Master of Education (M.Ed.) – Bilingual/ Multicultural Education Option
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Mission:
The Master of Education degree program is a multipurpose program whose mission is to provide individuals who are already certified to teach or who are certifiable, with the knowledge, skills and dispositions that will enable them to successfully perform their duties. The duties include working with those students growing up in urban areas with multifaceted problems in education, health care, child care, law enforcement and corrections, and/or neighborhood blight.

Vision:
The Graduate Program in Education at Langston University has as its vision a commitment to prepare highly competent educational practitioners who are capable in addressing the special problems that they would encounter in all urban experiences at the community, state, and national levels.

The Master’s Degree Programs
Langston University offers two master's degrees: the Master of Science in Rehabilitation Counseling (M.S.) and the Master of Education degree (M.Ed.) with four options:

- Bilingual/Multicultural Education
- English As a Second Language
- Elementary Education
- Urban Education

Master of Education Goals/Objectives
The Master of Education degree options in Bilingual/Multicultural Education, English As a Second Language, Elementary Education, and Urban Education anticipate the needs of the teaching profession to prepare for an increasingly multicultural urban clientele in which minority students are becoming the majority. Target populations are elementary and secondary teachers and others who recognize the necessity to develop special training skills which will enable them to respond to needs and develop potential of the ethnically diversified student body which will be the norm in the 21st century. Therefore, the following objectives for the Master of Education degree program have been established:

1. To aid teachers in coping with special problems that they encounter in all urban experiences.
2. To ensure that students understand and can apply appropriate methods of research and documentation.
3. To provide a core of courses to ensure that the student understands the nature of the language the child brings with him/her and the ability to utilize it as a positive tool in teaching.
4. To identify resources and develop curricula reflecting current research support in the four option areas.
5. To understand methods and approaches of language acquisition and their implication for the classroom.
6. To recognize and accept different patterns of child development within and between cultures.

Requirements and General Information
Administration
Executive and administrative matters of the master's degree programs are the responsibility of the Dean, who is charged directly with enforcement of the regulations and with organization of administrative procedures. The master's degree programs, as an extension of the overall instructional program, are under the general supervision of the Vice President for Academic Affairs. The Dean has a major responsibility to enhance and ensure the high quality of graduate study for graduate students.

Policies and regulations concerning the program are developed and interpreted by the Graduate Program Commission.

Graduate Faculty
Graduate faculty are those members of the Langston University faculty who have authorization from the President of the University through the Vice President for Academic Affairs based on their academic qualifications, tenure, and rank. The student's academic advisor will be selected from the graduate faculty.

Graduate Program Commission
The governance of the master's degree programs is vested in a Commission whose authority is subject to the specific restrictions of the Governing Boards of the State of Oklahoma. Responsibilities of the Commission include the following:

1. Sets the agenda for Commission meetings and provides advice and counsel as requested to the Dean.
2. Recommends criteria for membership in the Master's Degree Program faculty and for standards and policies for the admission of students.
3. Advises on problems of graduate training and professional development in the area of language and communication skills.
4. Evaluates and reviews new and existing courses.
5. Reviews new and existing policies concerning the welfare and professional ethics of the graduate faculty and graduate students for the investigation of means to further the cultural, intellectual, and social welfare of the graduate community.
6. Considers awards policies and judges applications for financial assistance, scholarships, assistantships, etc.

ADMISSION
All matters relating to admission to the master's degree programs are administered by the Dean. All applications for admission and inquiries about admission should be addressed to:

Langston University
Master's Degree Programs
School of Education and Behavioral Sciences
4205 North Lincoln Blvd.
Oklahoma City, OK 73115

Requirements for Admission:
To be admitted to a master's degree program at Langston University, the applicant must have completed requirements for a bachelor's degree at an accredited college or university, submitted official copies of transcripts (undergraduate and graduate hours earned), submitted a completed application for admission to the Master’s Degree Program, maintained a minimum undergraduate cumulative grade point average of 2.50 (on a scale in which 4.0 equals "A") or a minimum GPA of 3.0 in the undergraduate major, submitted the aptitude section of the Graduate Record Examination, made a minimum score of 80 on the Langston University Writing Skills Test.

Probationary Admission
An applicant may be admitted to a master's degree program. After having completed 15 hours of graduate work with a 3.0 average and no grade having been below "C", the applicant may apply for regular graduate status. The application will be submitted to and approved by the Dean.

Unclassified Admission
A student admitted to the University, but who has not received regular admission to a Graduate Program, may take graduate courses. An unclassified student who later wishes to work toward the master's degree must make application for regular admission to the master's degree program with the Dean. Credits earned by an unclassified student may be used in meeting the requirements for the master's degree; however, no more than 15 hours of work completed may be counted.
Admission to Candidacy
Admission to candidacy means that the student has been admitted to the graduate program and that the Program of Study has been officially approved by the director. The program should be planned by the student and academic advisor as soon as possible following the student's admission to the master's degree program. For the purpose of determining degree requirements, the student's official catalog shall be the catalog that is current during the semester the student submits a plan of study.

Admission of Foreign Students
To be eligible for admission to a master's degree program, a foreign student must meet all of the requirements outlined above for a graduate student. In addition to these requirements, a foreign student must do the following:

1. Make an acceptable score in the Test of English as a Foreign Language (TOEFL). Information regarding this test may be obtained by writing the Educational Testing Service, Box 899, Princeton, N.J. 08540 or by presenting a certificate of completion from a State Regents approved intensive English Program.
2. Submit proof of financial ability to remain on the campus long enough to complete degree requirements.

Undergraduate Students and Graduate Work
An undergraduate who needs no more than 12 semester hours in one semester (or 10 semester hours in the summer session) to complete all requirements for a bachelor's degree and who is not deficient in grade points may be allowed to register for work to count for graduate credit under the following conditions:

1. That the total registration for all work shall not exceed 15 semester hours in a semester or 12 semester hours in the two summer terms;
2. That all work for undergraduate credit must be completed during that semester or summer session;
3. That all work to be counted for graduate credit must be approved and specified at the time of enrollment by the graduate advisor and by the Dean; 4. That such a student shall be considered to have graduate standing so far as it is required as a prerequisite for courses.
(Note: Graduate courses may not be used to meet undergraduate degree requirements.)

ACADEMIC INFORMATION

Residence Requirements
The residence requirements for the master's degree in a 36-hour program is a minimum policy of 30 semester hours and in a 48 hour program, a minimum of 48 semester hours. In residence at Langston University.

Time Limit
The requirements for the master's degree must be completed within a period of six years starting with the first course (excluding leveling courses) counted toward the master's degree unless the Dean grants an extension of the time limit.

Course Load
A graduate student is allowed a maximum semester load of 15 hours and a maximum summer term load of 9 semester hours unless the Dean approves an overload.

Graduate Work of Teachers Employed in Oklahoma Public Schools
Langston University permits a schoolteacher to earn 12 semester hours during the nine-month school term in which fully employed, provided that 1. No more than 6 semester hours are taken in one semester;
2. Student has a "B" average in all completed graduate work. In case the student has earned less than 6 semester hours of graduate work, a "B" average in the last 15 hours of undergraduate work is required.

Transfer of Coursework from Other Colleges
The entire program of any graduate degree is normally completed in residence study at Langston University. Upon the approval of the Dean, however, up to 6 hours of graduate transfer work may be applied toward the master's degree program. Only those courses in which the student has earned an "A" or "B" may be considered for transfer for the master's degree programs at Langston University.

STANDARDS OF SCHOLARSHIP
Grade Requirement
Credit is given for grades of "A," "B," and "C." Every semester hour of "C," however, must be balanced by one of "A" since the student must maintain an average of "B" computed on all courses offered toward the master's degree. Courses with the grades of "D," "F," "I" (Incomplete), or "W" (Withdrawal) cannot be used to satisfy any of the requirements of a graduate degree, but they will be used to determine a student's academic standing. A grade of "I" is given only when extenuating circumstances (hospitalization, personal injury, etc.) prevent a student from completing course requirements. The grade of "I" is given also when a student is engaged in a research project and additional time is required to complete the work. The grade of "I" must be replaced by a passing grade within one year or it is counted as an "F." All courses taken for graduate credit will be counted in computing the student's grade point average to determine academic standing. Final examinations are required of all graduate students for all coursework.

**Grading System**
Grades with grade point values per semester hour of credit used in marking student records are as follows:
- A Excellent 4
- B Good 3
- C Average 2
- D Passing 1
- F Failing 0
- I Incomplete 0
- W Drop or Withdraw 0
- N No grade reported by Instructor 0

A grade once earned and entered on a student's record cannot be removed. If a student repeats a course, the last grade earned is the one to be counted toward fulfillment of degree requirements. A student may not repeat a course at another college or university to raise a grade (including a grade of "F") received at Langston University. If a student drops a course officially or withdraws from school officially, the academic standing is determined by the instructor, and the student receives grades of "N" in the courses concerned if passing, "F" if failing. Transferred grades are never lowered; they are filed just as they come. For degree purposes, grades earned at other institutions will not be averaged with work done at the university.

**Probation**
A student working toward a master's degree must maintain a "B" average in all work offered toward degree requirements. If a student's grade point average falls below "B," the student is placed on probation. The length of the probationary period is set by the Dean in consultation with the student and advisor. Students who do not raise their grade point averages to "B" by the end of the probationary period are dismissed from the program and suspended from further work toward a master's degree at the University. A student who is suspended may petition the Dean for reinstatement, but the petition must be accompanied by a positive recommendation from a graduate faculty member.

**Comprehensive Examination**
A comprehensive examination – oral, written, or both – covering at least the field of concentration shall be passed by all candidates for the master's degree. The nature of the examination and its administration are the responsibility of the Dean. The time and place of the comprehensive examination are determined by the student's advisor or by the Dean. Comprehensive examinations are scheduled regularly on an individual student basis once each semester and once only during the summer. One semester or the equivalent (16 weeks or 2 summer terms) must elapse before the comprehensive examination may be taken a second time. Additional coursework, directed study, or research will be required of a student after the first failure of the comprehensive examination; the second failure of a comprehensive examination will result in automatic suspension from the graduate program. At least five days prior to the comprehensive examination, the name of the candidate and the day, date, time, and place of the examination shall be posted in a prominent place. Oral comprehensive examinations shall be open to all members of the University academic community. Participation of non-committee members is at the discretion of the committee chairperson.

**APPLICATION FOR GRADUATE DEGREE**
Application for a graduate degree must be made by students no later than February 1 if they expect to receive the degree at the Spring Commencement and no later than June 1 if they expect to receive the degree at the Summer Commencement. This application is to be made on forms available in the Office of the Dean and is to be returned to the Dean.

**MASTER OF EDUCATION DEGREE**
The Master of Education (M.Ed.) degree is designed principally for individuals who are already certified to teach or who are certifiable. This degree provides for these persons to increase their professional competencies in their area of teaching endorsement or to complete requirements for endorsement in three areas for which certification is available only at the graduate level. This program particularly seeks to prepare teachers for those students growing up in urban areas with multifaceted problems in education, health care, child care, law enforcement and corrections, and/or neighborhood blight. To these ends a program of academic excellence combined with practical experience has been developed.

**Philosophy**
The Master of Education degree program is centered around the philosophy that members of the teaching profession serve best when they have, in addition to cognitive skills, a genuine commitment to high standards of professional responsibility. To enhance this position four program options are provided to convey to the students not only the knowledge of how to teach learners with special needs but also an awareness of the responsibilities to society that accompany the power inherent in that knowledge.

**Four Program Options (Areas of Concentration)**
The four Graduate Program options or areas of concentration are:
1. Bilingual/Multicultural Education
2. English As a Second Language
3. Elementary Education
4. Urban Education

**COURSE REQUIREMENTS FOR M.Ed.**
A minimum of 36 credit hours in approved graduate courses is required in the Master of Education (M.Ed.) program at Langston University. Six of these hours may be a thesis. The degree requirements are as follows:
1. Core Courses (12-15 hours)
2. Concentration Courses (15-18 hours)
3. Electives (3-6 hours) and/or Thesis (6 hours)

**Core Courses**
The core of 12 to 15 hours is designated to form the basis for graduate study in education. Core courses are listed below:
- EDU 5003 Educational Research and Evaluation
- EDU 5023 Theory and Application of Tests and Measurements
- EDU 5033 Foundations of Education Psychology
- EDU 5043 Educational Sociology
- EDU 5053 Philosophy of Teaching
- EDU 5103 Studies in the Teaching of Comp.
- EDU 5113 Teaching the Culturally Different Student
- EDU 5123 Foundations of Cross cultural Practices in Human Development
- EDU 5143 Studies in the Teaching of Literature
- EDU 5153 Linguistics and Literature
- EDU 5163 Teaching Reading to Second Languages Learners
- EDU 5263 Educational Technology

**BILINGUAL/MULTICULTURAL EDUCATION OPTION**

**Objectives**
1. To prepare the candidate in the foundations of bilingual/ multicultural education, including the rationale and program orientation.
2. To give the candidate the necessary training in multiple areas of linguistics so that he or she will be adequately equipped to understand the nature of language development, acquisition and usage, and their implications for teaching the bilingual/ multicultural student.
3. To equip the candidate with the most current bilingual/ multicultural teaching and learning strategies in core curriculum and content area courses.
4. To prepare the candidate in the appropriate areas of psychology and sociology needed to successfully teach the bilingual/multicultural student.
5. To prepare the candidate in the aspects of culture, cultural patterns and regional and cultural contributions of the bilingual/multicultural student.
6. To insure proficiency in the language of the target population of which the candidate is preparing to serve.
Required Courses in Area of Concentration
BED 5403 Foundation of Bilingual/Multicultural Education
EDU 5133 Teaching the Culturally Different Student
ESL 5563 Teaching English As a Second Language
BED 5413 Curriculum Development in Bilingual/Multicultural Education
BED 5433 Second Language Learning
BED 5453 Assessing and Interpreting Language Proficiency
BED 5993 Thesis Research
BED 5996 Thesis Research
Core Courses: 12-15 hours (see above)
Electives: 3-6 hours
and/or Thesis: 6 hours
Total Hours: 36

Bilingual/Multicultural Endorsement Requirement
The student shall qualify for a Bilingual/Multicultural Endorsement provided proficiency in a second language is validated by Langston University. The criterion for validation may be based on one of the following: Documentation of instruction in a language other than English for a minimum of 18 semester hours or Verification of language proficiency as determined under the guidance and supervision of Langston University. The criterion for validation may be based on one of the following:

- Documentation of instruction in a language other than English for a minimum of 18 semester hours
- Verification of language proficiency as determined under the guidance and supervision of Langston University

COURSES

BED 5403 (3CR) FOUNDATION OF BILINGUAL/ MULTICULTURAL EDUCATION
Study the historical development of bilingual/multicultural education, its trends and implications in the field of education. The students will be introduced to the multiple program designs currently in practice.

BED 5413 (3CR) CURRICULUM DEVELOPMENT IN BILINGUAL/MULTICULTURAL EDUCATION
The students are expected to acquire, evaluate, adopt, and develop materials appropriate to the bilingual/multicultural classroom. It is also expected that students identify current biases and deficiencies in existing curriculum and in both commercial and teacher-prepared materials of instruction.

BED 5433 (3CR) SECOND LANGUAGE LEARNING
Understand basic concepts regarding the nature of language. Students will identify and understand structural differences between the child's first and second language, recognizing areas of potential interference and positive transfer.

BED 5453 (3CR) ASSESSING AND INTERPRETING LANGUAGE PROFICIENCY
Carry out research of current assessment instruments available that measure language proficiency. Particular emphasis will be given to screening, assessment, placement, and prescriptive procedures.

BED 5993 (3CR) THESIS RESEARCH
Research in Bilingual/Multicultural Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and Dean.

BED 5996 (6CR) THESIS RESEARCH
Research in Bilingual/Multicultural Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and Dean.

EDU 5003 (3CR) EDUCATIONAL RESEARCH AND EVALUATION
Introduction to research in education. Included in this course content are (1) a survey of current educational research, (2) the nature of research methodology, (3) the preparation of research reports, and (4) reactions to current research.

**EDU 5013 (3CR) IMPLICATIONS OF CROSSCULTURAL PRACTICES IN HUMAN DEVELOPMENT**
Analysis of differences and commonalities in life-style patterns on cultural groups with implications for child care programs. Special emphasis is given to cultural differences in child rearing practices, family constellation, inner connectedness, self-concept, and personal, social, and academic aspirations.

**EDU 5023 (3CR) THEORY AND APPLICATION OF TESTS AND MEASUREMENTS**
General concepts of reliability and validity of both standardized and teacher-made tests and their implications in educational measurements. Interpretations and misinterpretations are presented with regard to standardized testing. In addition, case measurements will be examined.

**EDU 5033 (3CR) FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY**
Human learning and cognition in educational settings. Instructional theory and models. Effects of learner characteristics on the learning process.

**EDU 5043 (3CR) EDUCATIONAL SOCIOLOGY**
An examination of the sociological basis of education, learning, and teaching. Topics include culture and the school system, ideals and realities of the teaching profession, social class and education, and equal educational opportunity and schooling.

**EDU 5053 (3CR) PHILOSOPHY OF TEACHING**
Implications of philosophical assumptions for classroom practices of both the elementary and secondary levels. Students will clarify their own general and educational philosophy.

**EDU 5103 (3CR) STUDIES IN THE TEACHING OF COMPOSITION**
Students will survey current scholarly opinion concerning objectives and methods of teaching composition. They will have supervised planning of English curriculum, with special attention to problems related to teaching composition and development through criteria for evaluating student compositions.

**EDU 5113 (3CR) TEACHING THE CULTURALLY DIFFERENT STUDENT**
Identifying, understanding, and challenging the culturally different student in the classroom and community. Emphasis will be placed on understanding the effects of socioeconomic and cultural factors on the learner and the educational program. Use of current research regarding the education of children in the United States from diverse linguistic and cultural backgrounds will supplement course curriculum.

**EDU 5123 (3CR) FOUNDATIONS OF CROSSCULTURAL PRACTICES IN HUMAN DEVELOPMENT**
Selected foundation aspects of human development with a multidisciplinary coverage on the ages and stages of human development. The coverage is from preconception through old age and dying, with emphasis upon early childhood through young adulthood.

**EDU 5133 (3CR) COUNSELING THE CULTURALLY AND ETHNICALLY DIFFERENT STUDENT**
Development of counseling skills and strategies based upon the special needs and characteristics of the culturally and ethnically different students.

**EDU 5143 (3CR) STUDIES IN THE TEACHING OF LITERATURE**
Students will survey current scholarly opinion concerning objectives and methods of teaching literature. They will have supervised planning of the English curriculum, with special attention to problems related to the teaching of poetry, drama, prose fiction, and prose nonfiction.

**EDU 5153 (3CR) LINGUISTICS AND LITERATURE**
The linguistic properties of literature and English will be studied, emphasizing the connection between grammatical deviants and literary expression. The course provides training in the application of methods of linguistic analysis to the partial explication of the structure of the literary works.

**EDU 5163 (3CR) TEACHING READING TO SECOND LANGUAGE LEARNERS**
Critical and analytical study of materials, programs and techniques used in teaching reading to second language learners. Techniques utilizing the latest in technological media will be studied. Application and demonstration of the principles, techniques, and other components will be required.

**EDU 5263 (3CR) EDUCATIONAL TECHNOLOGY**
Emphasis is on development, production, and utilization of materials. Skills in basic techniques for the production of slide/tape and videotape materials and educational use of computers will be acquired.

**UED 5203 (3CR) PHILOSOPHY AND PRINCIPLES OF URBAN EDUCATION**
A study of the social and psychological consequences of urban life and its effect on the educational process. Students will examine the diversity of urban life styles and its impact on schools in the inner city. The focus is on the sensitivity of racial and cultural differences and their influences on an effective multicultural educational program.

**UED 5213 (3CR) MAINTAINING CLASSROOM DISCIPLINE**
An exploration of current theories of classroom management including specific alternative discipline approaches. Emphasis will be placed on application in the urban elementary and secondary school classroom.

**UED 5223 (3CR) BUILDING AND APPLYING STRATEGIES FOR INITIAL COGNITIVE SKILLS**
BASIC is a program for teachers of young children, ages four to twelve, which focuses on helping teachers to build and apply strategies for developing initial cognitive skills in their students. Emphasis is placed on using whatever materials the teacher has in thinking and language skills.

**UED 5233 (3CR) DEVELOPMENTAL READING IN THE URBAN SCHOOL**
Designed to develop and increase competencies for teaching developmental reading in urban educational settings. Emphasis is on an analysis of the reading process, materials, and procedures. Other areas include urban factors affecting reading ability, motivation, diagnosis, and remediation skills for the diverse urban population.

**UED 5243 (3CR) EDUCATIONAL STRATEGIES FOR BEHAVIORAL CHANGE IN EXCEPTIONAL LEARNERS**
An exploration of a variety of instructional activities designed to effect behavioral change in mainstreamed exceptional students in the urban setting. Specific focus is on social behavior, academic remediation, and study skills.

**UED 5253 (3CR) CURRENT ISSUES AND TRENDS IN URBAN EDUCATION**
A study of the most recent topics in the field of urban education issues such as community power, school integration, multicultural education, human relations, and the urban environment will be explored.

**UED 5263 (3CR) MEDIA IN EDUCATION**
Emphasis is on development, production, and utilization of materials. Skills in basic techniques for the production of slide/tape and videotape materials and educational use of computers will be acquired.

**UED 5273 (3CR) ADMINISTRATION OF COMPENSATORY AND URBAN EDUCATION**
Preparation for administering programs to special pupil populations. Emphasis will be given to special concepts, issues, regulations, problems, and procedures in the management of compensatory and urban education. Also included will be state and federal legislation and court decisions pertaining to special pupil populations.

**UED 5283 (3CR) PRACTICUM IN THE URBAN ENVIRONMENT**
On-site experiences required for students who have not taught or worked in the urban school and/or urban community. The course will focus on specific needs and problems within each individual setting. Prerequisites include a minimum of nine (9) hours from the following courses: UED 5203 (Philosophy and Principles of Urban Education), UED 5213 (Maintaining Classroom Discipline), UED 5233 (Developmental Reading in the Urban School), UED 5243 (Educational Strategies for Behavioral Change in Exceptional Learners).

**UED 5993 (3CR) THESIS RESEARCH**
Research in Urban Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and Dean.

**UED 5996 (6CR) THESIS RESEARCH**
Research in Urban Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and Dean. 

**ED 5881 (1CR) SEMINAR**
The purpose of the seminar course is to provide an atmosphere in which the graduate students and faculty may examine, review, discuss, and/or research current trends in the education profession and to provide graduate students field experience and/or the opportunity to do individual projects. Prerequisite: Permission of advisor.

**ED 5882 (2CR) SEMINAR**
The purpose of the student course is to provide an atmosphere in which the graduate students and faculty may examine, review, discuss, and/or research current trends in the education profession and to provide graduate students field experience and/or the opportunity to do individual projects. Prerequisite: Permission of advisor.

**ED 5883 (3CR) SEMINAR**
The purpose of the student course is to provide an atmosphere in which the graduate students and faculty may examine, review, discuss, and/or research current trends in the education profession and to provide graduate students field experience and/or the opportunity to do individual projects. of major advisor and Dean.

**EED 5313 (3CR) CLASSROOM READING DIAGNOSIS**
Designed to emphasize the understanding and use of reading survey tests, group diagnostic ready tests, criterion-referenced assessment programs, and appropriate teacher constructed tests. The course will include the selection, administration, scoring, and interpretation of group-ready tests and a diagnostic practicum.

**EED 5323 (3CR) ELEMENTARY SCHOOL CURRICULUM**
Study of the elementary school curriculum, including all of the experiences of children for which the school will assume responsibility. The potential of this broad concept of the curriculum is explored as a means of developing desired elementary learner characteristics.

**EED 5333 (3CR) IMPROVEMENT OF INSTRUCTION IN LANGUAGE ARTS**
Recent developments in the teaching of language arts in elementary and/or middle school grades; problems, concerns, methods, materials, and research related to listening and to oral, written, and visual communication. Students can select particular concepts and related skills for special attention.

**EED 5343 (3CR) IMPROVEMENT OF INSTRUCTION IN SOCIAL STUDIES**
A study of recent changes in social studies curriculum and instruction designed to investigate strengths and limitations of various approaches. Competency in teaching for concept development, dealing with value-laden issues, and teaching for inquiring are stressed. An inquiry-centered learning environment emphasizes personalizing the social studies curriculum for children. Alternate teaching strategies and complementary evaluative techniques are reviewed and practiced.

**EED 5353 (3CR) IMPROVEMENT OF INSTRUCTION IN MATHEMATICS**
Consideration of recent trends in subject matter context and teaching guides to improve understanding of meanings, vocabulary, and mathematical concepts. Instructional methods and materials are included.

**EED 5363 (3CR) IMPROVEMENT OF INSTRUCTION IN SCIENCE**
Designed to identify and explore the principles of science that teachers should recognize, understand, and consider from kindergarten through grade eight.

**EED 5993 (3CR) THESIS RESEARCH**
Research in Elementary Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and Dean of the Graduate Program in Education.

**EED 5996 (6CR) THESIS RESEARCH**
Research in Elementary Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and Dean of the Graduate Program.

**ESL 5503 (3CR) PHONOLOGY**
Modern English phonology is studied with emphasis on contemporary theories of linguistic analysis. The course relates the sound system of English both to phonetic universals and to the other components of a complete grammar of English.

**ESL 5513 (3CR) SYNTAX**
The primary aim of this course will be to present a detailed study of the morpho-syntactic component of the grammar of English. Particular emphasis will be placed on contemporary theories of structural linguistics. Some time will be given to comparing the applicability of these theories to English grammar and the grammar of selected languages.

**ESL 5523 (3CR) STUDIES IN APPLIED LINGUISTICS**
This course will focus on the application of the principles and findings of linguistic science to the solution of selected practical problems of English grammar. These problems will include both the phonological and syntactic structures
that have particular application to pedagogy. Additional problems may be included which have been taken from other languages for the sake of comparison to English grammar.

**ESL 5533 (3CR) METHODS AND MATERIALS USED IN TEACHING ENGLISH AS A SECOND LANGUAGE**
Students will gain practical experience in the design of materials for English as a Second Language instruction. From a study of contemporary theories of second language acquisition, students will have individual projects of actual practice in teaching English to speakers of other languages.

**ESL 5543 (3CR) STUDIES IN DESCRIPTIVE LINGUISTICS**
Students will study language analysis, with particular emphasis on the synchronic description of morphology and phonology. A system of analytic techniques will be explored which will enable the student to develop an appreciation of the complexities of language structures and descriptive linguistic techniques.

**ESL 5553 (3CR) CURRICULUM DEVELOPMENT IN ENGLISH AS A SECOND LANGUAGE**
The students are expected to acquire, evaluate, adopt, and develop materials appropriate to teaching English as a Second Language. It is also expected that students identify current biases and deficiencies in existing curriculum and in both commercial and teacher-prepared materials for instruction.

**ESL 5563 (3CR) TEACHING ENGLISH AS A SECOND LANGUAGE**
The rationale, methodologies, and techniques of teaching English as a second language will be identified and discussed. Mastering the practical application of these concepts is a requirement.

**ESL 5993 (3CR) THESIS RESEARCH**
Research in English as a Second Language for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and Dean of the Graduate Program in Education.

**ESL 5996 (6CR) THESIS RESEARCH**
Research in English as a Second Language for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and Dean of the Graduate Program.