed to familiarize the student with the science of evaluation, structure and functioning of human society, characteristics of social life and process of social interaction. Included are systematic studies of human institutions and social relationships as well as the principles underlying their function.

SOS 108 Introduction to History 3 Credit hours
This course is an introduction to the history of the modern world. Since no single memory or accounting can relay what has happened in the past, the student is asked to open his/her mind and explore the possibilities of what might have been.

SOS 109 Introduction to Geography 3 Credit hours
The regional geography of the world, population agglomerations, scale, culture, physical geography, site and situations, super nationalism, federations, irredentism, isolated states, geography of languages, nomadism, urban dominance, ecological trilogy, boundaries, feudalism,

pluralism, physiological density measure, industrial locations, exchange economy, modernization, buffer states, heartland theory, developed vs. underdeveloped regions, Pleistocene cycles, regions of the world: Europe, North America, Central and South America, North Africa and Southeast Asia, Africa, India, China.

SOS 110 Introduction to Art 3 Credit hours
This course will concentrate on introducing the student to the art of the ages. In an attempt to provide insight to the layman, the course will view works of art in the context of time and circumstance. The course will explore personal taste as a part of art history and the continuous process in which established values are discarded and neglected ones are rediscovered.

SOS 203 Introduction to Philosophy 3 Credit hours
Philosophy is defined as the love and pursuit of wisdom by intellectual means. This course was designed to familiarize the student with the basic elements of ethics, social philosophy, political philosophy, philosophy of art, philosophy of religion, the theory of knowledge and metaphysics. The course will include the origin of Greek cosmology and philosophy and the beginning of systematic thought and scientific investigation concerning origin and nature of the material world, metaphysics and the theory of knowledge

SOS 205 Introduction to Political Science 3 Credit hours
This course will introduce the student to the basic ideologies of politics, political theories and structure.

SOS 206 American Government 3 Credit hours
This course is designed to familiarize the student with the leading areas of American political thought from the founding days of our country to the present. The course covers the route of American government and characteristics of American democracy and the American people. It also explains the major political philosophies, their political themes and questions of political theory. The course will also emphasize the role of the U.S. Constitution and offer a glimpse into human personality and the unique conditions that created such a strong desire for democracy.

SOS 208 Introduction to U.S. History 3 Credit hours
This course presents an introductory study of the history of the United States by focusing on the colonial origins, cultural heritages, political institutions, economic development and social interaction that created our contemporary society.

SOS 112 Religions of the World 3 Credit hours
This course is designed to familiarize the student with the movements and themes of the major religions of the world.

SOS 201 Introduction to Social Sciences 3 Credit hours
This course will attempt to develop an overall comprehensive understanding of human society and culture in all forms by emphasizing interdisciplinary themes in anthropology, history, economics, geography, psychology, sociology and political science.

BACHELOR'S COURSES

EDU 301 Philosophy of Education 3 Credit hours
Theories of knowledge, value and reality and contemporary systems of thought and education are explored. The course examines the problems of education in the light of philosophy; the meanings of and the significance of present philosophical points of view; education's aims and values; democracy and education; and relationships of various philosophical outlooks.

EDU 302 Developmental Psychology 3 Credit hours
This course is designed to familiarize the student with the multifaceted aspects of growth and development of man from conception to late adolescence period. It covers the biological and psychosocial processes of development.

EDU 305 Educational Sociology 3 Credit hours
This course is an introduction to the educational system in the United States, with a unique emphasis upon its interdependent relationship to the culture and society at large. It includes the nature of education, its aims, and the role of the teacher in United States society. Following this introduction, an in-depth look at key concerns in United States education is included. It includes current information from sociological, political, and anthropological sources and covers such concerns as television and education, computers in education, government involvement in education, and women and education. A study of private education introduces students to alternative career possibilities.

EDU 308 Foundations of Counseling 3 Credit hours
This course provides the student with an overview of the principles and concepts of counseling. Included is an examination of individual and group dynamics, interview techniques for the beginning counselor and the development of a personal theory of counseling. This course stresses basic theories in counseling and interpersonal relationships.

EDU 309 Educational Learning & Individual Differences 3 Credit hours
A review of research on perception, learning and memory processes. Emphasis on research procedures and analysis of problems of school learning. Research theory of teaching-learning process related to children, individual differences and their development; learning theory applied to the teaching of specific school subjects; evaluation of classroom learning.

EDU 310 Curriculum in Early Childhood 3 Credit hours
"This comprehensive guide provides information on planning programs with a play-based, developmental curriculum for children from birth to five years of age and covers basic principles and current research in early childhood curricula. The [course] is unique in that it discusses the creative play model for use with children from infancy through preschool by presenting an integrated,

individualized curricular approach that helps teachers to be sensitive to, and to plan for, young children with a variety of developmental and cultural backgrounds.

EDU 311 Child Socialization 3 Credit hours
This course provides students with information regarding the socialization of children into the school environment.

EDU 312 Child Guidance 3 Credit hours
This course "provides practical child guidance strategies based on a solid foundation of child development research and family studies. Using a three-part approach, the [course] provides excellent coverage of the issues that are influencing child guidance today. Part I [of the course] discusses three styles of care giving, positive discipline strategies and how to manage a child's environment, and child development. Part II applies practical, constructive child guidance strategies designed to help children deal with stress, self-esteem, anger management, aggression, and prosocial behavior. Part III describes a variety of theories of child guidance and advocates an eclectic decision-making model to choosing positive discipline strategies and encourages problem solving using real-life examples."

EDU 313 Young Children and Music 3 Credit hours
This course in Music in Early Childhood "covers all aspects of music, including rhymes, songs, movement, playing music and listening to music from preschool through third grade. With its sequential, developmental approach, the book provides diverse musical activities, materials, and experiences along with guidelines for introductions and techniques for teaching music. Appropriate as a main text for upper-level college courses for music and education majors, it balances the needs of music educators and early childhood classroom teachers.

EDU 314 Young Children and the Arts 3 Credit hours
This course "shows future and current early childhood teachers how to integrate children's natural creative expression and play into the preschool-primary grade curriculum in a way that fosters learning and growth."

EDU 315 Young Children and Science 3 Credit hours
The course is "organized to provide background and rationale for teaching science first, followed by specific science content paired with activities and exercises created especially for use with children in preschool and primary grade settings. Practical applications, and a wealth of science examples that are a part of children's lives, help make concepts meaningful both to future teachers and to the children they will teach. "

EDU 317 Young Children Language Arts and Literature 3 Credit hours
This course "combines theory, a strong research base, and practical applications for literary instruction in pre-kindergarten through grade three classes. It emphasizes what *children* do as they explore reading, writing, speaking, and listening and how *teachers* can strengthen children's *natural* exploration of literacy behaviors. The text is

designed to stimulate extensive personal reflection, additional reading in the professional literature, field experiences, and discussion among students.”

EDU 402 Introduction to Educational Psychology

3 Credit hours

Includes fundamentals of behavior; learning and development, as well as educational measurement and statistics. Includes also a critical study of the nature of individual differences and their significance for learning and instruction.

EDU 403 Abnormal Psychology

3 Credit hours

This course is designed to familiarize the students with the basic conceptual framework and empirical aspects of abnormal behaviors in man with due emphasis placed on their causation, treatment, and psychosocial implications.

EDU 405 Elementary Education

3 Credit hours

This course focuses upon philosophies and concepts of teaching that should be considered by all who are planning to teach adolescents. Although many of the discussions and references deal with secondary conditions and problems, it has become quite evident to experienced school administrators that teaching at the earlier grade levels can be measurably enhanced by understanding the problems that are created at the secondary level by poor preparation at the earlier grades. The course includes realistic concerns for all teachers as we view the politics of school management and of campus pressures that affect the learning process. New trends in technology, techniques of teaching, and bilingual education in a pluralistic society are thoroughly discussed.

EDU 407 Secondary Education

3 Credit hours

This course is designed to provide the student the basic concept and issues in the field of secondary education. It is designed for those concerned with fundamental instruction skills which affect student learning. The skills represent a base on which to develop experiential skills. This course is best suited for those who are, or soon will be, educators or administrators in secondary schools whether public or private.

EDU 409 Curriculum and Instruction

3 Credit hours

Inclusion of the various areas of curriculum study covering the dimensions of the curriculum enterprise, the bases on which decisions regarding the substance of curricula are made, the components of the curriculum, the ways in which curricula can be organized and the processes of curriculum development and implementation. Identification of different curriculum theories found in the schools of the United States. Modification of the state approved curriculum for exceptional students thereby allowing them to function as much as possible in the regular classroom. Problems of relationships of exceptional students with regular students and regular education teachers interfacing with Designated Instructional Services (DIS) to provide the most appropriate curriculum based on the Individualized Education Program (IEP) for that student.

EDU 414 Philosophy of American Education

3 Credit hours

Theories of knowledge, value and reality and contemporary systems of thought and education are explored. Examines the problems of education in the light of philosophy; the meanings of and the significance of present philosophical points of view; education's aims and values; democracy and education; and relationships of various philosophical outlooks.

EDU 415 History of American Education

3 Credit hours

A critical analysis of the relationships between major social and historical developments in United States Education, emphasizing goals, purposes, scope and functioning of elementary and secondary education. The course includes the application of theory and practice of historical inquiry into research in the history of United States Education.

EDU 420 Cross-Cultural Counseling

3 Credit hours

This course provides an examination of the socio-psychological aspects of counseling the culturally different person. Specific techniques and approaches will be delineated through case studies and a survey of our multicultural-cultured, contemporary society. Stresses understanding and sensitivity to persons from diverse backgrounds.

EDU 422 Psychology & Education of Exceptional Children

3 Credit hours

The aims of this course are to provide insights into the strengths and weaknesses of the exceptional child, and to increase awareness in the student of formal and informal means of assessing cognitive, affective, and perceptual strengths and weaknesses. Attention will also be given to the planning and implementation of educational strategies to satisfy the needs of the special student and to introduce relevant legislation and the implications it holds for management of the exceptional child.

EDU 430 Standard Tests in Education

3 Credit hours

This course presents a balanced study of measurement and evaluation topics in a style which encourages student involvement. The importance of treating measurement and evaluation as active disciplines is emphasized throughout. The strategy is to help students first acquire a thorough knowledge of concepts and procedures, and then to involve them in the processes of measurement and evaluation. Numerous actual examples and assignments are included to illustrate major points as students learn to plan an evaluation; develop objectives; evaluate and select measurement instruments; develop a measurement instrument and perform an item analysis; establish implementation procedures; and use statistics to analyze results.

EDU 431 Group Process & Interpersonal Relationships

3 Credit hours

This course will provide the student with an opportunity to examine in great detail the meaning, effects, and processes of group interaction. There will be emphasis given to personal growth and development, increased human skills such as direct and forceful presentation of ideas; growth in self-assurance and personal carriage; the unfragmented personality as well as the congruent human features of the well-balanced individual; and extensive reading in current literature relating to group dynamics and social processes.

EDU 450 Independent Research 3 Credit hours
The goal of this guideline is to give the student an opportunity to expand his/her program in the arena of a related subject that will meet his/her specific professional needs.

EDU 499 Senior Paper/Project 3 Credit hours
With the consent and advice of the professor, the student will select a topic for research. Within the framework of this research the student will demonstrate: the ability to compile a current bibliography primarily from primary sources including unpublished dissertations and case studies; the ability to organize a study on his/her own to follow over a specific course of time the progress of factors influenced not only by time alone but by educational, psychological, or other environmental factors which the researcher can closely regulate, measure, monitor, and report; the ability to draw conclusions based upon the findings of this research and make recommendations for the verification of the findings; the ability to critique the project once it has been completed. The final project will be subject to approval by the faculty professor using these guidelines.

MASTER'S COURSES

EDU 500 Educational Foundation 3 Credit hours
This graduate course provides "coverage of history, sociology, politics and philosophy of education, as well as the nature of school environments and the teaching profession. Not only will students benefit from the content of the excerpts, but they will also be learning about the value of using literature, art, and primary sources in their own teaching."

EDU 501 Advanced Education Psychology 3 Credit hours
This course addresses some of the continuing research on learning and teaching: How people process and store information; what motivates students to learn; how teachers can meet the needs of increasingly diverse classrooms and, as a result, bring new insights to understanding the role of today's classroom teacher.

EDU 502 Intro. To Distant Education 3 Credit hours
This course provides an introduction to the exciting world of distant education and informational technology. Students will be introduced to various aspects of global education via the Internet and new techniques used in teaching students.

PSY 502 Advance Psychology 3 Credit hours

A study of major theories and perspective on personality, including trait, psychodynamic, behaviorist, and humanistic theories. Methods of personality research and relevant findings are also introduced and applied to real world settings.

EDU 503 Education of Exceptional Individuals 3 Credit hours

The aims of this course are to provide insights into the strengths and weaknesses of exceptional individuals, and to increase awareness, in the student, of formal and informal means of assessing cognitive, affective, and perceptual strengths and weaknesses. Attention will also be given to the planning and implementation of educational strategies to satisfy the needs of the special student.

EDU 504 Educational Delivery Modes 3 Credit hours
The aim of this course is to provide students with insight as to the various modes through which education is delivered to today's student population and to devise newer and more efficient modes for the future.

EDU 505 Survey Research Methods in Education 3 Credit hours

This course "covers all of the traditional topics of an educational research text with a distinctive emphasis that stresses the need for working educators to continue in the role of researchers while they teach. Material focuses on research in its most practical sense—as a system for examining and analyzing educational outcomes—and on the many ways in which teachers, administrators, and guidance counselors can apply research findings to help students solve the day-to-day problems they face."

EDU 506 Measurement & Evaluation 3 Credit hours
This course provides students with "all the skills and procedures students need to become competent consumers and producers of educational research. It uses a direct, step-by-step approach to the topic, while placing a strong emphasis on evaluation of student performance."

EDU 507 Theory and Practice 3 Credit hours
This course is concerned with "classroom instruction, teacher effectiveness, and school effectiveness and the impact they have on educating students in schools today. The [course] integrates both theoretical and applied research addressing effective teaching with an emphasis on understanding and improving both teaching and learning in schools."

EDU 508 Curriculum Development 3 Credit hours
The course presents "sound curriculum and instruction base emphasizing the development of a total school program for grades K-12.."

EDU 509 Distance Education in the Information Age 3 Credit hours
Students are provided with insight as to how modern education is a part of the innovative Information Age and as

to how it will continue to grow, evolving into a new and beneficial avenue to today's students.

EDU 510 The Internet and Education Technology

3 Credit hours

This course introduces students to the importance of the Internet to today's educational technology. "Internet hardware, software, protocols, and transmission methods are studied with an eye towards their pragmatic use for education."

EDU 511 Measurement of Education Achievement

3 Credit hours

The course is concerned with the "assessment of individuals with mild to moderate disabling conditions in a clear and understandable manner. It uses application exercises and case studies to help students make the transition of technical material from the classroom to real world experiences. Written especially for future educators who will work in public schools, this [course] takes students through all the phases of assessment procedures - from the calculations of chronological age scores and raw scores - to writing effective educational objectives required for Individual Educational Programs."

EDU 512 Language Development 3 Credit hours

Students will be introduced to many aspects of language development including "children who are learning language — beginning with infancy and covering such areas as infant-adult communication, first words, language addressed to children, hearing impairment, stuttering, and second language learning."

EDU 513 Educational Assessment 3 Credit hours

This course "introduces future teachers to those elements of measurement and assessment essential to good teaching. Its straightforward treatment [is based on the] belief that evaluation of learning plays a pivotal role in the instructional process and that its effectiveness depends on a teacher's ability to construct and select valid evaluation instruments."

EDU 514 Curriculum Theory & Practice 3 Credit hours

This course takes up where EDU 508 ends. The course provides an in-depth study of curriculum theory and practice (how it is utilized and implemented).

EDU 515 Qualitative Research Methods 3 Credit hours

Students will be involved in the use of qualitative research methods in evaluating and guiding educational practice.

EDU 516 Advanced Educational Evaluation

3 Credit hours

This course is research oriented in nature and consists in in-depth use of reading and studying texts in the area. No textbook is required but students are required to do intensive research over the Internet and through local university Interlibrary Loan programs.

EDU 518 Practicum & Field Study 3 Credit hours

Students will conduct research through the use of a Practicum or Field Study. This course should cover a minimum of 90 hours of student participation.

EDU 520 Current Issue and Problems in Education

3 Credit hours

A review of some of the major significant and important issues and problems prevalent in education today. The course specifically "explore and explicate the human cognitive capacities that transcend computation, as well as substantially affect our judgment and action. Numerous critical issues are addressed from educational standards, to the environmental/social and moral dimensions, to the role of the senses in human development."

EDU 521 Adv. Cross-Cultural Counseling 3 Credit hours

This course is specifically concerned with the limitations of traditional psychological theories and approaches when applied to people of African descent. It provides information on how the African Centered Perspective is defined, as well as how it operates in the context of the African American family with regard to identity development, education, mental health, research, and managing contemporary issues."

EDU 523 Methods & Materials for the Gifted

3 Credit hours

This course " helps classroom teachers identify and plan for gifted children from special populations, including children with disabilities, minorities, the learning disabled, preschoolers, the exceptionally gifted, gifted females and underachievers. Focusing on working with these students in an inclusive setting, the text examines how teachers can help these students reach their potential."

EDU 524 Quantitative Research Methods 3 Credit hours

Students will be introduced to the science of Quantitative Research Methods.

EDU 525 Perspectives on Educational Administration

3 Credit hours

This course "administrators achieve successful technology-based applications in their schools. It enables administrators to provide children with positive technology-based experiences that will help them become productive citizens in the 21st century. "

EDU 530 Instructional Improvement 3 Credit hours

The course 'explore the dimensions of leadership in theory and in practice and to demonstrate how principals can substantially improve schooling. "

EDU 531 International Issued in Distant Education

3 Credit hours

Students will be introduced to the development of Distant Education in other countries and to the internal operation of Distant Learning programs throughout the world.

EDU 535 Faculty Supervision and Management

3 Credit hours

Students are introduced to “clinical and instructional supervision uses a broad-based approach to acknowledge the diversity of practice environments in supervision by focusing on skills needed to be successful, rather than on titles or the specific tasks of supervision.”

EDU 540 On-line Instruction & Support Technology 3 Credit hours

This course introduces students to the use, development, and diversity of on-line instruction. Further the course provides information relating to support technology and the development of syllabi and curriculum on on-line environments.

EDU 598 Thesis I 3 Credit hours

Includes the following stages:

- a. Submission of research proposal.
- b. Submission of the first two chapters upon the acceptance of the proposal.

EDU 599 Thesis II 3 Credit hours

Includes the following stages:

- a. The submission of the thesis’s remaining chapters.
- b. The submission of the total thesis for approval.

DOCTORAL COURSES

EDU 700 Educational Psychology 3 Credit hours

This course is designed for prospective teachers in all grade levels, kindergarten through high school. It is a clear and comprehensive coverage of cognitive strategies and their application to classroom teaching. Special attention is paid to the needs of diverse learners and the challenges they create for classroom teaching. This course provides many teaching strategies to give students the confidence to apply their knowledge to future teaching assignments.

EDU 701 Human Abilities 3 Credit hours

A course designed to provide the graduate student with an overview of human nature and abilities. Included will be an analysis of the sociological, psychological, and behavioral motivations in nearly all forms of human endeavor. The emphasis in this course will be upon the areas of human behavior where psychological, sociological and biological factors overlap and intertwine.

EDU 702 Individual and Group Counseling 3 Credit hours

The course provides an ” introduction to the history, dynamics, diversity, leadership, ethics, and development that are part of the lives of groups. It then presents an extensive discussion of the issues and procedures for working with groups throughout the lifecycle. Finally, [the course] discusses the evolution, practice, and outcomes of 11 prominent theoretical ways of conducting groups.”

EDU 703 Current Theories and Philosophy of Education 3 Credit hours

Students are introduced to “various schools of thought, with due regard to historical influence and settings, and provides a balanced critical treatment of each philosophy. ”

EDU 704 Advance Curriculum Development and Problems 3 Credit hours

This course is designed to give the student a comprehensive overview of the field of curriculum development with due emphasis placed on curriculum procedures, curriculum practices in elementary, junior and high schools as well as the political dimension of curriculum development. Such an overview will also cover issues related to training programs for curriculum development.

EDU 705 Research Design and Statistics in Education 3 Credit hours

Selection of a problem in Education, formulation if hypothesis, identification of possible approaches to the improvement of or solution to the stated problem, and a declaration of the choice of appropriate research procedures to be used. Also, complete an investigation of relevant studies of materials in the area of the selected problem. Student will understand the techniques of historical, experimental, descriptive and case study research. Development of a research proposal utilizing techniques of problem solving, hypothesis testing, research design, literature review and statistical inference.

EDU 706 Language Acquisition 3 Credit hours

The course will present “essays, interviews and actual classroom examples from current researchers like Anne Haas Dyson and Kenneth Goodman with the primary classic work of theorists like Piaget and Vygotsky.”

EDU 707 Administration of Educational Institutions 3 Credit hours

The course presents “general principles of leadership and management as specifically applied to educational institutions. ... [The course reveals the] best of what has been produced by researchers across the full spectrum of the field. [Through the course, students will] recognize the need for both a systematic and systemic understanding of ‘leadership,’ and present leadership as a multiple - perspective activity informed by four dimensions: Inquiry, Communication and Human Interaction, Analysis and Planning, and Decision-Making and Change.”

EDU 708 Earth Ethics and Education 3 Credit hours

This course is an excellent evaluation of earth ethics that can be of exceptional benefit to teachers in any area of education. The course presents “animal rights/animal liberation and environmental ethics—in addition to current topics such as ecological feminism, and practical applications.“

EDU 709 Advanced Theories in Education 3 Credit hours

This course is designed to meet the student’s need for a comprehensive review of learning theories based on empirically established facts and findings instrumental and

conductive to any type of learning/educational procedure/process.

EDU 710 Adv. Philosophy of Education 3 Credit hours
Theories of knowledge, value and reality and contemporary systems of thought and education are explored. The course examines the problems of education in the light of philosophy; the meanings of, and the significance of, present philosophical points of view; education aims and values; democracy and education; and relationships of various philosophical outlooks.

EDU 711 The Middle School 3 Credit hours
Students will obtain in-depth information regarding the Middle School system in American education.

EDU 712 Social Education in Cross Cultural Perspective 3 Credit hours
This course is a “comprehensive review of the most recent and important social theory and research about modern educational systems and the social functions of schooling in modern, commercial society. [The course presents a] multi-disciplinary, social-psychological, and cross-cultural in approach.”

EDU 714 Advanced Developmental Psychology 3 Credit hours
This course is designed to familiarize the student with the multifaceted aspects of growth and development of man from conception to the late adolescence period. It covers the biological and psychosocial processes of development.

EDU 715 Reflective Teaching 3 Credit hours
The course presents a study whereby students reflect on current classroom practices through analysis, synthesis, and critical thought processes.

EDU 716 Curriculum and Instruction in Distance Education 3 Credit hours
Students will be presented to theories pertaining to curriculum, curriculum development, evaluation of modern trends in the field of Distant Education.

EDU 717 Global Education in Higher Ed. 3 Credit hours
This course is concerned with the role of Distant Education in the field of higher education.

EDU 718 Methods of Student Teaching 3 Credit hours
This course “promotes student reflection on recognized best practices and personal growth as a professional teacher. Rather than reading about situations and typical teaching problems, the ... [course] sequentially guides the new teacher in the process of identifying, analyzing, and dialoguing teaching and learning strategies.”

EDU 719 Family Counseling and Psychotherapy 3 Credit hours
This course explains in close detail the practice, and difficult maneuvers, of family therapy. It, further, codifies

the methods of some of the most successful members of the profession. The course provides clear and sensitive guidelines, for neophyte and expert alike, to a full repertory of interventions. This study takes the comprehensive approach of the therapist going from the opening moves, when various therapeutic targets are defined, to the final moments when the family achieves more effective functioning.

EDU 720 Principles of Educational Learning and Instruction 3 Credit hours
Students will be introduced to various aspects of educational learning and instruction.

EDU 721 Performance-Based Assessment 3 Credit hours
This courses addresses the issues of: “current methods, important decisions, planning tasks, and ethical issues that face the evaluator” of Performance-Based Assessment programs.

EDU 722 Alternatives in Curriculum Building 3 Credit hours
This course “focuses on the process of curriculum development and the process of making practical curriculum decisions. It examines the external factors influencing curriculum development, such as politics, society, and personal attitudes, while presenting readers with a variety of approaches to curriculum development.”

EDU 728 Principle of Career Planning 3 Credit hours
This course provides a series of interactive activities that help student develop their career plans.

EDU 730 International Education 3 Credit hours
This course presents an in-depth view of the role of international education in the 21st Century.

EDU 731 Project/Practicum in Exceptional Children 3 Credit hours
In collaboration with the instructor, students pursue selected readings in the study of Special Education (Exceptional Children) and then prepare a brief project proposal. This course is intended to allow students to add in a significant manner to the body of knowledge in study of Special Education through mini-research, field investigations, and explorations of real world situations. Students will conduct research through the use of a Practicum. This course should cover a minimum of 120 hours of student participation.

EDU 732 Advanced Educational Psychology 3 Credit hours
This course addresses some of the continuing research on learning and teaching: how people process and store information; what motivates students to learn; how teachers can meet the needs of increasingly diverse classrooms and, as a result, bring new insights to understanding the role of today’s classroom teacher.

EDU 733 Individual Research 3 Credit hours
With the consent and advice of the professor, the student will select a topic for research. Within the framework of

this research the student will demonstrate: the ability to compile a current bibliography primarily from primary sources including unpublished dissertations and case studies; the ability to organize a study on his/her own to follow over a specific course of time the progress of factors influenced not only by time alone but by educational, psychological, or other environmental factors which the researcher can closely regulate, measure, monitor, and report; the ability to draw conclusions based upon the findings of this research and make recommendations for the verification of the findings; the ability to critique the project once it has been completed. The final project will be subject to approval by the faculty professor using these guidelines.

EDU 740 Teaching and Learning in the Elementary School: Focus on Curriculum 3 Credit hours

The course provides insight into “teaching and curriculum development in the contemporary elementary school uses an interactive, reflective, and research-based approach supported with numerous practical explanations, examples, and illustrations. Written in easy-to-understand language, it 1) covers the historical, philosophical, social, and psychological background of teaching and curriculum development, 2) outlines the steps and strategies for planning, implementing, and assessing the curriculum and for teaching throughout construction of traditional or thematic teaching units, and 3) offers an overview of the various subject areas taught in the elementary school (concepts, goals, resources, and tools). “

EDU 745 Human Resource Administration 3 Credit hours

This course presentation is “designed to cover each of the eleven processes related to the human resource function. The text focuses on the management of the school system's human resources and discusses whose qualities and performance determine system outcomes in educational administration. Several important themes throughout the ... [course] provide a conceptual foundation for gaining insight into the nature of the human resource function, its eleven processes, its boundaries, and how it interlinks to other administrative functions”.

EDU 750 Project/Practicum in Counseling 6 Credit hours

In collaboration with the instructor, students pursue selected readings in the study of Educational Consulting and then prepare a brief project proposal. This course is intended to allow students to add in a significant manner to the body of knowledge in study of Consulting through mini-research, field investigations, and explorations of real world situations. Students may conduct research through the use of a Practicum. This course should cover a minimum of 120 hours of student participation.

EDU 752 Special Projects in Distance Education 3 Credit hours

In collaboration with the instructor, students pursue selected readings in the study of Distant Education and then prepare a brief project proposal. This course is intended to allow

students to add in a significant manner to the body of knowledge in study of DE through mini-research, field investigations, and explorations of real world situations. Students will conduct research in the development of a special project. This course should cover a minimum of 120 hours of student participation.

EDU 753 The Computer and Distant Ed. 3 Credit hours
Students will be introduced to the role of the computer and computer technology in Distant Education.

EDU 755 Organization of Higher Education 3 Credit hours

This course present in insightful view of the organization, diversity, and development of higher education in the United States.

EDU 761 Advanced Individual Research (Special Education) 3 Credit hours

With the consent and advice of the professor, the student will select a topic for research. Within the framework of this research the student will demonstrate: the ability to compile a current bibliography primarily from primary sources including unpublished dissertations and case studies; the ability to organize a study on his/her own to follow over a specific course of time the progress of factors influenced not only by time alone but by educational, psychological, or other environmental factors which the researcher can closely regulate, measure, monitor, and report; the ability to draw conclusions based upon the findings of this research and make recommendations for the verification of the findings; the ability to critique the project once it has been completed. The final project will be subject to approval by the faculty professor using these guidelines.

EDU 762 Advanced Readings in Special Education (Exceptional Children) 3 Credit hours

With the consent and advice of the professor, the student will select a topic for in-depth reading. Within the framework of this reading program the student will demonstrate: the ability to compile a current bibliography primarily from primary sources including unpublished dissertations and case studies; the ability to organize a study on his/her own to follow over a specific course of time the progress of factors influenced not only by time alone but by educational, psychological, or other environmental factors which the researcher can closely regulate, measure, monitor, and report; the ability to draw conclusions based upon the findings of this research and make recommendations for the verification of the findings; the ability to critique the project once it has been completed. The student will develop a 30 page paper based on his/her readings.

EDU 765 The Junior College 3 Credit hours

The goal of this course is to present the history, philosophy, purpose and goal of the junior college. The course also tries to explain the role of the junior or community college system in the past and it potential role in the future of education.

EDU 768 Field Study 6 Credit hours
The goal of the field study is to observe and learn more about special education and specifically exceptional children. "Students may pursue the externship requirement as an apprenticeship, or practicum under the direction of program faculty and an approved supervisor at the field study site."

EDU 770 University Teaching 3 Credit hours
Students in this course will learn about the history, development, philosophy, psychology, and role of university instruction. Emphasis will be on the role of university teaching in the 21st century.

EDU 775 Leadership Skills 3 Credit hours
This course will present information relating to those skills necessary for educational leadership. The course includes information on strategic planning, information systems, communication skills, analysis and synthesis of data, and systems theory. The course will also review the role of TQM in today's education.

EDU 777 Independent Study (Research and Critique in Education) 3 Credit hours
The doctoral level student will review, and evaluate, research literature in the field of Education.

EDU 780 Internship 3 Credit hours
This course provides students with opportunities to use the techniques, research, and procedures developed throughout the program. Students are placed in an education institution and with guidance from their mentor and institution supervisors, demonstrate their effectiveness as an educational professional.

EDU 784 Early Childhood Curriculum 3 Credit hours
This course "addresses the need for present and future teachers to understand the benefits of developmentally appropriate curriculums and the role of the child's development in the curriculum."

EDU 785 Field Experience: Strategies for Exploring Diversity in Schools 3 Credit hours
Students will be introduced to "action research and constructivist principles, this ... [course] helps readers greatly impact their students' willingness to learn, and (3) how diversity surrounds every moment in today's classrooms. Upon completing the text and engaging in its various activities, understand (1) how their own personal biographies relate to classroom instruction, (2) how unintentional cultural bias can readers will become more sensitive to cultural issues surrounding their classroom curriculum and instruction.

EDU 797 Dissertation I 2 Credit hours
Submission of a proposal for dissertation research project.

EDU 798 Dissertation II 3 Credit hours

The submission of the first three chapters (Introduction, Review of the Literature, and Research Methodology).

EDU 799 Dissertation III 4 Credit hours
The submission of remaining chapters (Results, Discussion, Applicability, and Limitations and Suggestions for Further Research) along with the previously accepted three chapters. Dissertation III should include The Cover Page, Approval Page, Acknowledgement Page, Abstract Page, and the Table of Contents.

TESOL COURSE DESCRIPTIONS

TESL 721- Cross Cultural Competencies- (3 Units)
This course will focus on the nature and manifestation of culture, cultural contact and cultural diversity in both the US and abroad. Students will investigate the values, beliefs and behaviors of different cultural groups.

TESL 722- Theory and Method of Second Language Teaching- (3 Units)
This course will study and analyze the theories and methods used in teaching English and explore the psychological, socio-cultural, political, and pedagogical factors of first and second language development and acquisition.

TESL 723- Principles of Linguistics- (3 Units)
This course will focus on the nature, organization and function of human language and focus on the different components of language structure, including phonology, morphology, syntax and semantics.

TESL 724- Academic Instruction designed for Culturally Diverse Students- (3 Units)
This course will examine the theories and strategies used in specialty designed content instruction in English. The focus of this course will be on designing curriculum, developing lessons and assessment plans for content area instruction, and procedures used for student placement.

TESL 725- Techniques of Teaching Listening and Speaking to Second Language Learners- (3 Units)
This course will examine the theories and methodologies used to teach listening and speaking to second language learners. This course focuses on having the student develop individual lesson plans, instructional units and creating assessment tools to demonstrate understanding and mastery of the course material.

TESL 726- Techniques of Teaching Reading and Writing to Second Language Learners (3 Units)
This course focuses on the exploration of techniques and strategies in teaching Reading and Writing to second language learners. Students will be able to design curriculum, create materials and develop appropriate

assessment tools for assessing the reading and writing skills of second language learners.

TESL 727- Teaching English as a Foreign Language- (3 Units)

Students will analyze the different methods and strategies used to teach English in a non-native English speaking environment. Students will be required to design curriculum materials and develop instructional techniques and classroom management strategies that are appropriate for use in an EFL setting.

TESL 728- Topics in TESOL Research and Pedagogy- (3 Units)

This course focuses on current trends and issues in Second Language Acquisition and Learning. Students will be required to conduct independent research on a current topic in TESOL teaching and present their findings in an academic research paper using APA format.

TESL 729- Methods of Research- (3 Units)

This course focuses on preparing students to become critical consumers of research literature in TESOL. Students will learn about qualitative and quantitative research design as well as analyze professional writing. Students will be required to read and analyze journal articles in TESOL and submit their review of literature in a research paper using APA format.

TESL 730- TESOL Practicum Project- (3 Units)

Students will create an applied research project that synthesizes the concepts from the different learning theories and methodologies presented during their M.A. in TESOL program and apply them to specific teaching situations. Students can demonstrate mastery of the competencies in the M.A. in TESOL program through the completion of one of three projects: (1) Curriculum Development; (2) Original Research; or (3) An extended classroom observation and reflective journal.