



Handbook

Fall 2011 – Spring 2012

Last updated 7/22/2011



Table of Contents

Welcome to the American Graduate School of Education	4
About Us	5
Mission of the American Graduate School of Education	5
Goals and Objectives	6
Licensing and Accreditation	6
Contact Information	7
The American Graduate School of Education Administration	7
Faculty	8
Academic calendar	10
Confidentiality	11
Degree programs offered	11
Program prerequisites	11
Online courses required for all master’s degree programs	12
Course descriptions	13
Profile of clock to credit hour conversion	16
Admission requirements	18
Enrollment	20
Denial of admission	20
Program or course cancellation	20
Inactive Status Leave of Absence or Re-Enrollment	20
Policy for awarding transfer and extra-institutional learning credit	20
Recognition of prior learning	20
Types of recognition	21
Credit by examination	21
Credit for training programs	21
Military training	21
Rio Salado College partnership	21
Transfer of credits	22
Academic Policies and Procedures	22
Grading system	22
Grading procedure and satisfactory progress tracking	23
American Graduate School of Education Honor Code	23
Academic probation and suspension	23

Plagiarism	23
Financial probation and suspension	24
Teacher-learner records and transcripts	24
Teacher-learner attendance	25
Grievance procedure	25
Graduation Requirements	25
General information	26
Off-campus, independent study	26
Time commitment for degree.....	26
Course format and specifications.....	26
Course objectives for all core courses	26
Course format and structure.....	26
Course expectations and requirements.....	27
General weekly outline for Power Strategies Courses.....	27
Proctored Exams	27
Online attendance.....	28
Assignments, Checkups, and Quizzes	28
Due dates.....	29
Financial information.....	30
Registration fee	30
Tuition schedule.....	30
Interest free tuition payment plan	30
Teacher-learner financing options	31
Military tuition assistance benefits	31
Teacher-learner eligibility requirements regarding tuition reductions and discounts	31
Cancellation policy	31
Refund policy.....	31
Textbooks and learning materials	33
Other general service fees.....	33
Online course requirements	33
Library resources	33

Welcome to the American Graduate School of Education

As President of the American Graduate School of Education, I wish to welcome you to our team. Whether you are upgrading your skills as an educator, preparing for a new career in education, or on a path leading toward advanced degrees, you have come to the right place! Through a unique, structured approach to interactive online learning, each participant gains skills and knowledge from the comfort of home or school at convenient times. All courses provide for practice opportunities with classroom examples and strategies to be implemented with students during the semester. Therefore, it is required that all program participants are current teachers, or have access to classrooms for at least five (5) class periods per week in order to implement the strategies and complete the course assignments.

You are joining a team of outstanding educators from around the world that is making a difference in education. Educating our children and youth to become skilled, talented, thinking, caring, life-long learners and world citizens is the most important thing a person can do. AGSE believes in supporting teachers and administrators to achieve personal and professional goals in education. Thank you for choosing the American Graduate School of Education, where we will build the future together!

Mike Turico
President
American Graduate School of Education

NOTE: Although every effort has been made to assure the accuracy of the information in the American Graduate School of Education Handbook, teacher-learners and others who use the Handbook should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of government statutes, rules, and policies adopted by the Board of Directors of the American Graduate School of Education, or by the President or designee. More current or complete information may be obtained from the appropriate department, school, or administrative office.

This Handbook is neither a contract nor an offer of a contract. The information this document contains was accurate when it was published and placed on the Internet. Fees, deadlines, academic requirements, courses, degree programs, academic policies, and other matters described in this Handbook may change without notice.

The Handbook is updated regularly. Announcements contained in published materials such as this Handbook are subject to change without notice and may not be regarded as binding obligations for the institution. Teacher-learners are subject to the provisions of the most recent Handbook; however, if the teacher-learner maintains continuous enrollment, every effort will be made to ensure the continuity and consistency of his or her degree program. If a teacher-learner does not maintain continuous enrollment, his or her degree program is subject to change in alignment with the most recent provisions in the Handbook.

About Us

The American Graduate School of Education (AGSE) is the result of two companies merging and the culmination of twelve years of pioneering ways to improve instruction and learning. It began with the vision of our founders (with over 100 combined years of experience at all levels) who were convinced that implementing research-based instructional strategies, learning communities within the classroom, and state of the art technology would result in enhancing teacher effectiveness and improving student learning.

In 2003, Educational Cyberconnections, Inc. began a partnership with the Commission on International and Trans-Regional Accreditation (CITA) to provide onsite training to CITA schools in Egypt, Pakistan, United Emirates, and China. This training created a demand for additional and continuing training that resulted in the establishment of an onsite and online program under the title of CITA Teacher Certification Program.

The need for quality technology support for design and hosting of the program resulted in the merger with EdgePoint Technology. The name of the company was changed to Power-Ed, Inc. during the merger.

In 2005, Power-Ed and CITA developed and delivered a web-based curriculum (24 credits) that could be delivered via the internet throughout the world. For over four years we have delivered classes, mentored teachers, and improved education in countries such as Egypt, Saudi Arabia, Thailand, Syria, China, and the United States.

Our learners felt the online program was so valuable that they expressed an interest in obtaining a master's degree for the courses they had taken. Our response to their request was to seek state licensing and then accreditation from an approved US Department of Education institution. Power-Ed (dba AGSE) set a goal that the program would be convenient, affordable, provide mentoring, and teacher dialogue; thereby improving the teaching process.

Mission of the American Graduate School of Education

American Graduate School of Education's Mission

The American Graduate School of Education is committed to fostering excellence in the education of teaching professionals. AGSE offers research-based instructional strategies through distance learning methodologies to provide teachers throughout the world with opportunities to earn master's degrees while becoming more effective teachers who increase the learning and achievement of their students.

American Graduate School of Education's Vision

AGSE believes that teachers throughout the world should be able to further their education and use the knowledge gained to achieve their individual personal and career goals. AGSE will be recognized as a premier program for teachers who desire to earn a master's degree while expanding and deepening their understanding of the teaching profession and applying their skills in the classroom.

American Graduate School of Education, “By Educators for Educators”

AGSE was founded on the belief that education could be enhanced by developing a teacher’s capacity to implement strategies in the classroom and that would result in their students learning more! We focus on the needs of our teachers/students in all that we do. We make improvements continuously to the quality of our curriculum and our unique approach of combining online learning and classroom implementation. Because of our educators “mentality” we understand that affordability, convenience, flexibility, support, and learning communities are key elements that should never be compromised.

Goals and Objectives

AGSE believes that teachers throughout the world should be able to further their education and use the knowledge gained to achieve their personal and career goals. AGSE will be recognized as a premier program for teachers who desire to earn a master’s degree while expanding and deepening their understanding of the teaching profession and applying their skills in the classroom.

AGSE is redefining teacher education. Our objective is to deliver master’s degree programs of the highest quality through innovative forms of distance learning.

- We provide the opportunity for you to earn your master’s degree while teaching any grade or subject area, in any school.
- We make learning convenient. Earn your master’s degree from the comfort of your own home and benefit from no travel or textbook costs.
- You learn and implement research-based instructional strategies relevant to your classroom.
- You receive individual mentoring.
- You earn your master’s degree while becoming a more effective teacher!

AGSE offers high quality, rigorous educational programs with the convenience and flexibility of online delivery. AGSE has been an innovator since its inception.

Licensing and Accreditation

The American Graduate School of Education filed with Arizona’s Secretary of State to become the *American Graduate School of Education* and applied for a degree-granting license to the State of Arizona in September 2007. Approval was granted on February 28, 2008.

AGSE holds accreditation through the Accrediting Commission of the Distance Education and Training Council (www.detc.org). The DETC is an educational association located in Washington, D.C. Founded in 1926, and has become the agency that sets the standard for all distance education institutions.

The Accrediting Commission of the DETC is listed by the United States Department of Education as a nationally recognized accrediting agency. The Secretary of Education is required by law to publish a list of nationally recognized accrediting agencies that the Secretary

determines to be reliable authorities as to the quality of education provided by the institutions of higher education.

An agency seeking recognition by the Secretary must meet the Secretary's procedures and criteria for the recognition of accrediting agencies. First recognized by the Department of Education in 1959, the DETC was most recently reviewed in 2001 as part of the normal evaluation process.

The Accrediting Commission of the DETC is a recognized member of the Council for Higher Education Accreditation (CHEA). CHEA is a private nonprofit national organization that coordinates accreditation activity in the United States. It carries forward a long tradition that recognition of accrediting organizations should be a key strategy to ensure quality, accountability, and improvement in higher education. Recognition by CHEA affirms that standards and processes of accrediting organizations are consistent with quality, improvement, and accountability expectations that CHEA has established.

We have had teachers in Arizona take professional development courses and use them to complete re-certification with AZ Department of Education. Additionally, we partnered with North Central Accreditation (a regional accrediting agency) to develop teacher training programs (references can be furnished) internationally. We have teachers representing 18 countries in our program.

Contact Information

American Graduate School of Education
7665 S. Research Drive, Tempe AZ 85284
480-557-7970 (Office)
480-557-7829 (Fax)
information@agse.edu
www.agse.edu

The American Graduate School of Education Administration

Mr. Michael Turico President mturico@agse.edu
Oversees all academic functioning of AGSE and coordinates technology for online courses and student online help desk

Sharon Bolster Ph.D Vice President sbolster@agse.edu
Oversees program and course development; evaluates and revises course content and materials; analyzes and reports learning outcomes assessment data

Marilynn Henley Ph.D Vice President mhenley@agse.edu
Oversees online learning activities, grades and transcripts; trains and supervises Learning Coaches

Mr. Tim Moman Vice President tmoman@agse.edu

Oversees marketing and sales; directs AGSE finances; and maintains teacher-learner accounts

Due to the online nature of AGSE, faculty and staff may not keep regular on-site office hours. Teacher-learners wishing to contact staff should email staff members with specific questions or requests at the email addresses listed above. Teacher-learners wishing to contact an AGSE faculty member should contact them via the AGSE email address.

Faculty

Dr. Marilynn D. Henley

Ph.D Education Administration, Arizona State University

M.A. Special Education, Arizona State University

B.A. Elementary Education, Arizona State University

Peace Corps, California State University

Experience includes the following:

- Co-founder of AGSE

- Co-founder of ECI, a professional development company for teachers

- Deputy Superintendent, Arizona Department of Education – responsible for Curriculum, Instruction, and Assessment for K-12

- Adjunct Professor, Arizona State University

- Assistant Professor, Northern Arizona University – courses included Curriculum

- Development and Performance Assessment

- Assistant Superintendent for Instruction, Glendale Elementary District – responsible for Curriculum, Instruction, and Assessment K-8

- Director of Special Education and Federal Programs, Glendale Elementary District – responsible for all programs

- Teacher, Arizona and New Mexico

Dr. Sharon J. Bolster

Ph.D Educational Administration and Curriculum and Instruction, University of Wisconsin-Madison

M.S. Supervision and Instruction, University of Wisconsin-La Crosse

B.A. Elementary Education, University of Wisconsin-La Crosse

Experience includes the following:

- Co-founder of AGSE

- Co-founder of ECI, a professional development company for teachers

- Director, Arizona Department of Education – responsible for Student Assessment, Program, and Curriculum for Arizona

- Adjunct Professor, Arizona State University

- Adjunct Professor, Arizona State University West

- Assistant Professor, Northern Arizona University – courses included Curriculum

- Development and Performance Assessment

- Assistant Professor, University of South Carolina

- Principal, Seneca District Schools

- Teacher, Various schools in Wisconsin

Dr. David S. Hurst

Ed.D General Administrative Leadership, Vanderbilt
M.S. Music Education, Arkansas State University
B.S. Education, University of Tennessee

Experience includes the following:

- Vice President Professional Services, AdvancED
- State Director, North Central Association
- Professor, Wichita State University
- Principal, McNary County Board of Education

Dr. Mona Elgayyar

Ph.D. Molecular Biology and Biotechnology, University of Tennessee, Knoxville, Tennessee
MS Food Microbiology, University of Tennessee, Knoxville, Tennessee
MA Secondary Education, American Graduate School of Education, Tempe, Arizona
Bachelor of Veterinary Medical Sciences, Suez Canal University, Ismailia, Egypt

Experience includes the following:

- Academic Counselor and Operational Director, Heart to Heart Consultancy and Human Development, Cairo, Egypt
- Head of Educational Affairs and Curriculum Development, Edu Systems International
- Curriculum Coordinator, Science Teacher, Accreditation coordinator, Futures American School and Cairo International College, Cairo, Egypt
- Learning Coach for American Graduate School of Education

Elizabeth Britt

Doctorate in Teacher Leadership with research in Online Education (In progress), Walden University

M.S. Educational Technology, DeVry University
M.S. Education Administration, University of Central Oklahoma
B.A. English Education, University of Central Oklahoma

Experience includes the following:

- Assistant Principal of Online Education, Advanced Academics, Inc.
- Teacher, English/Language Arts K-6
- District Teacher of the Year, Western Heights Middle School

Rebecca McLendon

M.S. Educational Technology, Northern Arizona University
B.A. Elementary Education, Northern Arizona University

Experience includes the following:

- Director of Education, Sylvan Learning Center
- Elementary Education Teacher, Chandler Public Schools

Kimberly Nicklos

M.Ed. Curriculum and Instruction, Chapman University
Post Baccalaureate Teacher Certification, Chapman University
B.A. Sociology, Arizona State University

Arizona Reading Endorsement
Full Arizona ESL Endorsement

Arizona Highly Qualified

Experience includes:

- ESL Consultant, Curriculum Developer, Learning Coach, American Graduate School of Education
- Faculty Associate ESL, Arizona State University West
- Reading Specialist, Litchfield Elementary District
- Classroom Teacher – grades K-5

Lisa R. Oliphant

M.S. Educational Leadership/School Supervision, University of Phoenix

B.A. Special Education/School Supervision, University of New Mexico

Experience includes the following:

- Director of Special Education Services, Laguna Department of Education
- Head Special Education Teacher, Albuquerque Public Schools
- Special Education Teacher, Albuquerque Public Schools

Academic calendar

The American Graduate School of Education is closed on all U.S. federal and state holidays and on weekends. However, teacher-learners and participants may continue communications with the graduate school personnel via online course forums, email, and fax when the graduate school is closed. General office hours are 9:00 am to 9:00 pm Mountain Standard Time. Online Learning Coaches and professors maintain scheduled hours of availability and are available for online discussion at posted times. Technical assistance is available within twelve hours of any request, Monday through Friday.

Teacher-learners may enroll and begin their program at the American Graduate School of Education three times a year* (Fall, Spring, and Summer Semesters).

**Mentored Practicum and Portfolio Project have unique schedules.*

2012 Academic Calendar

Semester	Registration opens	Classes begin	Classes end
Fall	July 1, 2011	Aug. 28, 2011	Dec. 17, 2011
Spring	Oct. 1, 2011	Jan. 29, 2012	May 19, 2012
Summer	May 1, 2012	June 3, 2012	July 28, 2012
*Mentored Practicum	July 1, 2011	Aug. 7, 2011	Dec. 31, 2011
*Portfolio Project	Oct. 1, 2011	Nov. 6, 2011	May 19, 2012

The office will be closed on the following observed holidays:

- New Year's Eve and New Year's Day (December 31 and January 1)
- President's Day (the third Monday in February)
- Memorial Day (the last Monday of May)
- Independence Day - July 4
- Labor Day (the first Monday of September)
- Thanksgiving Day and the following Friday (the fourth Thursday and Friday in November)

- Christmas Day and the day prior and after (December 24, 25, and 26)

Confidentiality

The American Graduate School of Education will not disclose your personal information, except as required to do so by law or in the good faith belief that such action is necessary to: (a) conform to the edicts of the law or comply with legal process served on AGSE; (b) protect and defend the rights or property of AGSE; or, (c) act under exigent circumstances to protect the personal safety of users of AGSE, its web sites, or the public.

Under the Federal Family Educational Rights and Privacy Act of 1974 a Learner's academic and financial files at AGSE will not be released to any third party without the written consent of the Learner.

Degree programs offered

The courses that make up the curriculum in the master's programs for the *American Graduate School of Education* are designed to prepare and strengthen the knowledge and skills of the classroom teacher by providing the most current research-based and proven educational strategies and knowledge. Course curriculum encompasses learning theory, educational foundations, brain theory, best practices, curriculum development, standards, and assessment. *Child and Adolescent Development*, *Special Needs Students*, and *Classroom Management* provide a framework of how teachers can individualize and excel in their classroom practice. Documents such as course reflections and summaries, online journals, and the strategy plans that are created during the programs will be maintained by each teacher-learner for possible inclusion in the *Portfolio Project*.

This is a semester-based program with terms starting in the Fall and Spring.

Eight core courses, four specific program courses, a mentored practicum, and a portfolio project are elements of the curricular program.

The American Graduate School of Education offers the following master's degrees:

- Master of Arts in Elementary Education
- Master of Arts in Secondary Education
- Master of Arts in Special Education
- Master of Education in English as a Second Language

Program prerequisites

- All courses are designed for graduate level teachers who are presently teaching students in a school setting or have access to a classroom of students for five or more classes per week.

- The focus of all courses is on the effective implementation of strategies and application of skills and knowledge during instruction. All teachers will demonstrate capabilities for planning for and implementing instruction.
- Power Strategies courses are to be taken in sequence beginning with Power Strategies for Instructional Strategies (#1). The other core courses are also sequenced to provide a natural scaffolding of the skills and concepts.
- Eligible participants include classroom teachers, special area teachers, special education teachers, instructional specialists, administrators, and any other school staff member that is assigned teaching duties. Current access to a classroom (from grades K-12, any content area) is required.
- Each participant must have frequent and regular access to a computer with Internet connectivity. Availability of a scanner or fax is also highly recommended.

Online courses required for all master's degree programs

3-credit core courses available both first and second semester are as follows:

- EDC500 Power Strategies for Instructional Strategies (#1, applied learning that features learning theory, graphic organizers, word walls)
- EDC510 Power Strategies for Classroom Assessment (#2, applied learning that features classroom assessment with rubrics, editing, and analyzing products)
- EDC520 Power Strategies for Student Engagement (#3, applied learning that features effective grouping/partnering and note taking)
- EDC530 Power Strategies for Teaching Comprehension (#4, applied learning that features questioning, reflecting, and summarizing)

(Note: Power Strategies courses must be taken consecutively beginning with Power Strategies for Instructional Strategies (#1); only one Power Strategies course may be taken each semester.)

- EDC540 Classroom Management (applied learning that features organization for a positive learning environment, routines and procedures, and strategies for handling behavior challenges in the classroom)
- EDC550 Child and Adolescent Development (a study of human development from birth to age 18 through four developmental domains)
- EDC560 Curriculum and Assessment (applied learning in planning with standards, determining objectives, developing lessons, assessing with formative and summative measures, and using curriculum designs)
- EDC570 Special Needs Students (Special Education, Gifted, English Language Learners -applied learning in adapting classroom strategies to help special education students, including slow and advanced learners and those learning English as a second language)
- EDC620 Mentored Practicum (A practicum where the teacher-learner becomes a graduate assistant and mentors colleagues online and onsite.)
- EDC610 Portfolio Project (The teacher-learner will learn about research strategies and select a topic that relates to his/her master's degree and conduct action research.)

The following courses are electives and/or requirements for each of the programs:

- EDC595 Principles of Secondary Education (applied learning that features building subject/content curriculum, maximizing learning strategies, and classroom and school organization for learning)
- EDC585 Principles of Elementary Education (applied learning that features building an integrated curriculum, maximizing learning strategies, and classroom and school organization for learning)
- EDC580 Assessment for Special Education (learning disabilities, emotional handicaps, mental retardation, and gifted education)
- EDC577 English Language Learners (focusing on oral and written language development and the teaching of reading)

Course descriptions

Course	Description
<p>Course Number: EDC500 Course Name: Power Strategies for Instructional Strategies (#1, Graphic Organizers and Word Walls) Credits: 3</p>	<p>This course features methods of teaching and learning through Graphic This course features methods of teaching and learning through graphic organizers and word walls to increase comprehension in all subject areas. Teachers learn to use visual representations to help students organize ideas and thoughts; to understand relationships among those ideas; and to remember the information. Strategies are provided for teachers to use word walls in classrooms so that students build vocabulary and their understanding of the English language. Graphic organizers and word walls are effective for all students including special education students and English language learners. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.</p>
<p>Course Number: EDC510 Course Name: Power Strategies for Classroom Assessment (#2, Rubrics & Editing) Credits: 3</p>	<p>This course features methods of teaching and learning through rubrics and editing. Teachers learn to use rubrics in all subject areas to set learning expectations for students with a wide range of abilities. Active learning is promoted so that students become involved in their own learning. Teachers practice strategies for editing that provide specific feedback based on the use of rubrics for analysis. They also learn strategies that develop the students' editing skills. The concept of editing is expanded to include visual products, performances, and processes as well as written products. These assessment skills are essential to all students including special education and English language learners. The rubrics set expectations for quality that provide for differentiated instruction for diverse populations. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom..</p>
<p>Course Number: EDC520 Course Name: Power Strategies for Student Engagement (#3, Partnering & Note Taking) Credits: 3</p>	<p>This course features methods of teaching and learning through partnering and note taking. Teachers learn to use partnering to build students' communication and thinking skills; improve oral language development; and provide active learning. They learn a variety of strategies for note taking so that students learn to select and record the key ideas and relevant details in any listening situation or written materials. Partnering and note taking are important for increasing all students' engagement in learning including special education and English language learners. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom.</p>
<p>Course Number: EDC530</p>	<p>This course features multiple ways to use the strategies of reflection and</p>

<p>Course Name: Power Strategies for Teaching Comprehension (#4, Reflection & Summarizing) Credits: 3</p>	<p>summarizing to increase learning. Teachers learn to design frequent opportunities for students to reflect about the important concepts in the subjects they teach. Based on brain research, reflection means “thinking about learning”. It is effective for use in all grades, subject areas, and for all students to enhance knowledge, clarify concepts, and relate new ideas to prior knowledge. Teachers learn to use summaries and summary frames to assist the students in organizing reflections, summarizing notes, and summarizing various types of written material. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom..</p>
<p>Course Number: EDC540 Course Name: Classroom Management Credits: 3</p>	<p>This course assists teachers in organizing the classroom environment; working with students to design rules and routines; and using strategies to create and maintain a learning environment/community. Specific strategies are suggested to limit or decrease behaviors that interfere with learning. Teachers learn recording techniques for observing and analyzing student behavior in the classroom. They examine strategies to promote effective parental and community resources that will maximize learning in diverse classrooms. Many classroom examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing these strategies in the classroom</p>
<p>Course Number: EDC550 Course Name: Child and Adolescent Development Credits: 3</p>	<p>This course focuses on effective implementation of developmentally appropriate strategies in the classroom. Participants explore various domains and stages of development within age ranges from birth to 18. They learn the role of culture in the learning process and how collaboration among the many stakeholders in the school and community affects development. The stages relate to cognitive, emotional, physical, and social development and how teachers can facilitate student growth in these areas. The strategies focus on all aspects of the classroom from the decision making to the way instruction is delivered. Many examples are provided for all grade levels and for special populations to assist the teacher in understanding these stages and using effective strategies in the classroom.</p>
<p>Course Number: EDC560 Course Name: Curriculum and Assessment Credits: 3</p>	<p>This course builds teacher understanding about academic curriculum content and assessments. Types of assessments are explored and strategies for developing content assessments that align to the curriculum are presented. Teachers learn how to relate the curriculum and assessments to state, provincial, or country standards and adjust for diverse populations such as special education or English language learners. Many examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing effective curriculum and assessment strategies in the classroom.</p>
<p>Course Number: EDC570 Course Name: Special Needs Students (Special Education, Gifted, English Language Learners) Credits: 3</p>	<p>This course focuses on the special instructional needs related to special education students, gifted students, and English language learners. Teachers learn how to use learning styles, differentiated learning, and effective strategies that engage learners and provide for individual needs. Specific strategies are suggested for the various populations. Strategies for adapting a “regular” classroom to provide an appropriate learning environment for all children, including those outside the normal range, are provided and discussed. Many examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing effective strategies in the classroom.</p>
<p>Course Number: EDC580 Course Name: Assessment in Special Education Credits: 3</p>	<p>This course involves understanding current norm and criterion-referenced assessments along with interpretation and monitoring students with disabilities. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA), No Child Left Behind (NCLB), and other US federal legislation will be discussed along with how Response to Intervention (RTI) is used as a pre-referral process for special education services. Diagnostic and summative assessments as required by IDEA will be presented and practiced. Many examples are provided for all</p>

	grade levels and for special populations to assist the teacher in learning and implementing effective strategies in the classroom.
Course Number: EDC577 Course Name: English Language Learners Credits: 3	This course presents language development theories and programs for English language learners. Teachers learn effective programs and strategies that focus on oral and written language development. The types of programs provided by states and districts are compared regarding their efficacy for English language learners. Strategies for teaching the skills of reading and writing using appropriate scaffolding are presented and practiced. Specific classroom strategies are designed, implemented, and analyzed. Many examples are provided for all grade levels and for special populations to assist the teacher in learning and implementing effective strategies in the classroom.
Course Number: EDC585 Course Name: Principles of Elementary Education Credits: 3	This course provides the foundation and growth of Elementary Education in the United States. Elementary is defined as grades Kindergarten through 8th grade. Teachers learn how various curricular programs are established, organized, and implemented for the elementary school. Learning theory and research related to the establishment of effective school programs are presented. Classroom and school examples are analyzed for a variety of types of school programs. Teachers learn specific strategies for implementation related to developmentally appropriate elementary education. The course is organized to provide information and opportunities for discussion on the following topics: <ul style="list-style-type: none"> • Historical perspective on the establishment and organization of the elementary school in the US • The roles of staff and methods of decision-making • The role of the parents and community in the elementary school • Special programs and activities that are beyond the classroom • Issues and solutions to meet the needs of the 21st century • Analysis of the teacher-learners' schools in relation to the ideas presented throughout the course
Course Number: EDC595 Course Name: Principles of Secondary Education Credits: 3	This course provides the foundation and growth of Secondary Education in the United States. The definition of secondary includes grades 9-12 and is expanded to include grades that are found in junior high or middle schools that require highly qualified teachers as stated in No Child Left Behind (NCLB). Teachers learn how secondary school programs are established, organized, and implemented. Learning theory and research related to the establishment of course offerings and programs are presented. Classroom and school examples are analyzed for a variety of types of school programs, standards, and criteria for graduation. The course is organized to provide information and opportunities for discussion on the following topics: <ul style="list-style-type: none"> • Historical perspective on the establishment and organization of the secondary school in the US • The roles of staff members and methods of decision-making • Special programs and activities that are beyond the classroom • Issues and models of reform that have been introduced to meet the needs of the 21st century • Analysis of the teacher-learners' schools in relation to the ideas presented throughout the course
Course Number: EDC610 Course Name: Portfolio Project Credits: 3	This course focuses on the methods used in quantitative and qualitative research with an emphasis on action research in the classroom. Each teacher-learner will conduct an action research project that applies some aspect of the previous courses. Electronic portfolios are used to store and organize all the materials for the project such as logs, reflections and summaries, assessments, examples of curriculum and assessment development, case studies, charts, graphs, and video clips. The portfolio project is the final course of the master's degree program and

	demonstrates proficiency of learning and applying skills learned and practiced throughout the program. A formal presentation of the portfolio project may be made to an audience such as the principal and staff or attendees at a conference, workshop, or seminar.
Course Number: EDC620 Course Name: Mentored Practicum Credits: 3	This course provides an opportunity for the teacher-learners to serve as graduate assistants to mentor colleagues in two situations: online in other AGSE courses and onsite in their schools. The focus of the practicum is on mentoring other teachers in an elementary or secondary setting as the teachers practice effective strategies for the classroom. The teachers who are mentored will have regular education, special education, and/or English as a Second Language assignments to align with the graduate assistant's master's program. After completing lessons on topics such as the principles of online mentoring and positive, constructive feedback, the teachers mentor online teacher-learners for six weeks. The second phase of the course presents the principles of onsite mentoring, while the graduate assistants establish an onsite mentoring opportunity with their principals. The onsite mentoring includes observation, demonstrations or modeling, analysis, and feedback. The graduate assistants interact with the Learning Coach throughout all the activities with an emphasis on analysis and reports by the graduate assistant with supportive feedback by the Learning Coach.

Profile of clock to credit hour conversion

School Name: American Graduate School of Education

Program Title: Master of Arts in Elementary Education

Program Length in Weeks: 96 weeks

Course Titles	CLOCK HOURS			CREDITS
	Classroom Lecture (<i>Online Learning</i>)	Lab/Shop (<i>Mentored Application</i>)	Total Clock Hours	Total Credit Hours
Power Strategies for Instructional Strategies (#1)	15	30	45	3
Power Strategies for Classroom Assessment (#2)	15	30	45	3
Power Strategies for Student Engagement (#3)	15	30	45	3
Power Strategies for Teaching Comprehension (#4)	15	30	45	3
Classroom Management	15	30	45	3
Child and Adolescent Development	15	30	45	3
Curriculum and Assessment	15	30	45	3
Special Needs Students	15	30	45	3
Principles of Elementary Education	15	30	45	3
Elective	15	30	45	3
Portfolio Project	8	37	45	3
Mentored Practicum	8	37	45	3
Totals			540 Clock Hours	36 Credits

Program Title: Master of Arts in Secondary Education

Program Length in Weeks: 96 weeks

Course Titles	CLOCK HOURS			CREDITS
	Classroom Lecture (<i>Online Learning</i>)	Lab/Shop (<i>Mentored Application</i>)	Total Clock Hours	Total Credit Hours
Power Strategies for Instructional Strategies (#1)	15	30	45	3
Power Strategies for Classroom Assessment (#2)	15	30	45	3
Power Strategies for Student Engagement (#3)	15	30	45	3
Power Strategies for Teaching Comprehension (#4)	15	30	45	3
Classroom Management	15	30	45	3
Child and Adolescent Development	15	30	45	3
Curriculum and Assessment	15	30	45	3
Special Needs Students	15	30	45	3
Principles of Secondary Education	15	30	45	3
Elective	15	30	45	3
Portfolio Project	8	37	45	3
Mentored Practicum	8	37	45	3
Totals			540 Clock Hours	36 Credits

Program Title: Master of Arts in Special Education

Program Length in Weeks: 108 weeks

Course Titles	CLOCK HOURS			CREDITS
	Classroom Lecture (<i>Online Learning</i>)	Lab/Shop (<i>Mentored Application</i>)	Total Clock Hours	Total Credit Hours
Power Strategies for Instructional Strategies (#1)	15	30	45	3
Power Strategies for Classroom Assessment (#2)	15	30	45	3
Power Strategies for Student Engagement (#3)	15	30	45	3
Power Strategies for Teaching Comprehension (#4)	15	30	45	3
Classroom Management	15	30	45	3
Child and Adolescent Development	15	30	45	3
Curriculum and Assessment	15	30	45	3
Special Needs Students	15	30	45	3

English Language Learners	15	30	45	3
Principles of Elementary Education or Principles of Secondary Education	15	30	45	3
Assessment in Special Education	15	30	45	3
Portfolio Project	8	37	45	3
Mentored Practicum	8	37	45	3
Totals			585 Clock Hours	39 Credits

Program Title: Master of Education in English as a Second Language
Program Length in Weeks: 108 weeks

Course Titles	CLOCK HOURS			CREDITS
	Classroom Lecture (<i>Online Learning</i>)	Lab/Shop (<i>Mentored Application</i>)	Total Clock Hours	Total Credit Hours
Power Strategies for Instructional Strategies (#1)	15	30	45	3
Power Strategies for Classroom Assessment (#2)	15	30	45	3
Power Strategies for Student Engagement (#3)	15	30	45	3
Power Strategies for Teaching Comprehension (#4)	15	30	45	3
Classroom Management	15	30	45	3
Child and Adolescent Development	15	30	45	3
Special Needs Students	15	30	45	3
Foundations of ESL	15	30	45	3
Linguistics	15	30	45	3
Assessment in the ESL Classroom	15	30	45	3
Reading and Writing	15	30	45	3
Portfolio Project	8	37	45	3
Mentored Practicum	8	37	45	3
Totals			585 Clock Hours	39 Credits

Admission requirements

Unlike some other online schools, AGSE does not require standardized exams like the SAT, ACT, GRE, or GMAT.

Learners seeking admission to an AGSE degree program must meet certain requirements:

1. **Successful completion of a baccalaureate degree from an accredited college or university** - The degree must be verified on original transcripts sent by the undergraduate

institution directly to AGSE. As the receiving institution, AGSE determines the acceptance for transfer of the credits from the other institution. Applicants submitting diplomas, degrees, or course transcripts from non-US Institutions must have their academic credentials evaluated. AGSE will accept credential evaluations only from World Education Services (WES).

2. **English language competency** - Applicants whose native language is not English and who have not earned a bachelor's degree from an appropriately accredited institution where English is the principal language of instruction must take a test demonstrating their knowledge of English. An applicant must score at least 530 (on the paper-based exam), or at least 213 (on the computer-based exam) on the Test of English as a Foreign Language (TOEFL) or at least an overall 6.5 with no individual sub-score below 6.0 on the International English Language Test (IELTS).
3. **Verification of a teaching position** - The position must be verified by a letter on school letterhead from an administrator of the school in which the teacher is practicing.
4. **Two letters of reference** - Qualified educators must write a letter evaluating personal qualifications and potential for success in graduate studies. These letters are required for admission to AGSE and should be written by a faculty member, academic advisor, or administrator. A fellow teacher or colleague can write the letter if academic recommendations are not available. These letters will provide the admissions committee with information not found in the application -- information that shows you match AGSE's expectations and requirements. These letters also provide an opportunity for you to be seen as an individual, and help you to stand out from the hundreds or thousands of other applicants.

It is important that the person providing the recommendation has a good understanding of your academic history, interests, goals, and direction. Your academic letters of recommendation should contain evidence or confirmation of the following:

- Academic performance
 - Honors and awards
 - Initiative, dedication, integrity, reliability, etc.
 - Willingness to follow school policy
 - Ability to work with others
 - Ability to work independently
5. **Ongoing access to computer technology** - AGSE courses are 100% online so each applicant must have access that includes email and the Internet to participate.

Required admission documents must be received promptly. For students providing transcripts from a US school, documents must be received within 2 months (60 days) from the date of submitting the Application for Admission. Students providing transcripts from an international school are granted 6 months (360 days). If all required documents are not received by the due date, the Application for Admission will be closed.

Regular Applicants

Applicants who have earned a bachelor's degree from a college or university accredited by an accrediting agency recognized by the United States Department of Education and are currently employed in public or private education at the elementary, secondary or higher education level are considered regular applicants to the Program. The majority of applicants to this Program are

adults working in a variety of professional education settings. Consequently, prior class rank and/or grade point average are not significant factors in the admission process.

Special Applicants

An individual not qualifying as a regular applicant may apply as a special applicant. Special applicants are evaluated on a case-by-case basis, but must have an academic background equivalent to a bachelor's degree earned in the United States.

Enrollment

In order to enroll at the American Graduate School of Education, an applicant must be accepted for admission and submit the enrollment agreement and registration fee. Applicants may accelerate the enrollment process by submitting the registration fee and the completed enrollment agreement with the application. However, this does not guarantee admission. Applicants who submit enrollment materials and are not eligible for admission will be refunded the full registration fee.

Applicants that are accepted for admission will be notified within 3 business days following review of the completed application forms. Review of applications will be conducted within three business days following receipt.

Denial of admission

An applicant may be denied admission to the American Graduate School of Education if upon evaluation of the application, transcripts, and/or background information, the applicant does not qualify for the master's degree program. If the graduate school is unable to meet the educational needs and objectives of the applicant, admission will be denied. If an applicant is denied, the registration fee will be refunded within 5 business days following receipt and review of the application (excluding Saturday, Sunday, and federal and state holidays).

Program or course cancellation

A class may be cancelled and AGSE reserves the right to cancel if fewer than five (5) teacher-learners have registered for the course. All fees and tuitions will be refunded within five business days of notification.

Inactive Status Leave of Absence or Re-Enrollment

In the event the teacher-learner fails to enroll for any course during a semester and/or receives more than one "incomplete" or failing grade during any one semester, he/she will be placed on inactive status. To return to active status, the teacher-learner may submit a Request for Reactivation form accompanied by a \$25.00 reactivation fee. If an inactive teacher-learner chooses not to return to active status during the following semester period, the graduate school will initiate the process of withdrawal.

Policy for awarding transfer and extra-institutional learning credit

Recognition of prior learning

The American Graduate School of Education defines extra-institutional learning as learning that is attained outside of accredited post-secondary education institutions. Although teacher-learners

bring with them a wealth of learning from work and life experience, independent reading and study, the mass media, and participation in formal courses sponsored by associations, businesses, government, industries, the military, and unions, there is no course credit granted for such experiences or learning.

Types of recognition

The American Graduate School of Education does recognize the prior learning of admitted teacher-learners by awarding credit for:

- Transfer courses completed at an accredited institution and documented through official transcript when the credit is applicable to the teacher-learner’s degree program at the American Graduate School of Education (up to six credits may be transferred)

Credit by examination

The American Graduate School of Education does not award credits by examination.

Credit for training programs

Credits from training programs will not be awarded credit in the master’s degree program of the American Graduate School of Education.

Military training

The American Graduate School of Education does not accept military training in lieu of education courses.

Rio Salado College partnership

The American Graduate School of Education has established an educational partnership with Rio Salado College. Through this special partnership up to 18 credit hours of the Rio Salado College Approved Post Baccalaureate Teacher Preparation Program will be applied toward the American Graduate School of Education’s 36 hour Master’s Degree Program. Rio Salado College is a leading online college based in Arizona and a part of the Maricopa Community College System.

Eligible Programs:

- Master of Arts in Elementary Education
- Master of Arts in Secondary Education

All Rio Salado College graduates of a Post Baccalaureate Program who enroll in the Master of Arts Program will complete the following six AGSE graduate courses (18 credits):

Course Number	Course Title
EDC500	Power Strategies for Effective Teaching
EDC510	Power Strategies for Classroom Assessment
EDC520	Power Strategies for Student Engagement
EDC530	Power Strategies for Teaching Comprehension

EDC610	Portfolio Project
EDC620	Mentored Practicum

Transfer of credits

The acceptance of transfer credits between institutions lies within the discretion of the receiving college or university. Credits earned at other institutions may or may not be accepted by the American Graduate School of Education. Likewise, credits earned at the American Graduate School of Education may or may not be accepted by another institution depending upon its own programs, policies, and regulations. Teacher-learners planning to complete credits for a master's degree in another college, university, or graduate school are advised to contact the Admissions Office of such institution in advance of applying.

Academic Policies and Procedures

Grading system

The American Graduate School of Education uses the following system of course grading:

Grading: (No rounding)

A = 92 - 100%

B = 84% - 91.99%

C = 76% - 83.99%

D = 65% - 75.99%

F = 64.99% or lower

Incomplete – During the semester, if a teacher-learner has an extenuating or personal circumstance that prohibits him/her from completing the course within the posted schedule, special arrangements to complete the work must be made with the Learning Coach and are granted on an individualized basis. If a teacher-learner does not complete the assigned course work within the agreed upon schedule, the course grade will be based on the grade earned as of the scheduled deadline. If less than nine lessons have been completed, the teacher-learner may be granted a chance to re-take the course during the next semester. Grades of “D” or “Failing” do not earn credits that apply toward a master's degree.

If circumstances occur during the semester that prohibits the teacher-learner from completing the course, he/she may complete a Request for Academic Extension. Pending recommendation from the Learning Coach, this request allows the course to be retaken (at no additional cost) during the next academic semester.

Grade Point Average

Grades are also calculated in terms of a 4-point grade system:

A = 4.00 points
B = 3.00 points
C = 2.00 points
D = 1.00 points
F = 0.00 points

A teacher-learner may earn as many as two grades of "C" but must balance the grades with at least two grades of "A" to achieve the minimum required grade average. A teacher-learner must achieve a minimum of a 3.00 cumulative grade point average to graduate with the master's degree.

Grading procedure and satisfactory progress tracking

This program does not allow teacher-learners to work at his/her own pace. Teacher-learners are expected to keep up with the posted course schedule of lessons and assignments. Course activities and assignments are graded on a weekly basis by Learning Coaches. Rubrics are used for scoring all formative assignments and assessments. Other assignments and assessments are electronically scored with immediate feedback. Teacher-learners can access their grades for assigned lesson material, discussions, quizzes, and assignments for each lesson at any time during the course.

American Graduate School of Education Honor Code

All teacher-learners at the American Graduate School of Education are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The graduate school promotes, as part of its mission and purpose, the development of educators of strong character and responsibility. Self-discipline is extremely important in participating and completing the online courses.

Academic probation and suspension

When a teacher-learner has completed three or more courses and the teacher-learner's cumulative grade point average falls below 2.00, probation occurs. A teacher-learner on academic probation has one semester to raise the cumulative average above the minimum standard, either by completing additional courses or repeating courses bearing inadequate grades.

In the event a course is repeated, the original grade is replaced by the subsequent course grade. The cost for repeating a course is determined by the current tuition schedule. Academic suspension will follow only if a teacher-learner is unable to return to active status or the grade point average is not raised within the following semester. Suspended teacher-learners may apply for readmission to the American Graduate School of Education after a period of one year.

Plagiarism

If it is determined by the Learning Coach or online professor that plagiarism by a teacher-learner has occurred, the teacher-learner will not receive full credit for that course. If plagiarism reoccurs, the teacher-learner's enrollment at American Graduate School of Education may be suspended.

The expectation is that the work you submit will be your own and not that of others. Copying others' work without giving them credit is called **plagiarism** and is a serious offense in the US. Copyright laws protect the ideas of authors from being copied without citing the reference. This includes any work that is written or recorded in any way. Books, magazines, and online articles are protected in this way.

There are three ways that plagiarism can exist in an online course. The first is answering a question by copying directly from the content text. It is appropriate to reference a statement or section from the content, but the reference has to be stated in your words and not just copied from the text. This demonstrates your understanding. Phrases such as "according to the text" or "as found in section ____" can be used to present the idea, but the explanation has to be in your words.

The second is copying from colleagues. For example, one of your colleagues in your VLC may submit a strategy plan to be reviewed. If you read the plan and then write a plan that is almost identical to your colleagues, that is plagiarism. You may like that strategy plan and want to use it in your classroom. That is appropriate, but submitting the same plan for credit is not. You can avoid this problem by completing your plans before you read the plans of others.

The more common way plagiarism happens in online courses is by using the ideas from resources that have been reviewed and not providing citations for them. The citation can be for a section that uses the ideas of others or can be for an exact quote that is shown in quotation marks.

Finally, copying complete sections or articles from other sources is plagiarism because you are presenting it as your work. Even if cited, this is not appropriate. Use notes from articles and include the ideas in your own words. This will allow you to demonstrate your understanding of the sources you have researched.

Financial probation and suspension

It is the American Graduate School of Education policy that teacher-learners' financial accounts must be current. If difficulties arise, appropriate arrangements must be made with the Registrar. Teacher-learners who fail to complete satisfactory arrangements or who default on their financial arrangement are subject to financial suspension.

No transcripts or other documents, including study materials or grade reports, will be issued to teacher-learners on financial suspension.

Teacher-learner records and transcripts

Each teacher-learner's record will be made available to employers and other duly authorized persons, upon written request by the teacher-learner. Official written transcripts bearing the graduate college seal will be issued. A \$10.00 transcript fee must accompany each request. A separate fee is required for each transcript recipient. The American Graduate School of Education will not honor transcript requests of any teacher-learner having past due financial obligations to AGSE. Transcripts from other institutions found in admission files cannot be reproduced for teacher-learner use. These transcripts must be obtained directly from the other institutions.

Teacher-learner attendance

Physical attendance is not required. Online attendance is monitored by the delivery system and professors monitor activity daily. Teacher-learners are expected to access the online class two or three sessions per week. Most teacher learners spend three to four hours per week online. Learning Coaches/Professors contact teacher-learners who are not active.

Grievance procedure

While the graduate school endeavors to maintain a congenial and responsive atmosphere for its teacher-learners conducive with its educational purposes, it recognizes that from time to time, misunderstandings and disagreements may arise during the course of a teacher-learner's enrollment. In response to this situation, AGSE has established procedures to resolve problems and ensure fair adjudication of teacher-learner rights.

In response to this situation, AGSE has established procedures to resolve problems and ensure fair adjudication of student rights. The Student Grievance procedure is listed on the AGSE website (www.agse.edu - Pathway - About AGSE, Handbook and Policies) and in the Handbook.

1. Complaints directed at an individual instructor or staff member must be discussed directly with the individual involved.
2. If one-on-one discussion fails to result in a satisfactory resolution, a written complaint must be submitted to the President. The President must respond to the complaint, in writing within ten business days, excluding Saturday, Sunday, and state and federal holidays.
3. If the complaint cannot be resolved after exhausting the institution's grievance procedure, the teacher-learner may file a complaint with the Arizona State Board for Private Postsecondary Education. The teacher-learner must contact the State Board for further details. The State Board address is 1400 W. Washington St., Room 260, Phoenix, AZ 85007, phone # 602-542-5709, website address: <http://azppse.state.az.us>.

Graduation Requirements

To be eligible for graduation, teacher-learners must do the following:

1. Complete all program of study requirements.
2. Have a minimum cumulative GPA of 3.0.
3. Complete the program of study within four (4) years after completing the first course. The graduate school may grant an extension of one year.
4. Meet all the requirements listed in the AGSE Handbook at the time of enrollment, or at the time of changing the program of study.
5. Fulfill all financial obligations to AGSE prior to graduation unless previous arrangements have been made.
6. Complete and submit program of study exit survey.

General information

Off-campus, independent study

The American Graduate School of Education requires neither on-campus residence nor classroom attendance in a facility. All course requirements may be completed through online reading, online activities, and classroom practice with students at a school, online group discussion, and independent study. All course work is focused, directed, and under graduate school supervision and review. Teacher-learners at the American Graduate School of Education are expected to demonstrate talent, motivation, and dedication. All coursework requires online and independent study to meet course guidelines and requirements.

Time commitment for degree

Participants may enroll and begin their program at the American Graduate School of Education twice a year (see Academic Calendar). Participants are expected to proceed through their program at a steady rate as dictated by the course requirements. Each course requires teacher-learners to interact with each other and apply what they learn directly in the classroom. All instructional strategies being taught must be implemented within a classroom environment. Personal time constraints, motivation, and access to a classroom environment will determine the individual completion schedule. Most teacher-learners report that they spend from two to four hours weekly in course-related activities (including online work.)

Course format and specifications

Course objectives for all core courses

This course of study is designed to provide educators with a comprehensive understanding and working knowledge of the process and principles of *Power Strategies*® and other foundations for teaching. The format will allow for professional practice and skill development in each strategy with students. As a result of taking this course, it is expected that participants will be able to do the following:

- Explain and discuss content in terms of specific uses with students
- Demonstrate ways of using the strategies and skills by producing samples of student work
- Implement multiple strategies in a variety of contexts
- Analyze and diagnose student products
- Participate in a Learning Community at the school level or virtually
- Reflect on the learning process, learning progress, and learning content throughout the course

Course format and structure

The format of this course will be highly interactive. Through the online Learning Coaches, regular feedback and discussion will occur. Readings, feedback, assignments, reflections, quizzes, and questions will be addressed in an online format. Each participant will have a personalized and password protected file that will contain all feedback, lesson requirements, and reflections.

Course expectations and requirements

- Online reading and responses
- Descriptions of using each strategy – lesson plans
- Reflections – recorded in the online journal or forum
- Written summaries
- Classroom practice and descriptions
- Submission of student products
- Participation in the Learning Community
- Interactions with the Online Learning Coach
- Online quizzes and examinations during and at the end of modules

General weekly outline for Power Strategies Courses

WEEK/UNIT Sunday-Saturday	Lesson to be Addressed	Postings	Assignments Due	Quiz
Week 1 Welcome	Orientation	Introduction	Biography, upload personal picture	
Week 1	Lesson 1	One lesson plan	Learning Community Activities and Responses, Checkups, Quiz	X
Week 2	Lesson 2	One lesson plan	Learning Community Activities and Responses, Checkups, Quiz	X
Weeks 3 and 4	Lesson 3	One lesson plan	Learning Community Activities and Responses, Checkups, Quiz	X
Week 5	Lesson 4	One lesson plan	Learning Community Activities and Responses, Checkups, Quiz	X
Week 6	Lesson 5	One lesson plan	Learning Community Activities and Responses, Checkups, Quiz	X
Weeks 7 and 8	Lesson 6	One lesson plan	Learning Community Activities and Responses, Checkups, Midterm Exam	Midterm Exam
Week 9	Lesson 7	One lesson plan	Learning Community Activities and Responses, Checkups, Quiz	X
Week 10	Lesson 8	One lesson plan	Learning Community Activities and Responses, Checkups, Quiz	X
Weeks 11 and 12	Lesson 9	One lesson plan	Learning Community Activities and Responses, Checkups, Quiz	X
Week 13	Lesson 10	One lesson plan	Learning Community Activities and Responses, Checkups, Quiz	X
Weeks 14 and 15	Lesson 11	One lesson plan	Learning Community Activities and Responses, Checkups, Quiz	X
Week 16	Lesson 12 Summary		Learning Community Activities and Responses, Checkups, Final Exam	Final Exam

Proctored Exams

During the courses, Power Strategies for Classroom Assessment (#2) and Power Strategies for Teaching Comprehension (#4), an assignment requiring administrative verification will be administered. Each teacher-learner will be required to have an administrator visit his/her classroom and verify evidence of using the course strategies. Administrators will complete an online survey and return it to AGSE with a scanned signature. AGSE currently conducts two other proctored assignments/events during the master's degree program. One is during the

Mentored Practicum course (EDC620) where a verification of mentoring form is signed by the principal authorizing the teacher-learner to conduct mentoring at the school. Another form is signed by the mentor, mentee, and administrator showing agreement as to the mentoring activities to be conducted during the six weeks of onsite mentoring. The other proctored assignment is the presentation of the Portfolio Project (EDC610) final report. Each teacher-learner is required to document a presentation of his/her final report to an appropriate audience. Presentations may be done to the school staff, department, conference, seminar, or other approved venue. An agenda, summary of the presentation, a Power-Point Presentation or description of the presentation, and a report of attendees is submitted to AGSE following the event.

In schools where there are two or more teachers enrolled in the AGSE master's degree program, teachers are encouraged to meet together to discuss and plan the implementation of course strategies. In the future, school visitations by an onsite mentor or regional representative may be planned to verify participation in the program, verify use of the instructional strategies, authenticate participation in course activities and assignments, and proctor final examinations.

Online attendance

A new lesson will be posted each week. Participants will progress through lessons on a weekly basis, implementing strategies with students in his/her classroom. Teacher-learners can access the assigned lesson material, discussions, quizzes, and assignments for each lesson at their convenience throughout each week. The week is defined as beginning on Sunday and ending on Saturday.

Assignments, Checkups, and Quizzes

Points and percentages are assigned to lesson components in all courses. The Power Strategies courses require lesson plans, whereas the other courses do not require weekly lesson plans. Checkups are short essay-type questions that are scored by the Learning Coach. Lesson plan formats are provided in the course and are scored by peer review and the Learning Coach. Quizzes are computer scored with immediate feedback. Learning Community Activities, Projects, and Assignments are scored by the Learning Coach with feedback from peers. The Learning Coach scores teacher-learner feedback given to peers, via forum posts. Scoring guides and rubrics are provided for each assignment that is scored by the learning coach or peers.

Example of Points earned in Power Strategies courses:

- Checkups (10%)
- Lesson Plans (15%)
- Quizzes (10%)
- Learning Community Activities, Projects, and Assignments (35%)
- Feedback to other participants and reflections (15%)
- Final Exam (10%)
- Survey, online time, timeliness of forum posts, effort (5%)

(Note: There are points given for each activity and assignment that are totaled at the end of the course. Grades are based on percentages of correct answers or points achieved.)

Assignments will directly correspond to your responsibilities as a teacher. Careful professional thought is expected for each of the assignments. Assignments should be completed before moving onto the next lesson. All of the above assignments must be satisfactorily completed in order to pass the course. Brief and insightful feedback to other participants is expected. Write concisely, limiting your responses to a few sentences.

(Note: It is expected that you will read the responses of your peers, respond to a minimum of three others during each lesson unless you receive other instructions. It will be necessary to revisit the forum to read the responses recorded after posting your response.)

It is expected that all members of the class hold all online comments in professional confidence. If you have a particular matter that you wish to discuss with the online Learning Coach or another teacher-learner, use email or post your message in the online journal for the online Learning Coach.

The possible points may vary per course. All points equal 100% of the course requirements for each course. The grades are based on the percent of points achieved by the teacher-learner.

Progress for each teacher-learner is continuous throughout the class and feedback is available immediately through the delivery system and/or the Learning Coach.

Rubrics are used to score all written work. Be sure to review the rubrics and other resources on your course page to become familiar with criteria and expectations

Due dates

Quizzes are due no later than 11:55 PM on Saturday of the week listed on the syllabus. Quizzes have a time limit and cannot be completed after the due date. You must get a minimum of three questions correct to progress to the next lesson.

Assignments are due no later than 11:55 PM on Saturday of the week listed on the syllabus. Late assignments will result in fewer points given.

Responses and feedback to others are due no later than 11:55 PM on Saturday of the week listed on the syllabus. Late discussion posts will result in fewer points given.

The highest quality of work will reflect the following characteristics:

- Products that reflect professional comprehension and application of course content
- Products that demonstrate proper English compositional skills
- Assignments that meet the deadlines
- Participation that exhibits professional thought, is related to course content, and engages classmates and instructor
- Academic integrity at all times (unethical actions are grounds for failing this course and dismissal from this university)

Financial information

A master's degree requires completion of 36-39 credit hours (depending on program). All master's degree courses cost the same fee, \$200.00 per credit.

Registration fee

A \$100 Registration fee must accompany the application for admission to the American Graduate School of Education. This fee is non-refundable whether or not the applicant is accepted into the graduate program.

Tuition schedule

Payment for at least one course and the registration fee is due upon a teacher-learner's enrollment in the degree program. Tuition must be paid in U.S. currency, by check, money order, or credit card. If necessary, an applicant may choose an interest-free monthly tuition plan.

The fee for each graduate course is at the rate of \$200.00 per credit hour. Teacher-learners may pay by the course. For example a 3-credit hour graduate course is \$100 registration fee (one-time) plus \$600.00 for tuition for a total of \$700.00. Payment is due upon enrollment into a program or must be received at least 15 days prior to the start of the semester.

Enrollment for a single 3-credit course costs \$700.00 (\$600.00 + \$100.00 registration fee)

Enrollment for two 3-credit courses costs \$1,300.00 (\$600.00+\$600.00+\$100.00 registration fee)

Enrollment for twelve 3-credit courses costs \$7,300 (\$600.00 x 12 + \$100.00 registration fee)

Interest free tuition payment plan

If necessary an applicant may choose the American Graduate School of Education's interest-free monthly tuition payment plan. Thirty-six (36) credit hours are required for completion of the elementary and secondary master's degrees. The Master of Arts in Special Education requires thirty-nine (39) credit hours. The example payment plan below is based on 36 credit hours. The acceptance of transfer credit will reduce the total cost of tuition and the number of monthly payments.

Upon acceptance and payment of the registration fee the payment schedule would be:

If teacher-learner enrolls each semester:

\$200.00 monthly payments for 36 months

Total Tuition \$7,200.00 + \$100.00 registration fee + \$100 graduation fee

Total Program Costs \$7,400

Payments shall be accelerated if a teacher-learner intends to graduate prior to completion of the payment schedule.

Teacher-learner financing options

American Graduate School of Education does not receive monies, on behalf of the teacher-learner, student loans, or financial aid funds provided by federal, state, or local government, or from a federal student financial assistance program governed by Title IV of the Higher Education Act of 1965.

Military tuition assistance benefits

Financing your education can be accomplished through various military tuition assistance benefits, scholarships, and other education program benefits designed specifically for active duty, reserve, veterans, or spouse and family.

AGSE is eligible to participate and is otherwise qualified, in a number of financial student assistance programs, which include: Defense Activity for Non-Traditional Education Support (DANTES - www.dantes.doded.mil) and Department of Veterans Affairs GI Bill Program (www.va.gov and www.gibill.va.gov).

Recognition by the U.S. Department of Education qualifies AGSE students for federal aid, such as military tuition assistance, government tuition reimbursement, and Veterans Administration entitlement programs.

Teacher-learner eligibility requirements regarding tuition reductions and discounts

American Graduate School of Education does not reduce or discount the tuition. Satisfactory arrangements for payment of tuition and other fees must be made between the teacher-learner and the school prior to the teacher-learners official start date. Prorated payments to the school throughout the length of the program with no interest are accepted. The school accepts checks, money orders, and credit cards. Teacher-learners can secure their own loans through private lenders.

Cancellation policy

Rejection: An applicant rejected by the school is entitled to a refund of all monies paid.

Five-Day Cancellation: An applicant who provides notice of cancellation in any written manner, within five days (excluding Saturday, Sunday, and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days after receiving the written notice of cancellation, the school shall provide the 100% refund.

Other Cancellations: An applicant requesting cancellation in any written manner, more than five days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid (minus the registration fee of \$100).

Refund policy

Refund after the commencement of classes:

1. Procedure for withdrawal/withdrawal date:
 - A. A student choosing to withdraw from the school after the commencement of classes is to provide notice in any manner, to the Director of the school. This notice **MUST** be followed by a written confirmation within 30 days. The confirmation is to indicate the expected last date of attendance and be signed and dated by the student.
 - B. For a student who is on authorized Leave of Absence, the withdraw date is the date the student was scheduled to return from the Leave and failed to do so.
 - C. A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 consecutive class days.
 - D. All refunds will be issued within 30 days of the determination of the withdrawal date.

2. Tuition charges/refunds:
 - A. Before the beginning of classes, the student is entitled to a refund of 100% of the tuition (*minus the registration fee of \$100*).
 - B. After the commencement of classes, the tuition refund (*minus the registration fee of \$100*) amount shall be determined as follows:

% of the clock hours attempted:	Tuition refund amount:
10% or less	90%
More than 10% and less than or equal to 20%	80%
More than 20% and less than or equal to 30%	70%
More than 30% and less than or equal to 40%	60%
More than 40% and less than or equal to 50%	50%
More than 50%	No Refund

The percentage of the clock hours attempted is determined by dividing the total number of clock hours elapsed from the student’s start date to the student’s last day of attendance, by the total number of clock hours in the program.

Fees:

- a. All programs have a \$100.00 registration fee

HOLDER IN DUE COURSE STATEMENT: “Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds thereof. Recovery hereunder by the debtor shall not exceed amounts paid by the debtor (FTC Rule Effective 5/14/76.)”

Refunds will be issued within 30 days of the date of written student notification, or date of school determination, or in the case of a teacher-learner not returning from an authorized Leave of Absence (LOA), within 30 days of the date the student was scheduled to return from the LOA and did not return.

Textbooks and learning materials

No textbooks are required. All materials and resources are available online. Online materials include lesson text, online resources, glossary, journal, forums, classroom examples, and shared resources from participants.

Other general service fees

Late Fee (On Monthly Payments) \$5.00

Reactivation Fee \$25.00

Returned Check Fee \$20.00

Transcript Fee \$10.00

Graduation Fee \$100.00

Fees must be paid in U.S. currency, by check, money order, or credit card.

Online course requirements

- Sign an enrollment agreement after reading this Handbook
- Frequent and regular availability to a computer with Internet services and AGSE course site access at least two blocks of time per week averaging two hours in each block of time
- Basic computer skills, including navigating web pages, uploading and downloading files, and sending and receiving emails
- Availability to access the course within 3 days after the start date of the course
- Availability to a classroom of students for a minimum of five class periods per week
- Enroll in no more than two online courses through the American Graduate School of Education can be taken during one semester (a maximum of six credits per semester)
- Regular participation in online forums, journals, and/or “blogs”
- Completion of assignments within the posted timeframes – no later than posted due date, points will be deducted if submitted late
- Responses to forum posts within posted timeframes
- Regular communication with the online professor (Learning Coach) through email, the in-course message system, blogs, journal, or forums
- Willingness to report problems and/or concerns upon discovery
- Complete each course of 12 lessons within the academic semester (approximately 16 weeks)

Library resources

Internet links to resources supporting course content are included in the course content.

Electronic support includes; books, organizations, articles, and other reference material. Online resources include lesson examples, classroom instructional resources, exemplars, rubrics, and examples of teacher-learner assignments from course activities.