SAINT MONICA HIGHER INSTITUTE

EDUCATION Academic Catalog

(Programs, Policies Manual, & Student Handbook)

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ACADEMIC PARADIGM OF THE EDUCATION

SMHI's Department of Education aims to give students an intellectually exciting education, anchored in core disciplines, and developing the professional and vocational skills that are essential in the workplace of the 21st century. This school enables graduates develop some of the most important skills of critical and systematic analysis and makes them become experts at managing knowledge and communicating information. It promotes pure and applied research across all its disciplines. Candidates will be engaged with academic staff whose research continually informs an integral teaching and learning environment. In line with this very important mission, Cameroon's Presidential Law No 98/004 of 14 April 1998 to lay down guidelines for education in Cameroon maintained that, "the general purpose of education shall be to train children for their intellectual, physical, civic and moral development and their smooth integration into society bearing in mind prevailing economic, socio-cultural, political and moral factors" (cf. Section 4 of the Law No 98/004).

This school equally operates degree completion programs, whereby students graduating from the First Cycle of various accredited institutions of higher learning in Cameroon can come to SMHI to earn a bachelor degree in their given areas of studies. It is expected that these students would have completed the main coursework in their areas of specialization in this Department. Therefore, most or all of their coursework at SMHI will focus on the General Education Courses. In some cases, they may have to take other courses from the other programs at SMHI. These General Education courses can be completed within one year of full-time studies for top up students.

The Department of Education and Humanities offers Associate (HND), Bachelors and Masters Programs.

ACCREDITATION, AFFILIATIONS, & PARTNERSHIPS

Saint Monica University (SMU) is an American-style independent Catholic career higher education institution offering programs that are at the intersection of arts, science, and technology.

ACCREDITATIONS

Saint Monica University: The American International University, is accredited in the following countries:

Cameroon:

Saint Monica University (SMU) is fully accredited in Cameroon as SMU Higher Institute by the National Commission on Private Higher Education at the Ministry of Higher Education, Yaounde, Cameroon, with Creation No: E14/0028/MINESUP/SG/DDES and Opening No: 14/01319/L/MINESUP/SG/DDES/ESUP/SDA/OAGS.

THE DEPARTMENT OF EDUCATION (DE)
1) Bachelor of Education (BEd)
2) Master of Education (MEd)

PART ONE

UNDERGRADUATE PROGRAMS

Generally, every undergraduate student requires at least 180 credits to earn a bachelor's degree in SAEH. Each program is divided in to three categories of courses – for the sake of emphasis; this applies to all the programs in the school.

Graduation Requirements

At least 180 credits

- General Education Courses   18
- Core Courses   108
- Concentration Courses   54

Undergraduate Program Structure in the School of Arts, Education and Humanities

General Education Courses	= 6 Courses	= 18 Credits
Core Courses	= 13 Courses	= 78 Credits
Concentration Courses	= 9 Courses	= 54 Credits
Internship (Practicum)	= 2 Courses	= 12 Credits
Entrepreneurial Project	= 1 Course	= 6 Credits
Research Project	= 2 Courses	= 12 Credits
Total	**= 34 Courses**	**= 180 Credits**

GENERAL EDUCATION COURSES

All SMHI undergraduate students are expected to take the General Education Courses (General University Requirements) irrespective of their Schools or majors. All our graduates must earn at least 18 credits in the form of General Education Courses. In order to meet the General Education requirements for graduation, these 18 credits must come from four principal areas – Arts, languages, Humanities, Social Sciences and Sciences depending on its relevance to the program under study. These General Education credits can either be earned on campus or transferred from other institutions or programs. For instance, SMHI will award 8 credits for any course passed at the GCE A-Level, considering that the A-Level is the equivalence of Advanced Placement courses.

The General Education Courses will be taken during the first two years of undergraduate studies at SMHI (Freshmen/women and Sophomore Years). Students bringing in about 9 or more credits should be able to complete the General Education requirements within one year. Those who don't complete these General Education requirements within the first year will be required to take compulsory summer sessions so as to complete the remaining credits.

Objective of General Education Courses

Experience has shown that people deal with work related challenges that may not necessarily emanate from their educational areas of specialty or concentration. Hence, the purpose of General Education Courses in SMHI is to open students to a variety of work related issues in the fields of Arts, Humanities, Social Sciences and Sciences, that may enable students to handle some problems that may arise from areas beyond students' areas of concentration and specialty. Therefore, general courses are like a light that enables the students to conveniently succeed in their careers.

The following constitute the 14 General Courses of which students will be obliged to do 6 of these general courses that knowledge of it are directly or indirectly related to their fields of study.

Course Number	Course Title	Credits	Status
GEN 101	Sports & Physical Education	Passed/Failed	C
GEN 102	Creative Arts	Passed/Failed	C
GEN 110	Introduction to College Writing	3	C
GEN 120	Introduction to French	3	C
GEN 130	Cameroon History and Politics	3	C
GEN 140	College Algebra	3	E
GEN 150	Introduction to Science and Technology	3	C
GEN 210	Critical Thinking, Ethics & Religious Studies	3	C
GEN 220	US Government, Politics, & Global Issues	3	C
GEN 230	Computer Information System	3	E
GEN 240	English Grammar & Composition	3	C
GEN 250	Introduction to Psychology and Social Sciences	3	C
GEN 410	Business & Entrepreneurship	3	C
GEN 420	Fundamentals of Research Methods & Statistical Analysis	3	C
TOTAL CREDITS EXPECTED		36	

C = COMPULSORY, E = ELECTIVE

COURSE DESCRIPTIONS

All General Education courses have a credit value of three (3) each, except for the two compulsory courses: Sports & Physical Education and Creative Arts that have a zero (0) credit value each. These two courses, which have no credit value, must be validated as they are one of the requirements for graduation. Therefore, they will be given either a passed or failed mark in the transcript of the student. This means that out of the 14 general courses, 6 of the courses selected have a total of 18 credits.

GEN 101: Sports and Physical Education

This is a unique course designed to encourage physical fitness and creativity in students. The course is divided into two parts, the first dealing with sports and the second with creative arts. Sports and Physical Education not only allows students to work individually and cooperatively in the theoretical and practical components of the subject but also assists them in developing critical life skills. As a curricular inclusion, Sports and Physical Education provide students of varying abilities with experiences that facilitate physical, social, intellectual, cultural, spiritual and emotional growth. Skills related to decision making, problem solving and critical thinking and the use of sport technology are acquired by students undertaking a course of study in Physical Education and Sport. The Sports and Physical Education Program/course is designed to develop the mental, emotional, physical, and social aspects of living necessary for a happy and productive life.

Course Objectives

- To create and maintain physical, social, emotional and mental fitness.
- To develop a basic knowledge of skills, strategies, sportsmanship and personal responsibility.
- To encourage growth through interaction with others and in individual and team sports.
- To develop leadership skills and respect the rights of others.
- To instill a positive attitude that will carry over into other activities at school, after school, at home, and in the community.

Course Content
Students are introduced to the fundamentals of team and individual sports, which include skills, rules, and game strategies, as well as recreational/life skills and physical fitness. Emphasis in this program is placed on providing an opportunity for students' individual growth success. The Sports and Physical Education syllabus is made up of a Compulsory Core and One Option to be completed during this course. Each student must do the Compulsory Core and one sport from the 6 different Options below.
Compulsory Core
The Introduction to Sports and Physical Education/Physical Fitness
Options:
 A : FOOTBALL
 B : BASKETBAL
 C : HANDBALL
 D : VOLLEYBALL
 E : TABLE TENNIS
 F : ATLETICS

GEN 102: Creative Arts

This course will examine the various facets of creative arts and their meaning. Kin attentions shall be paid on the various types of creative arts and the processes that are involved in the development of creative arts ideas and products. The practical acquisition of creative arts skills through various individual creative arts workshop shall also be one of the most important pinnacles in this course. The major objectives of this shall be To be able to practice the arts of creative writing, To develop practical musical skills in singing, Instruments, composition and performance, To develop photographic skills, To develop and practice film acting and directing skills, To develop dancing skills. Creative Arts involves the study of theory and practice-based work in major study areas. The major topics covered here shall be: Creative Writing, Graphic Design, Music, Photography, Theatre, Visual Arts or Visual Arts and Design. The main focus of the course is artistic practice informed by history and theory subjects.

GEN 110: Introduction to College Writing
The main purpose of this course is to introduce students to the conventions of academic writing and critical thinking. Students are introduced to college/university-level writing, including multiple rhetorical contexts for essay development. Emphasis on thesis development, essay organization, argumentation, critical reading and clarity of expression and introduction to incorporating source material using the APA style.

GEN 120: Introduction to French
Course Description
This course is designed for students with very little or no prior knowledge of French. The course provides The fundamentals of French pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. The importance of communication and cultural awareness is stressed through a wide variety of activities (group/pair work, video, audio recordings, computer assignments, etc.). This course expects students to acquire the four basic language competencies (reading, writing, speaking, and listening).The above is achieved by using the audio-lingual approach, using practical vocabulary drawn from realistic situations aimed at good pronunciation and ease in response.
Course Objectives
At the completion of this course, students are expected to be able to:
• Communicate in French orally and in writing about everyday situations and comprehend both written and spoken language such as school, food, time, weather, etc;
• Demonstrate a basic understanding of French spelling, pronunciation, and basic French grammar.
• Show some knowledge of the francophone world and of French geography, history, and daily life.
• Connect French studies with other subjects studied at SMHI and found in the world around you.
Course Content
Vocabulary: Greetings, Alphabet + letters combination, Nationalities and countries, Jobs , Numbers, Giving

personal details (address, telephone number, email, age), Filling a form, Food and drinks, Holidays in France and abroad, Describing a city (jobs and places), Using a dictionary

Grammar: Nouns – feminine, masculine, singular, plural, The verbs =être', =avoir' in the present tense, Articles – definite and indefinite, Adjective agreement in gender and number, Verbs in =ER', Etre and Avoir, Prepositions of place, Il y a + Il n'y a pas

Word order: sentence/question, Key prepositions – à, dans, en, au, etc., Yes/no questions

Cultural Content: Paris, Cities of France, French speaking countries, French names, Map of France

Skills Work: Lots of speaking/active practice, Role-plays, Lots of listening, Pronunciation – key sounds

Nouns, Verb, Using Pronouns Properly, Using Prepositions, Conjunctions, All About Adjectives and Adverbs, Reading Comprehension, Mastering Subject-Verb Agreement, Bonding Basics, Writing Personal and Business, Writing Resumes and CVs,Motivations letters.

Learning Outcomes

On the successful completion of French IA/B, students will be able to:

- Understand the basic structures of the French language and use these in writing and in speech

- Demonstrate a sufficient knowledge of French vocabulary to communicate in everyday situations

- Recognize basic structures and vocabulary in written and spoken materials, and thus be able to read and listen to articles/news items/short stories in French

- Understand and analyse aspects of French and Francophone society and culture

This is a unique course designed to encourage physical fitness and creativity in students. The course is divided into two parts, the first dealing with sports and the second with creative arts. In sports, students work individually and cooperatively in various theoretical and practical aspects of sports. It provides students of varying abilities with experiences that facilitate physical, social, intellectual, cultural, spiritual and emotional growth. Meanwhile, creative arts addresses the art-forms of visual arts, creative writing, music, drama and dance.

GEN 130: Cameroon History and Politics

The course briefly discusses the core historical developments in Cameroon from 1800 to present day. The Objectives of the course:

-To highlight the main political, economic and socio-cultural developments in Cameroon from the pre-colonial period to post independence.

-The course also addresses issues of governance such as the relation between the various arms of government and individual and collective rights.

This course shall involve the, The Islamisation of North Cameroon, Early colonization and missionary activities., The scramble for and annexation of Cameroon, The Germano-Duala treaty of 1884, The Germans in Cameroon, Cameroon under British and French rule, Reaction of Cameroonians to colonial rule, The Road to independence in British and French Cameroons, and the creation of the federation, The Unitary State (Ahidjo and Biya), The Arms of government, Individual and collective Rights.

GEN 140: College Algebra

Course Description

The main purpose of this course is to introduce students to the fundamental skills of reading and writing essays. Introduction to College Writing is designed to build on skills you already have to strengthen your writing processes and to introduce you to key academic skills that will help you succeed. Specific attention will be given to personal, descriptive, expository, and persuasive writing and the conventions of academic writing and critical thinking. Students are introduced to college/university-level writing, including multiple rhetorical contexts for essay development. Emphasis shall also be given to thesis development, essay organization, argumentation, critical reading and clarity of expression and proper usage and application, through APA style.

Course Objectives

- To understand writing as a process, including prewriting, revision, and editing
- To enable students to write their end of program research projects in their various fields of specialty following the APA research modalities.

- To enable students to write articles and papers that can be reviewed for publication in journals and magazines.

Course Content

The Writing Process -Brainstorming, gathering material, editing, and rewriting, Kinds of writing -The organization of an essay, writing thesis statements and topic sentences, Writing supporting material, Writing from Research -What is a narrative essay? , Guidelines for personal experience essay, Getting Ready to Write: Begin at the Beginning -Finding a Topic , Guidelines for the Writing, Gathering Data in the Library, Searching the World Wide Web, Collecting Data Outside the Library -Guidelines for Argumentative/Dialogic Researched , Organizing Ideas and Setting Goals, Finding and Reading the Best Sources, Practicing Academic Integrity, Drafting the Paper in an Academic Style –APA Style, Blending Reference Material into Your Writing - -Revising, Proofreading, and Formatting the Rough Draft -Works Cited: APA Style , Oral presentations

Learning Outcomes

Upon completion of a course in this category, students are able to demonstrate the following competencies: Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts and above all write their end of course thesis and all academic papers using APA Style.

GEN 150: Introduction to Science & Technology

The course aims at demystifying scientific concepts, exposing the latest developments in science and technology, and making the subject more interesting and understanding to students. It begins by defining science and technology, and their various sub-fields, and covers a relatively new academic field that has at its core the relationship between scientific knowledge, technological systems, and society. It reflects the latest advances in the field while continuing to provide students with a road map to the complex interdisciplinary terrain of science and technology studies. Students will be engaged in topics such as environmental concerns, evolution, vaccinations, GMOs, 3-D printing, human genome project, stem cell research, drug development, GPS, robotics, renewable energy, informatics and other advances in science and technology.

GEN 210: Critical Thinking, Ethics and Religious Studies

The course introduces students to philosophy and religion. In philosophy, students will begin by defining philosophy and understanding its main branches, but will focus mainly on logic, proof and critical thinking. Topics such as the nature of arguments, deduction and induction, syllogistic logic, propositional logic, quantified predicate logic, fallacious reasoning, scientific and critical reasoning will be studied. Ethics, approached from the perspective of moral philosophy and moral theology, will also be studied with a focus on the ethics of duty, idealism, utilitarianism, virtue, relativism, pragmatism, pluralism, critical ethics, ethics of care, and ethics of professionalism. Students will learn the relevance of ethics in addressing current challenges such as terrorism, gender, equality, diversity, cultural recognition, competition, dishonesty, privacy, discrimination, reward and punishment. Finally, the course treats religion, covering such topics as comparative study of major religions, science and religion, liberation theology, religious enculturation, fundamentals of Catholicism, and the Church's Social Teachings.

GEN 220: US Government, Global Politics & Issues

This course examines the three broad areas of studies – US government, political science, and global issues. It begins with an introduction to the concept of politics, examining it from the perspectives of philosophy and social sciences. It then focuses on democracy, especially from the US perspective, evaluating it through analyses of the major institutions, processes and government policies. Power, inequality, political culture, social movements, the Constitution, elections, the role of the media, and the parts played by the President, the bureaucracy, the Congress and the courts are all considered. In global issues, the course treats contemporary global issues including global trade, terrorism, global warming, regional integration, international supranational organizations, nationalist movements etc. Finally, it will focus of political systems in selected developing countries, comparing and contrasting them with the US system.

GEN 230: Introduction to Computer Information Systems
This course introduces students to the basic concepts and developments in information systems. Areas of study include computer technology, information system concepts, information systems development, and the use of technology in organizations. Also included is the general nature of computer hardware, software and systems: Hands-on applications include introduction to word processing, spreadsheet, database management, and presentation software, cloud computing, web browsing and e-mail.

GEN 240: English Grammar & Composition
Course Description
This course emphasizes the study of grammar and composition. It introduces and explores word origins and various parts of speech to prepare students for critical reading and writing. This course also introduces students to practical applications for writing, such as business letters and memos. Equally, the course provides an analytical overview of grammar, punctuation, and sentence structure to help students improve writing skills, including writing efficiently and effectively. This course also introduces students to practical applications for writing, such as cover letters and resumes. It guides students through the steps for writing essays, from prewriting to final draft, and discusses various types of essays.
Learning Objectives
By the end of this course, should know how to:
- Identify and Understand the various rules in grammar and usage (such as subject-verb agreement)
- Identify and Correct the frequent errors associated with grammar.
- Identify and Understand the various rules in the mechanics of a sentence (such as punctuation and capitalization guidelines)
- Identify and Correct the frequent errors associated with the mechanics of a sentence writing
- Identify and Correct frequent spelling errors
- Identify and understand the various rules in diction.
Course Content
Nouns, Verb, Using Pronouns Properly, Using Prepositions, Conjunctions, All About Adjectives and Adverbs, Sentence Structure, Writing Basics, Punctuation, Numbers and Time, Reading Comprehension, Vocabulary, Mastering Subject-Verb Agreement, Bonding Basics, Writing Personal and Business, Writing Resumes and CVs,Motivations letters.
Learning Outcomes
By successfully completing this course, students will be able to:
- Describe and recognize nouns.
- Describe and recognize verbs.
- Use pronouns properly.
- Use prepositions properly.
- Identify conjunctions.
- Demonstrate proper use of adjectives and adverbs.
- Demonstrate proper sentence structure use.
- Demonstrate correct use of punctuation, numbers and time.
- Describe methods for increasing reading comprehension.
- Know methods for increasing vocabulary power.
- Define basic sentence structure.
- Master subject-verb agreement
- Demonstrate writing for clarity.
- Demonstrate writing personal and business letters and resumes/CVs, Motivation Letters.

GEN 250: Introduction to Psychology and Social Sciences
Course Description
Knowledge and understanding of the social sciences place students in position to understand themselves as citizens within an integrated global society. The purpose of this course is to provide students with information about the principal social science disciplines and the relationships among them. Among the integrated social science disciplines are sociology, anthropology, archeology, psychology, political science, economics and geography. Preparation in the skills of social science inquiry prepares the student to engage in rational decision making as both an individual and as a citizen.

Learning Objectives
- Students would be able to handle psychological problems that arise at work place in a rational manner.
- Students will master and match their personality types to future career opportunities

Course Content
General Introduction to Psychology(Definition and nature of Psychology, Perspectives in the historical development of Psychology, Early Perspectives, Modern Perspectives, Goals of Psychology, Approaches of Psychology, Specialties/Branches/Fields in Psychology, Research Methods in Psychology), Biological foundations of behavior (Definition and general remarks, Neurons, Neurotransmitters, Major parts of the brain and their relationship to behavior, Major components and functions of the endocrine system), Sensation and Perception (General remarks, Basic forms and concepts related to sensation and perception, Theories related to sensation and perception), Psychology of Learning/Memory (General remark and definition, Modes of learning, Factors for effective learning, Theories of learning, Behaviorist learning theory, Cognitive learning theory), Motivation and Emotion (Motivation, Definition of Motivation, Theories of Motivation), Emotion (Definition of Emotion, The functions of Emotions, Types of Emotion, Theories of Emotion, Expression of Emotions), Developmental Psychology (Definition of developmental psychology, Heredity versus environment issues, Sensitive Periods in developing, Stages of human development, Pre-Natal development, Post-Natal development), Psychology of Consciousness (Definition of Consciousness, Altered states of Consciousness, Sleep and Dreams, Hypnosis, Meditation, Drugs), Psychology of Personality (Definition of Personality, Major theories and approaches of Personality, Trait Theory (Raymond Cattell), Psychoanalytic theory (Sigmund Freud), Behavioral Theory (B.F Skinner), Social Learning Theory (Albert Bandura), Humanistic Theory (Abraham Maslow, Carl Rogers), Personality Assessment (General issues, Interviews, Personality Questions, Projective Test, Direct Observation/Rating Scales), Social Psychology (Introduction and definition of Social Psychology, Group structure and Cohesiveness, Social Thinking, Social Influence, Pro social Behavior, Anti-social Behavior, Psychopathology (Psychological Disorders) and Psychotherapy (Psychological Treatment)

Learning Outcomes
By the end of this course, students should be able to
- Demonstrate understanding of the terminology used in psychology;
- Identify research models and relate the findings of research to life situations;
- Demonstrate understanding of the different theoretical approaches to psychology and be able to articulate the different assumptions behind them;
- Apply psychology practically to problems confronting them in society;
- Use psychological techniques to explain various aspects of human cognition and behavior;
- Demonstrate understanding of the workings of their own consciousness, behavior, and Interpersonal relationships.

GEN 410: Business & Entrepreneurship Project
Course Description
The purpose of this course is to help students to develop the cognitive skills they need to understand the principles and mechanics that regulate everyday business life, to prepare them to deal effectively with the challenges of contemporary life, including issues in the business-society relationship, its history, world events, economic issues, and future expectations. It also examines the factors that lead towards entrepreneurial success, and the skills and behaviors necessary to be a successful entrepreneur. The course will cover design, creativity and entrepreneurship, the characteristics of and types of entrepreneurs, pathways to entrepreneurs, requirements for success and the

principles of project management/Business Softwares. At the end of the course, the student will be expected to develop a business plan on a business idea in the student's area of studies.

Learning Objectives

- This will enable students to be able to design a practical business plan that is workable and can be established to full flesh business.
- Enables students to develop skills in business creation and gear towards self-employment.

Course Content

BUSINESS (Meaning and Features of Business), ENTREPRENEURSHIP (Historical Background of Entrepreneurship, Meaning of Entrepreneurship, Characteristics of Entrepreneurs, Difference between an Entrepreneur and an Intrapreneur, Types of Entrepreneurs, Nature of Entrepreneurship, Process of Entrepreneurship, Importance of Entrepreneurship, Functions of Entrepreneurship, Issues and problems faced by Entrepreneurs, Entrepreneurial practices in Cameroon), BUSINESS PLAN (Introduction, Business Plan Philosophy, Business Plan Format/Content, Sample Business Plan, Principles of Project Management and Business Softwares.

Learning Outcomes

By the end of this course, students will be able to:

- Describe what a business is and state its features
- Explain the historical background and explain the meaning of entrepreneurship
- Outline the characteristics of an entrepreneur
- Outline the difference between and entrepreneur and an intrepreneur
- State the types of entrepreneurs
- Describe the nature of entrepreneurship
- Describe the process of entrepreneurship
- Describe the importance of entrepreneurship;
- State the functions of an entrepreneur;
- Explain the issues and problems faced by entrepreneurs
- Describe the entrepreneurial practices in Cameroon.

GEN 420: Fundamentals to Research Methods & Statistical Analysis

This course is designed to provide foundation knowledge of research methods commonly used. The course will prepare the student to understand material and issues associated with but not limited to the logic of the scientific method, research designs, as well as the use of statistical packages for descriptive and inferential statistics. This course will cover research processes employing quantitative and qualitative methods. Topics include ethical considerations, observational and survey research techniques, graphing, central tendency and variability, correlation and linear regression, hypothesis testing etc. Students participate in data collection, data analysis and interpretation by means of the microcomputer Statistical Package for the Social Sciences (SPSS) and in the writing of APA-style research reports.

Learning Objectives

- To enable students to write their end of program research projects in their various fields of specialty following the APA research modalities.
- To enable students to write articles and papers that can be reviewed for publication in journals and magazines.
- Enable students to generate and conduct research in the future places of work.

Course Content

Selection of a Research Approach, Review of the Literature, The Use of Theory, Writing Strategies and Ethical Considerations, Designing Research (The Introduction, The Purpose Statement, Research Questions and Hypotheses), Quantitative Methods, Qualitative Methods, Mixed Methods Procedures, Tutorials in Statistical Package for the Social Sciences (SPSS)

Learning Outcomes

By the end of this course, students should be able to

- Explain basic concepts in research methodology.
- Explain different types of researches.
- Discuss the role of research in education.
- Identify and explain the different research designs.
- Develop research instruments.
- Identify and discuss research procedures.
- Carry out/write a standard scientific research project.

DEPARTMENT OF EDUCATION

Bachelor of Education (BEd)

The Bachelor of Education is offered within three specialties: Educational Psychology, Educational Administration and Curriculum Studies and Instruction.

Program Objectives

The main objectives of this program are: To develop skills and knowledge in the processes of education, including such topics as learning, motivation, human growth and development, individual differences, evaluation of achievement, personality, and techniques of studying; To enable candidates develop various theories of learning, both purposive and mechanistic in educational settings; To enable students develop their own learning abilities, be more strategic in their learning, and increase their motivation; To provide the students the skills and competences necessary for guidance and counseling. Each student must demonstrate in teaching at the secondary school level in his area of specialization; Undergo a period of supervised practice (practicum) in teaching; Produce a supervised project on a chosen topic based on his experience; Become professionals in their field of studies.

Bachelor of Education Concentrations

The Bachelor of Education (BEd) degree is offered under three specialties: Education Psychology, Educational Administration and Curriculum Studies and Instruction.

BACHELOR OF EDUCATION (BEd) IN EDUCATIONAL PSYCHOLOGY

Program Objective

This program is designed to enable students acquire in-depth psychological knowledge and how their knowledge in Psychology can help inform educational policy. The basic focus of the program is geared on how principles, issues, theories in Psychology can shape educational values and policies. The program's major objectives shall be to aid: Students identify how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior, identify and critically evaluate psychological research methods, analyze empirical data, identify how we become aware of ourselves, how we learn to interact with others, and how we influence others and how they influence us.

Admission Requirement

2 Advanced Level (AL) Papers and 4 Ordinary Level (OL) Papers, excluding Religious Studies for a 3 Years duration program

CAPIEMP for a 2 Years duration program

ENS/ENSET for a 1 Year duration program

Course Delivery Methods

This course Delivery shall be performed through 3 major methods:

- **Traditional or Face-to-Face Format,** where the learners and faculty shall meet in person or as a group for regularly scheduled class sessions either on campus or at another physical location.

- **Hybrid/Blended Delivery Format,** which involves a portion of the course being delivered online and a portion is delivered on-site face-to-face. This course uses the institution's chosen Learning Management System (Google Classroom) for the online portion of the course.

- **Online/Distance Education**, involves students being taught via the Internet and no face-to-face instruction is required. This course uses the institution's chosen Learning Management System (Google Classroom) for the entire course delivery.

Assessment and Evaluation

Continuous assessment (CA)   40%

CAs shall involve Take-Home Assignments, Quizzes, and Individual/Group Presentations

Examination   60%

Career Prospects

The field of Educational Psychology is fast gaining a lot of grounds in the Educational market. Students who graduate with this degree can work as educational psychologist, academic and social counselors, school psychologists, teachers of educational psychology in any educational establishments.

Students are advised to further their studies to Master and PhD levels to be more eligible for Job opportunities. But this can be done through work-study programs

CORE COURSES (78 Credits) Students are expected to do 13 of the following concentration courses.

EDU 210: Foundations of Education

EDU 220: Instructional Methods

EDU 310: Measurement, Assessment and Evaluation in Education

EDU 320: Professional Ethics in Education

EDU 330: Educational Technology

EDU 340: Issues and Trends in Special Education

EDU 350: Psychology of Learning

EDU 360: Research Methods in Education

EDU 370: Principles of Educational Psychology

EDU 375: Introduction to Counseling

EDU 376: Curriculum Development

EDU 377: Introduction to Educational Administration and Planning

EDU 378: Sociology of Education

Concentration Courses (54 credits)

Students are expected to do 9 of the following concentration courses.

EPY 380: Child Psychology

EPY 410: Adolescent Psychology

EPY 415: Abnormal Psychology

EPY 420: Mental Health and Well-Being in the Classroom

EPY 425 Social Psychology in Educational Contexts

EPY 430 Approaches to Classroom Management

EPY 435 Learning and Behavioral Problems in Education

EPY 440 Adult Development and Learning

EPY 445 Psychological Consultation in Schools

In addition to the concentration courses, students are expected to do the following courses

EPY 480: Entrepreneurial Project   (6)

EPY 493: Educational Psychology Internship (12)

EPY 498: Educational Psychology Project   (12)

STRUCTURE OF THE BACHELOR OF EDUCATION (BEd) IN EDUCATIONAL PSYCHOLOGY

First Year **1ST SEMESTER**						
Course Code	**Course Title**	**ST**	**CV**	**Y/N**	**Advisers' Name & Signature**	**Block session/month**
GEN 101	Sports & Physical Education	G	P/F			
GEN 102	Creative Arts	G	P/F			
GEN 110	Introduction to College Writing	G	3			
GEN 120	Introduction to French	G	3			
EDU 210	Foundations of Education	C	6			
EDU 220	Instructional Methods	C	6			
EDU 310	Measurement, Assessment and Evaluation in Education	C	6			
EDU 320	Professional Ethics in Education	C	6			
	Total Credits		**30**			
2ND SEMESTER						
GEN 140	College Algebra	G	3			
GEN 150	Introduction to Science and Technology	G	3			
EDU 330	Educational Technology	C	6			
EDU 340	Issues and Trends in Special Education	C	6			
EDU 350	Psychology of Learning	C	6			
EDU 360	Research Methods in Education	C	6			
EDU 370	Principles of Educational Psychology	C	6			
	Total Credits		**30**			
Second Year **1ST SEMESTER**						
Course Code	**Course Title**	**ST**	**CV**	**Y/N**	**Advisers' Name & Signature**	**Block session/month**
GEN 130	Cameroon History and Politics	G	3			
GEN 210	Critical Thinking, Ethics & Religious Studies	G	3			
GEN 220	US Government, Politics, & Global Issues	G	3			
GEN 230	Computer Information System	G	3			
GEN 240	English Grammar & Composition	G	3			
GEN 250	Introduction to Psychology and Social Sciences	G	3			
EDU 375	Introduction to Counseling	C	6			

EPY 380	Child Psychology	E	6			
EDU 376	Curriculum Development	C	6			
EDU 377	Introduction to Educational Administration and Planning	C	6			
	Total Credits		**30**			
2ND SEMESTER						
EDU 378	Sociology of Education	C	6			
GEN 410	Business & Entrepreneurship	G	3			
GEN 420	Fundamentals of Research Methods & Statistical Analysis	G	3			
EPY 410	Adolescent Psychology	E	6			
EPY 415	Abnormal Psychology	E	6			
EPY 420	Mental Health and Well-Being in the Classroom	E	6			
	Total Credits		**30**			
Third Year						
1ST SEMESTER						
EPY 425	Social Psychology in Educational Contexts	E	6			
EPY 430	Approaches to Classroom Management	E	6			
EPY 435	Learning and Behavioural Problems in Education	E	6			
EPY 440	Adult Development and Learning	E	6			
EPY 445	Psychological Consultation in Schools	E	6			
	Total Credits		**30**			
2ND SEMESTER						
EPY 480	Entrepreneurial Project	C	6			
EPY 493	Educational Psychology Internship	C	12			
EPY 498	Educational Psychology Project	C	12			
	Total Credits		**30**			

KEY		
SN	**Acronym**	**Meaning**
1.	P/F	Passed/Failed
2.	G	General
3.	C	Compulsory
4.	E	Elective/concentration
5.	ST	Status
6.	CV	Credit Value
7.	Y/N	Yes/No

Undergraduate Program Structure in the School of Arts, Education and Humanities

General Education Courses	= 6 Courses	= 18 Credits
Core Courses	= 13 Courses	= 78 Credits
Concentration Courses	= 9 Courses	= 54 Credits
Internship (Practicum)	= 2 Courses	= 12 Credits
Entrepreneurial Project	= 1 Course	= 6 Credits
Research Project	= 2 Courses	= 12 Credits
Total	**= 34 Courses**	**= 180 Credits**

Total number of credits: 180
Total Lecture Hours:
Total hours of tutorials:
Total hours of practical:
TOTAL CONTACT HOURS: 1800

A modification was made and the course codes are now as follows:

STRUCTURE OF THE BACHELOR OF EDUCATION (BEd) IN EDUCATIONAL PSYCHOLOGY

First Year
1ST SEMESTER

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
SPT100	Sports & Physical Education	UR	2			
ENG101	Use of 1English I	UR	3			
FRE101	Functional French I	UR	3			
EDU210	Foundations of Education	C	6			
EDU220	Instructional Methods	C	6			
EDU213	Measurement, Assessment and Evaluation in Education	C	6			
EDU203	Professional Ethics in Education	C	6			
	Total Credits		**32**			

2ND SEMESTER

ENG102	Use of 1English II	UR	3			
FRE102	Functional French II	UR	3			
EDU230	Educational Technology	C	6			
EDU240	Issues and Trends in Special Education	C	6			
EDU250	Psychology of Learning	C	6			
EDU260	Research Methods in Education	C	6			
EDU270	Principles of Educational Psychology	C	6			
	Total Credits		**36**			

Second Year
1ST SEMESTER

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
CVE101	Civics and Ethics	UR	3			
EDU305	Introduction to Counseling	C	6			
EPY381	Child Psychology	C	6			
ED 311	Curriculum Development	C	6			
EDU377	Introduction to Educational Administration and Planning	C	6			
EAD379	Educational Planning	C	6			
	Total Credits		**33**			

2ND SEMESTER

EDU378	Sociology of Education	C	6			
EPY310	Adolescent Psychology	C	6			
EPY316	Abnormal Psychology	C	6			
EPY312	Mental Health and Well-Being in the Classroom	C	6			
CUR380	Principles of Learning and Administration	C	**6**			
	Total Credits		**30**			

Third Year
1ST SEMESTER

EPY425	Social Psychology in Educational Contexts	C	6			
EPY403	Approaches to Classroom Management	C	6			

EPY435	Learning and Behavioural Problems in Education	C	6			
EPY415	Adult Development and Learning	C	6			
EPY445	Psychological Consultation in Schools	C	6			
	Total Credits		**30**			
2ND SEMESTER						
EPY480	Entrepreneurial Project	C	6			
EPY490	Educational Psychology Internship	C	12			
EPY498	Educational Psychology Project	C	12			
	Total Credits		**30**			

Course Description

EDU 210: Foundations of Education
Course Description
This course provides a definition of philosophy and its relationship with education. It deals with the educational implications of Idealism, realism, pragmatism, existentialism, democratic education and philosophical analysis. Significant factors will include the curricula emphasis, preferred methods, ethics, and aesthetics stressed by each philosophy. The course equally provides a definition of sociology and its relationship with education. It deals with past and current social theories that relate with education. Significant emphasis shall be placed on the educational history of Cameroon.

Learning Objectives
- The learner will develop an understanding of the history in education and how it relates to the educator today.
- The learner will examine different philosophies of education
- The learner will look at the legal governance of schools
- The learner will look at curriculum

Course Content
Teaching as a Career, History of Education, Philosophies of Education, Sociological Foundations of Education, , School Finance, Legal issues in education, Curriculum, School Laws, Curriculum and Instruction, School Governance, Social Issues and Schools, Influences of Diversity.

Learning Outcomes
The learner will:
- Be able to provide an overview of the history of education
- Describe and write a philosophy of education
- Discuss how to prepare for a future as an educator
- Discuss state and national educational organizations
- Be able to explain how schools are financed
- Identify knowledge and skills needed to become a successful teacher
- Identify legal principles that affect public education
- Discuss school curriculum
- Trace the steps to become a teacher

EDU 220: Instructional Methods

Course Description

This course deals more with the method (how) of teaching than with the content or knowledge (what). It deals with the skills, methods, and techniques that enable the educator or agent to interact with the learner and the content. It shall deal with the didactic skills, didactic materials, methods, techniques, objectives and evaluative tools for didactic action to be effective and efficient. It enables student-teachers plan and organize their lessons on a more practical angle.

Learning Objectives

- Aimed at exposing the learners to the key factors involved in classroom teaching and learning.
- Aimed at exposing issues which teachers usually encounter in real classroom setting.
- Aim at given a firm introductory background to the subsequent special methods of teaching

Course Content

Foundation of General Methods and Principles of Teaching (Introduction to the course, Historical, philosophical and psychological perspective of teaching and learning), Nature and components of teaching and learning process (Concept teaching and learning and their relationship, Characteristics of good teaching and learning, Relationship between teaching and learning), Classroom communication (Components of effective classroom communication, Forms of classroom/outdoor communication, Barriers to effective classroom communication and possible solutions), Organization and management of teaching and learning process (Forms of classroom organization, Teacher's classroom management responsibilities, Discipline and pupils control), System approach to instructional process (Concept of a system and its characteristics, Models and systems approach to instructional process, Significance of system approach to the classroom instructional process), Instructional strategies, techniques and methods (Concept and forms of strategies, Concept of teaching and learning techniques, Relationship between strategy, techniques and method), Examples of instructional methods (Discussion, Question/answer, Class experiment, Project/case study method, Lecture, Demonstration/illustrations/use of examples, Field study/local environment trail method), Introduction to Micro teaching and peer teaching, Planning for instruction(Professional documents-National education goals, Scheme of work, Student profile record, Syllabus, Record of work, Instructional evaluation), Mode of delivery (Lectures, Tutorials, Group discussions, Assignments), Material and Equipment (Whiteboards/chalkboard, Handout and textbooks, Charts, LCD projector), Mode of Assessment (Continuous assessment test - 30% score, Final examination - 70% score)

Learning Outcomes

By the end of the course, a learner should be able to:

- Explain the meaning of the terms teaching and learning, and give their characteristics.
- Describe the theory of communication and the components of communication including the barriers against effective classroom communication processes.
- Differentiate between strategies of classroom instruction and be able to derive different instructional techniques from different methods of teaching.
- Differentiate between various methods of classroom instruction and outline the benefits and limitations of each instructional method.
- Define systems approach to instructional processes and explain how it can be used to enhance teaching and learning process.
- Link the general goals of education, national goals and secondary school goals of education to the classroom instructional objectives.
- Prepare and relate professional documents of the syllabus, scheme of work, lesson plans and record of work for purpose of planning and organized professional work in secondary school science, mathematics, languages and social studies teaching.
- Define an organized and well managed instruction including teacher's management responsibilities.
- Apply various procedures involved in evaluating student's learning outcomes.
- Describe various ways of motivating learners.
- Explain approaches of providing for individual differences amongst learners in the classroom situation.

EDU 310: Measurement, Assessment and Evaluation in Education
Course Description

It involves an analysis of diverse methods and approaches to program evaluation and principles of continuous assessment in schools, various test instruments and methods of data collection. Workshops will examine evaluation specifications, plans and reports to identify methods and options for critical evaluation serving the needs of program managers, sponsors and publics. Methods and approaches will be placed in the context of the contemporary politics of innovation and change. A key focus is how we establish public value.

Learning Objectives

By the end of this unit, you should be able to:

- Distinguish clearly between test, measurement, assessment and evaluation;
- State the purposes of assessment and evaluation in education; and
- Give the techniques of assessment in education.

Course Content

An introduction to testing and measurement, High Stakes Testing (The Purpose of Testing, Norm-Referenced and Criterion-Referenced Tests, Measuring Learning Outcomes), Writing Test Items (Objective & Higher Order), Administering, Analyzing, and Improving the Test, Marks and Marking Systems, Summarizing Data and Measures of Central Tendency (Variability, the Normal Distribution, and Converted, Scores, Correlation), Validity, Reliability, Accuracy and Error

Learning Outcomes

By the end of the course, you will demonstrate the following competencies:

- To choose an applicable assessment method.
- To develop an appropriate assessment instrument.
- To administer, score, and interpret assessment results.
- To use assessment results to make decisions about individual students, classroom teaching, curriculum development, and school improvement.
- To develop valid grading procedures using assessment results.
- To communicate assessment results to students, parents, and other lay Audiences.
- To recognize any unethical, illegal, or otherwise inappropriate assessment methods and uses of assessment information.

EDU 320: Professional Ethics in Education

Course Description

This course deals with ethical ideas and morality which form the foundation of the educational process. It aims at preparing trainees to tackle problems of teaching in a knowledgeable and responsible manner. This course stipulates professional ethical codes and moral standards for teachers and enables them know their rights and privileges. It also focuses on school violence, drug abuse, child abuse and to manage them in the context of professional school ethics.

Learning Objectives

By the end of this unit, you should be able to:

- identify standards of professionalism and ethical behavior and apply these standards successfully to ethical dilemmas;
- take steps to identify your responsibilities and those of the instructor of record;
- create an instructional environment that is conducive to student learning and safety;
- establish professionally appropriate relationships with students and refer them to appropriate campus resources;
- take steps to ensure that student performance is evaluated fairly; and
- protect the privacy rights of students regarding grades and other personal information, and identify who has the right to know this information.

Course Content:

This course deals with the professional code of ethics, ethical lapses in education and moral development, school violence, drug abuse and child abuse.

Course Outcome:

At the end of this course, students are expected to be able to:

1. Distinguish among morals, values ethics and the law and to explore how they each impacts professional practice.
2. Have an increased personal understanding of issues related to ethics and the law within the practice.

EDU 330: Educational Technology
Course Description
This includes internet safety, critical analysis of educational web sites and software and other devices, issues involved in using ICT in homes and schools and participation in online class work. This course requires basic computer literacy only; it provides some computer skill development but has a principal focus on appropriate educational use of computers and other ICT related devices. Instruction and laboratory experience in the use of computers, computer software and other ICT devices relative to the best techniques and practices in classroom uses are explored.

Course Objectives:
1. Discuss the concept of educational technology.
2. Discuss the scope and importance of educational technology in the teaching-learning process.
3. Explain the various aspect of educational technology.
4. Explore several ICT devices
5. Discuss the possible applications of educational in your teaching, learning and training.

Course Content:
This course will emphasize the basic educational technologies, ICT devices and advanced educational technologies, ICT challenges in the educational system

Course Outcome:
At the end of the course, students are expected to:
1. Name and describe some common display devices that can be used in the classroom.
2. State the advantages the chalkboard has over other display devices.
3. Say why globes and maps are classified as both graphics and models.
4. Discuss how can computer related technology be used to enhance students' learning.
5. Identify and discuss the different kinds of assistive technology and how they cn be used to enhance assistive pedagogy.

EDU 340: Issues and Trends in Special Education
Course Description
This course deals with education for the mentally retarded: the blind, the deaf, the emotionally and socially maladjusted, those with speech defects and others with orthopedic problems. It involves special education facilities and equipment, methods of treatment, management and rehabilitation of the handicapped. It also has to do with understanding the cognitive, linguistic, motor, behavioral, and learning characteristics of exceptional learners. The instructional focus is on inclusion of special populations into society in addition to issues of educational equity, modifications, and accommodations of students' needs.

Course Objectives:
1. Describe major characteristics of major disabilities.
2. Discuss the ways in which the role of special education teachers has changed over the years.
3. Identify some shifts in special education trends

Course Content
This course will look at the various learning disabilities, emotional/behavioral and communication disorder, physical and health disorder, hearing and visual impairment and giftedness and talents.

Course Outcome:
At the end of this course, students are required to:
1. Identify the primary historical explanations and interventions strategies with children with disabilities.
2. Gain an awareness and effects the cultural and environmental milieu of individuals with disabilities.

3. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.

EDU 350: Psychology of Learning
Course Description
This course examines the various principles, issues and theories of learning. It approaches learning from a universal yet contextual and cultural variations in the learning process. The course will underscore the relationship between theory, research and practice.
Course Objectives:
1. To acquaint students with the general concepts of learning theory;
2. To review, understand, and critique research related to theories of learning;
3. To provide students the opportunity to engage in critical analysis of theories through class discussion and class assignments;
4. To give students opportunities to think about how to apply course material into their personal philosophy and future practice
Course Content:
1. Nature of learning.
2. Theories of learning.
3. Factors affecting learning.
4. Mental processes related to learning.
5. Memory.
Course Outcome:
At the end of this course, students are expected to:
1. Discuss the various types of learning theories.
2. Explain the different learning theories and their educational implications.
3. Discuss the various stages of information processing

EDU 360: Research Methods in Education
Course Description
The course examines the various paradigms, designs, instruments, procedures and data analysis methods in Education. The course examines the philosophical and sociological foundations of educational research and how educational research can be carried out in order to help inform policy.
Course Objectives:
1. Evaluate the relevance of research in advancing in the field of education.
2. Examine how program evaluation and research findings can inform change, provide accountability and produce evidence-based practice.
Course Content
The topics treated here will comprise of: purpose and types research. steps in carrying out a research study, conducting literature review, data collection techniques, analyzing data using software like SPSS and data analyses and interpretation.
Course Outcome:
At the end of this course, students will be able to:
1. To select and develop research question.
2. Appraise research methods (qualitative, quantitative etc).
3. Discuss how program evaluation and research findings can inform change, provide accountability and produce evidence-based practice.

EDU 370: Principles of Educational Psychology
Course Description
This course would include an examination of core aspects of educational psychology that include thinking, learning, and behaving. An analysis of relevant theory and research within psychology in education: topics include behavior

analysis, measurement and assessment, cognition, socialization, and individual differences. Students will explore these in relation to different educational settings and contexts, for example, culture, community, school, and classroom.

Learning Objectives
- understand a variety of human development models (Humanistic, Knowledgeable)
- are able to apply knowledge of human development models appropriately (Creative, Reflective)
- understand the major theories of human learning (Humanistic, Knowledgeable)
- are able to apply human learning theories to examples of behavior (Creative, Reflective)

Course Content
Foundations of educational psychology, What is educational psychology?, Goals of educational psychology., Research methods, Development during the school years, Physical and cognitive, Social and emotional, Diversity (Individual variations, Socio-cultural diversity, Exceptional learners), Learning theories (Behavioural and social cognitive, Cognitive Information processing, Social constructivist), Teaching approaches (Motivation, Classroom management), Educational Assessment and learning (Standardized tests, Current trends in assessment, Alternative assessments).

Learning Outcomes
- understand the issues and explanations of motivation in educational settings (Humanistic, Knowledgeable)
- are able to set up a plan for effective classroom instruction (Creative, Reflective)
- understand the impact culture can play in learning (Humanistic, Knowledgeable)
- develop strategies to effectively manage diverse situations (Creative, Reflective)
- employ appropriate presentation software for classroom use (Creative, Reflective)

EDU 375: Introduction to Counseling
Course Description
This deals with the general field of guidance and counseling, the concept and psychological foundations of guidance and counseling, the need for guidance services in institutions, the characteristics, rules and functions of the school counselor, theories of counseling and the organization of school guidance services. This also includes the application of basic principles of counseling to the needs of individual children, peers and other group.

Learning Objectives
- Define what a counselor is.
- Know the basic skills needed to be a successful counselor.
- Evaluate whether or not you could be a counselor.
- Describe career options for counseling in the private sector.
- Know the major counseling techniques.
- Describe the law and legal issues behind counseling.

Course Content
Part 1: Historical and Professional Foundations of Counselling
- Unit 1: Counselling in Canada: History and Trends
- Unit 2: Personal and Professional Aspects of Counselling
- Unit 3: Ethical and Legal Aspects of Counselling
- Unit 4: Cultural Aspects of Counselling

Part 2: The Counselling Process and Assessment Interview
- Unit 5: Building Counselling Relationships
- Unit 6: Testing, Assessment, and the Diagnosis in Counselling
- Unit 7: Working in a Counselling Relationship
- Unit 8: Termination of Counselling Relationships

Part 3: Theories of Counselling
- Unit 9: Psychoanalytic and Psychodynamic Theories of Counselling
- Unit 10: Behavioural and Cognitive Theories of Counselling
- Unit 11: Humanistic Theories of Counselling
- Unit 12: Postmodern and Crisis Theories of Counselling

Part 4: Specialties in the Practice of Counselling
- Unit 13: Groups in Counselling
- Unit 14: Career Counselling Over the Life Span
- Unit 15: Marriage, Couple, and Family Counselling
- Unit 16: Counselling Children, Adolescents, and Young Adults

Learning Outcomes
- Know counselor self-care strategies.
- Know what counseling skills a social worker needs.
- Compare and contrast counseling techniques in diverse environments.
- Know ethical guidelines a counselor needs to follow, and
- Demonstrate mastery of lesson content at levels of 70% or higher.

EDU 376: Psychological Parameters in Curriculum Development
Course Description
This course includes a historical, sociological, philosophical, and psychological examination of school curriculum, theories, trends and curriculum structure. The course also prepares the teacher candidate to make decisions about best practices that should be implemented in the classroom as a part of the teaching and learning process. In addition, this course also explores researched based methods for implementing instruction based upon the work of theorists that have presented pedagogy according to strategies and methodologies proven to be effective.

Learning Objectives
- The learner will understand some of the historical, theoretical, and philosophical influences on the school curriculum.
- The learner will examine current trends in curriculum development.
- The learner will develop an understanding of the relationship of curriculum, instruction, and assessment.
- The learner will examine the role of the standards movement on local, state, and national issues.
- The learner will examine the role of technology in curriculum development.
- The learner will develop a personal philosophy of curriculum development.
- The learner will develop an understanding of curriculum development that will assist them to actively develop curriculum and assessment strategies in their school district.

Course Content
History of curriculum change, Sociocultural and political curriculum agendas, Models and theories of curriculum, Curriculum evaluation – theory, models and frameworks, Curriculum design – theory, models and frameworks, Curriculum creation in practice, psychological approach of ICTs in curriculum development.

Learning Outcomes
- Determine, select, and use adult learning activities and experiences.
- Develop course curriculum documents.
- Align curriculum, instruction, and evaluation.
- Analyze curriculum design processes and outcomes.

EDU 377: Introduction to Educational Administration and Planning
Course Description
This course is designed to provide knowledge in aspects of education administration and planning.
Meaning concepts, principles, goals and techniques of educational administration and planning; distinction between educational administration and educational management; roles and functions of various educational managers and planners; schools as a formal organisation; major theories of educational administration; approaches to educational planning.

Learning Objectives
- To enable the critical examination of trends and directions in educational administration, planning and management in their social, educational and political contexts in Cameroon.

- To facilitate the critical appraisal of a range of theories relevant to the study and practice of administration, planning and management in education in Cameroon.

Course Content

Overview of selected accounts and critiques of the relationship between public administration, state planning and the management of education, Determining demand and the exercise of the planning function in the education sector in Cameroon, The relationship between administration and management in the education section Cameroon, Professionalism in the Cameroon's educational sector and its effects on the manager, Strategic planning in educational settings, Notions of the "value chain" and "business process" in relation to planning and the management of resources in the education sector, "Re-engineering" and the management of educational organizations, Stakeholder analysis and educational planning, Output, outcome and impact assessment in the education sector, its management and implications for planning, Public accountability and educational administration, planning and management.

Learning Outcomes

- To relate theoretical considerations to current substantive problems and issues in the administration and planning in Cameroon

EDU 378: Sociology of Education

Course Description

This course is designed to provide knowledge of the relationship between schools and society.

Aims and objectives of formal education; nature of the relationships between schools and society. Those who inhabit school buildings; teacher and teacher, teachers and students, students and students, school administrators and teachers, and the consequences of these relationships to the business of teaching and learning; state of education in Cameroon; Agencies of socialization; school as a formal organisation; Theoretical considerations; Equality of educational opportunity; Teacher expectations and students' achievement; Power structure.

Learning Objectives

At the end of this course, a student teacher will be able to:

- Explain the meaning of the concepts Society, Sociology, and Sociology of Education;
- Explain the nature and scope of Sociology and Sociology of Education;
- Explain the importance of studying Sociology of Education for teacher trainees
- Describe ways in which culture can influence the school system;
- Describe ways in which education can influence culture in the society;
- .Analyze major sociological theories on the role of education in the society;
- Analyze the social implications of social stratification;
- Analyze the merits and demerits of politicization of educational systems
- Criticize on ideology of formal education in relation to concepts of meritocracy, intelligence, credentialism and certification
- Describe the ways in which the teacher can exercise their control and authority in the classroom.
- Describe the role of the teacher in improving social relations in the classroom.
- Evaluate the major educational innovations and reforms which have been taking place in Cameroon.
- Analyze the Social Criticism of Trends in Modern Education according to various educationists /philosophers.
- Analyze critical issues surrounding Education and development.

Course Content

An Overview of Sociology of Education, Definitions of sociology, society and sociology of education, Branches of Sociology, Nature and scope of Sociology and Sociology of Education, importance of studying Sociology of Education for teachers, Culture and Cultural Context of Educational System, Meaning and elements of culture., Influence of Culture on Educational system and vice versa, Educational access and gender, The cultural dynamism of school system and language, Sociological Perspectives and the Role of Education in Society, Functionalism, Marxism, Symbolic Interactionism, Education and Social Stratification, Meaning of Social Stratification, Agents of Social Stratification -The Family-The School-Occupation-Social Class and Educational Attainment, Social mobility,

Educational Implications of Social Stratification, Politicization of Educational Systems, Meaning of politics and politicization of educational systems, Merits and demerits of politicization of educational systems, Ideology of formal education on issues of meritocracy, intelligence, credentials   and certification, Meaning of Intelligence, Multiple Intelligence theory (Howard Gardner), Credentialism, and Certification in formal education, Meritocracy and formal education, The classroom and the teacher, Legitimacy, authority, credibility and control, Social relations in the classroom, Innovation and Reforms in education, Meaning of Innovation and Reforms in education, Importance of Educational Innovation and Reforms for societal development, Educational Innovation and Reforms in Cameroon, Education and social development, Meaning of education and social development, interdependence between education and development, Critical issues surrounding Education and development (Access, Quality and Equity).

Learning Outcomes

At the end of this course, students will be able to:

- Interpret historical conditions that have led to the development of current education systems and institutions.
- Challenge common-sense assumptions about school success and failure.
- Compare and contrast different sociological and theoretical perspectives regarding the schooling experiences and outcomes of different social groups.
- Analyze the relationships between educational institutions and wider social structures. • Evaluate critically different reasons for educational reform.

EPY 380: Child Psychology

Course Description

It deals with a behavioral growth of children. This course shall study contemporary ideas and research in child learning and instruction. Topics will include the analysis of child and adult behavior in school, home and residential settings.

Learning Objectives

- Understand the discipline of child psychology as an area of study
- Understand how theories try to explain children's development
- Discuss important questions that are central to child psychology
- Understand how child psychologists work in different applied settings.

Course Content

Definition of Child Psychology, The concept of Childhood (Early history and childhood, The class difference in perceptions of childhood, The lengthening of childhood from the industrial age to present day, The beginnings of child psychology), Biological Factors in Child Psychology (Prenatal Development, including an outline of prenatal milestones, Nature vs. Nurture I: How the mother's lifestyle/environment affects the unborn), Schools of Child Psychology (Cognitive (Piaget), Socio-Cognitive (Vygotsky), Socio-Emotional (Erikson)), Development of Language (Responsive communication, Verbal communication), Nature vs. Nurture (Genetics and child psychology, Social atmosphere and child psychology, Twin studies), Situational Child Psychology (Family dynamics, Peer relationships, Sibling relationships and birth order, Effects of divorce), Applied Child Psychology (Encouraging cognitive development, Developing self-esteem, Understanding red flags), Psychological Testing and Children (When and why they are used, What types of tests are available?, What they mean (and what they don't mean))

Learning Outcomes

By successfully completing this course, students will be able to:

- Define what child psychology is.
- Recognize early biological factors in child psychology.
- Describe the major schools of child psychology.
- Know Piaget's Theory of Cognitive Development.
- Know Vygotsky's Theory of Sociocognitive Development.
- Define Erikson's Eight Stages of Development.
- Describe the processes of the development of language.
- Define nurture.
- Know the effect of family dynamics on child psychology

EPY 410: Adolescent Psychology

The course includes selected aspects of adolescent psychology including theories of development and an examination of contemporary issues in development such as positive youth development, cognitive transitions, family and peer contexts, sexuality, identity, psychosocial problems, cultural, and media influences on typical and atypical development. An advanced study of the theories of adolescent development and a critical examination of research dealing with issues which affect adolescent development.

EPY 415: Abnormal Psychology

Course Description

In abnormal psychology, emphasis will be laid on the progress in the treatment of the severe mental disorder, dementia praecox and medical lines of shock therapy. The students will be taught how to force patients back into more normal contact with their environments. The students should be involved in research that will help find modifications of the treatment which can attain the same results with less severe means.

Learning Objectives

- Provide students with an understanding of "psychopathology" that includes an articulation of a definition and knowledge of its place in historical and current society
- Familiarize students with multiple causes of abnormal behavior as viewed from a number of different theoretical perspectives in Cameroon
- Offer a framework for understanding assessment, classification and diagnosis of mental disorders within schools in Cameroon.
- Discuss intervention strategies and appreciate legal and ethical issues relevant to professionals who provide services to persons with mental disorders.

Course Content

Understanding Abnormal Behavior, Definition & history/milestones in the field, Research methods, Human experience - stigma, family and community impacts, Current trends in the field toward understanding abnormal behavior, Classification and Diagnosis (Development and history of DSM classification system, Medical model, Multi-axial system), Assessment (Mental status exam, Clinical interviews, Neurological assessment, Assessment tools and instruments Psychological testing), Perspectives on abnormal behavior-Theories and approaches (Physiological, Psychodynamic, Neo-Freudians, Family Systems, Humanistic and Existential, Behavioral, Cognitive, Socio-cultural), Neurosis vs. psychosis, Treatment approaches to abnormal behavior (Individual, Marital & family, Group therapy, Biological treatment approaches – psychosurgery, medications, ECT, Community approaches – therapeutic community, partial hospitalization, case management), Disorder categories

(Child, adolescent and developmental disorders, Cognitive disorders, Substance-related disorders, Psychotic disorders, Mood disorders. Anxiety disorders, Somatoform disorders, Factitious & dissociative disorders, Sexual and gender identity disorders, Eating & sleeping disorders, Personality disorders, Impulse control disorders, Adjustment disorders, Miscellaneous – V codes, medical-related disorders, other clinical issues), Law & ethics within the profession (Commitment processes (civil and criminal), Confidentiality, Pt rights, Professional boundaries, Malpractice, Duty to warn), Critical issues in abnormal behavior (Suicide, Domestic violence, Sex crimes, Child abuse, Culture & special populations). These shall be examine within the context of Cameroon and Cameroon educational system.

Learning Outcomes

- Demonstrate an understanding of various disorders, their causes and treatments, and the limitations to defining abnormality
- Demonstrate an understanding of abnormal psychology terminology and explain important features of abnormal psychological concepts and theories
- Demonstrate an understanding of controversial issues in abnormal psychology
- Demonstrate critical thinking skills as they apply to aspects of abnormal psychology

EPY 420: Mental Health and Well-Being in the Classroom
Course Description
Basic principles of mental health as they apply to the entirety of the educative enterprise. Focus on causative factors relating to the mental health of teachers and students, and ways of arranging classroom environments which maximize learning and minimize threat and self devaluation.
Learning Objectives
Students are expected to

- Gain increased mental health/illness knowledge and understanding, increased academic self-efficacy in the context of mental health challenges, and awareness/practice at skills for improving wellbeing.
- It is also expected that this course will assist in normalizing the University experience for those with mental health challenges, orienting them to important supports available on campus, in the community and online. With a positive mental health focus, this course also aims to increase students' awareness of their own personal strengths, competencies and resources.

Course Content
Introduction: Understanding Mental Health and Mental Illness, Positive Mental Health Model, Creating a Safe and Productive Classroom: Boundaries, Self-Disclosure, Peer Climate, Stress and Its Effects : Coping and Cultivating Resilience, Mental Health Services: Finding What Works for YOU, Cognitive Behaviour Therapy Self-Management Skills, Understanding Personal Strengths and Resources, Relaxation and Mindfulness Skills, Self-Compassion, Compassionate Letter to Self Due, Nutrition and Sleep, Building Better Relationships, Dialogue with a Peer, Mental Health in the Workplace
Learning Outcomes
- Learn about and apply constructs such as confidentiality and self-disclosure in a unique classroom environment

EPY 425 Social Psychology in Educational Contexts
Course Description
Students in this course learn to apply social psychological perspectives when interpreting educational situations and events. Through reading and discussion students map the influence of self-definition, motivation, relationships, and familial, school, and neighborhood contexts to educational outcomes. Students evaluate interventions based on social psychological principles and consider their role in educational and social transformation.
Learning Objectives
- Demonstrate knowledge of the core areas of Social Psychology.
- Summarize general information, through in-class discussion and assignments, pertaining to social
- psychological theories;

Course Content
Overview of social psychology, Methodological issues and ethics in social psychology, Self and identity, Culture, Social cognition and thinking, Attitudes, Persuasion and attitude change, Attribution, Social knowledge, Prejudice and discrimination, Social inference, Language and communication, Groups, Leadership, Decision making, Intergroup behavior, Attraction and close relationships, Aggression, Prosocial behavior.
Learning Outcomes
- Apply Social Psychology theories and concepts to current events in educational context.
- Ability to use Social Psychology to evaluate social phenomena in education.

EPY 430 Approaches to Classroom Management
Course Description
Strategies and processes designed to create and maintain classroom management intended to nurture the atmosphere leading to increased academic achievement and personal development of adolescent students.
Learning Objectives

- Identify and evaluate different classroom-management approaches.
- Discuss routine and disruptive events in the classroom.
- Compare and contrast traditional and contemporary classroom discipline and management strategies.
- Identify alternative instructional management systems.

Course Content

Classroom Structure – Defining Classroom Management, Introduction to the 4 Components of the Management System ("Arranging the Room, ""Working the Crowd"), Classroom Structure (Rules, Routines, Relationships), Personal perspectives on classroom management, Learning Environments – organising a learning environment, routines and procedures, modelling and classroom expectations, Essential Skills of Classroom Management (ESCM), intervention strategies and theories, Developing and applying a student management plan.

Learning Outcomes

After successfully completing this course, students will be able to:

- Implement effective classroom and behavior management techniques that best fit the
- Learning needs of students.
- Integrate theoretical concepts into classroom / instructional practices
- Develop a classroom management plan to meet the needs of a specific student
- Integrate theoretical concepts into classroom / instructional practices.

EPY 435 Learning and Behavioral Problems in Education

Course Description

Learning and behavior problems of students with focus on issues of identification, etiology, assessment, developmental changes, and intervention including consideration of personal, social, cultural, historical, and economic contexts.

Learning Objectives

- The identification of students with behavioural problems
- The types of behavioural problems and possible educational service
- The assessment of behaviour
- Developing intervention objectives
- Monitoring student progress
- Managing behaviours in the classroom
- Selecting and evaluating interventions
- Strategies for dealing with specific behaviour problems
- Maintaining and generalizing intervention effects

Course Content

Identifying and Serving Students with Behaviour Problems, School- and Classroom-Wide Positive Behaviour Support, Principles of Intervention Planning, Assessment-Based Intervention Planning, Monitoring Student Progress, Evaluating Intervention Effects, Classroom-Wide Positive Behaviour Support, Addressing Disruptive Behaviours, Addressing Aggressive Behaviours, Developing Alternatives to Self-Stimulatory and Self-Injurious Behaviour, Supporting Students with Psychiatric and Substance Abuse Problems, Extending Intervention Effects, Addressing Attention Deficit/Hyperactivity Disorder.

Learning Outcomes

On successful completion of this course students will be able to:

- Be able to comprehend and apply the principles of associative and operant learning theories.
- Be able to understand the logic behind experimental designs and how they test various theories.
- Be able to apply learning principles to applied contexts, including clinical applications.
- Be able to communicate experimental results in a written report in a concise and clear manner.

EPY 440 Adult Development and Learning

Course Description

Overview of individual development from young adulthood through middle adulthood. Emphasis is breadth and range of individual growth and development during the adult years. Focus on psychological issues associated with social, emotional, and cognitive development, and adult learning and teaching.

Learning Objectives
- Demonstrate an ability to critically analyze theories of learning and teaching at the adult level;
- Possess clearer and theoretically grounded ideas about their own development and learning processes;
- Grasp the diversity of development and learning processes among adults;

Course Content
Andragogy vs. Pedagogy, Using Games, Simulations, and Puzzles, Case Based Learning, Learning Management System (LMS), Inquiry Learning, Learning and forgetting curves, Operant Conditioning, Social Learning, Gestalt Learning, Learning Style Inventories, Learning Contracts, Collaborative/Competitive Learning, learning from Mentors, Self-Directed Learning, Motivating the Adult Learner, Diversity Issues in Adult Learning

Learning Outcomes
- Be familiar with a broad range of theoretical literature that considers the diversity of adult development and learning processes; and
- Recognize and demonstrate the relationship between theory and personal story in academic work.

EPY 445 Psychological Consultation in Schools
Overview of major theoretical models of consultation (including systems level consultation), an in-depth opportunity to develop behavioral consultation and intervention skills through an authentic referral, and an emphasis on professional accountability through monitoring the effects of intervention.

Learning Objectives
- Discuss, explain, list, and/or identify the differences between and similarities among consultation, counseling, supervision, and evaluation
- Explain, list, and/or identify common consultant roles
- Discuss, explain, list, and/or identify the stages of consultation
- Discuss, explain, list, and/or identify various consultation models

Course Content
Program Evaluation (Purposes of evaluation, Evaluation approaches, Planning evaluations, Conducting evaluations, Reporting on evaluations, Evaluating evaluations), Consultation (Consultation as a helping relationship, Consultant roles, Consultation stages, Consultation models, Working within an organization Career Development/Counseling, Emerging theories (Theory of Work Adjustment, Career Construction Theory, Social Cognitive Career Theory, Brown's values-based holistic model of career and life-role choices and satisfaction, Hansen's Integrative Life Planning), Career counseling in the 21st century

Learning Outcomes
- Discuss, explain, list, and/or identify the stages/steps in a generic career counseling model

EPY 480: Entrepreneurial Project
This entails a practical project written by the student. The project should have practical plans on how a business can be established and sustained in Educational Psychology. This is geared towards self-employment.

The student will be given the opportunity of about two months to have a supervised practical experience in a media house or publication house. This is to enable him learn on the spot what is involved in researching, writing, editing and producing news either in print or audio-visual means.

Learning Objectives
- This will enable students to be able to design a practical business plan that is workable and can be established to full flesh Communication business.
- Enables students to develop skills in business creation and gear towards self employment in communication.

Course Content
BUSINESS (Meaning and Features of Business), ENTREPRENEURSHIP (Historical Background of Entrepreneurship, Meaning of Entrepreneurship, Characteristics of Entrepreneurs, Difference between an

Entrepreneur and an Intrepreneur, Types of Entrepreneurs, Nature of Entrepreneurship, Process of Entrepreneurship, Importance of Entrepreneurship, Functions of Entrepreneurship, Issues and problems faced by Entrepreneurs, Entrepreneurial practices in Cameroon), BUSINESS PLAN (Introduction, Business Plan Philosophy, Business Plan Format/Content, Sample Business Plan in communication.

Learning Outcomes
By the end of this course, students will be able to:
- Describe what a business is and state its features
- Explain the historical background and explain the meaning of entrepreneurship
- Outline the characteristics of an entrepreneur
- Outline the difference between and entrepreneur and an intrepreneur
- State the types of entrepreneurs
- Describe the nature of entrepreneurship
- Describe the process of entrepreneurship
- Describe the importance of entrepreneurship;
- State the functions of an entrepreneur;
- Explain the issues and problems faced by entrepreneurs
- Describe the entrepreneurial practices in Cameroon.

EPY 493: Educational Psychology Internship
This involves the observation and collection of data in relation to the cognitive, social and personality behaviors in schools and the classroom.

Learning Objectives
The internship will provide students with the opportunity to:
- Gain practical experience within the business environment.
- Acquire knowledge of the industry in which the internship is done.
- Experience the activities and functions of business professionals.

Course Content
A comprehensive internship report of the description and activities of the company, work experience, challenges at the company, recommendations and conclusion

Learning Outcomes
- Apply knowledge and skills learned in the classroom in a work setting.
- Develop a greater understanding about career options while more clearly defining personal career goals.
- Develop and refine oral and written communication skills.
- Identify areas for future knowledge and skill development.

EPY 498: Educational Psychology Research Project
A program of study on an approved research topic in Educational Psychology will be followed up by a supervisor. This supervised individual study provides an opportunity for in-depth reading and research on a topic selected by the student and supervisor. Students in this program of study may carry out a pilot project in preparation for a thesis or dissertation.

Learning Objectives
- Students to be able to carry out research in the field of educational Psychology considering study background, literature review, and methods of data collection, analysis of such data, recommendations.
- Present and defend the results of the findings.

Course Content
Study background, literature review, and methods of data collection, analysis of such data, Finding conclusions and recommendations,

Learning Outcomes
- Learned how to carry out research in c educational Psychology
- Developed proper writing and communication skills

BACHELOR OF EDUCATION (BEd) IN EDUCATIONAL ADMINISTRATION

Program Objectives
This program trains Principals, assistant principals, deans, and chairpersons who help to determine whether an institution fulfills its educational mandate. They are largely responsible for the overall management of their facilities and are frequently in charge of many diverse and unrelated tasks. Perhaps most importantly, they set academic standards for their establishments by selecting, evaluating, and improving their faculty.

Entry Requirements
The entry qualification into B.Ed in Educational Administration in SMHI are
- Pass in Four (4) G.C.E. Ordinary Level + Two (2) G.C.E. Advanced Level Subjects **EXCLUDING Religion.** Students in this category will do 3 years
- Holders of **CAPIEMP** will do 2 years.
- Graduates from first cycle **ENS and ENSET** will do 1 year top-up.

Career Prospects
More than 81 percent of all educational administrators in worked in public or private educational institutions. Most of the rest worked in child day care centers. With expected retirements and increasing enrollments on the horizon, the job prospects for educational administrators are deemed to be excellent. Professionals with advanced educational administration degrees make excellent candidates for these positions. Education administrators can attract other potential high-level opportunities with their advanced degrees. Some educational administration graduates hold positions as:
- Community education directors
- Business managers
- School system superintendents
- Curriculum coordinators
- Administrators at post-secondary schools

Many graduates also serve as leaders on local school boards and in government organizations.

Delivery Strategies
The program is delivered through 3 modes
- **On-Campus:** This is the traditional method of delivery whereby students and teachers meet face-to-face in a formal classroom setting.
- **Online/Distance:** This is the contemporary and trending method of lecture delivery whereby learners and lecturers meet with the help of internet connectivity using apps like skype, google hangouts and other social media app as the need may arise. **SMHI uses the GOOGLE CLASSROOM.**
- **Hybrid:** It involves the blending of both the On-campus and Online/Distance

Evaluation Procedures
The evaluation procedures in SMHI is in two (2) phase
- **Continuous Assessment (CA) 40%:** It comprise of take home assignments, Quizzes, individual and group presentation
- **Exam 60%:** It is done only at the end of the course.

CORE COURSES (78 Credits) Students are expected to do 13 of the following concentration courses.

EDU 210: Foundations of Education
EDU 220: Instructional Methods
EDU 310: Measurement, Assessment and Evaluation in Education
EDU 320: Professional Ethics in Education
EDU 330: Educational Technology
EDU 340: Issues and Trends in Special Education
EDU 350: Psychology of Learning
EDU 360: Research Methods in Education
EDU 370: Principles of Educational Psychology
EDU 375: Introduction to Counseling
EDU 376: Curriculum Development
EDU 377: Introduction to Educational Administration and Planning
EDU 378: Sociology of Education
Concentration Courses (54 Credits)

Students are expected to do 9 of the following concentration courses.
EAD 379: Educational Planning
EAD 380: School Organization
EAD 381: School Leadership
EAD 410: School Legislation
EAD 415: Educational Supervision
EAD 420: Comparative Education
EAD 425: Changes in Educational Systems
EAD 430: Special Topics in Education
EAD 435: General Pedagogy

In addition to the concentration courses, students are expected to do the following courses
EDU 480: Entrepreneurial Project   (6)
EDU 493: Educational Administration Internship (12)
EDU 498: Educational Administration Project   (12)

STRUCTURE OF THE BACHELOR OF EDUCATION (BEd.) IN EDUCATIONAL ADMINISTRATION

First Year
1ST SEMESTER

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
GEN 101	Sports & Physical Education	G	P/F			
GEN 102	Creative Arts	G	P/F			
GEN 110	Introduction to College Writing	G	3			
GEN 120	Introduction to French	G	3			
EDU 210	Foundations of Education	C	6			
EDU 220	Instructional Methods	C	6			
EDU 310	Measurement, Assessment and Evaluation in Education	C	6			
EDU 320	Professional Ethics in Education	C	6			
	Total Credits		**30**			
2ND SEMESTER						

GEN 140	College Algebra	G	3			
GEN 150	Introduction to Science and Technology	G	3			
EDU 330	Educational Technology	C	6			
EDU 340	Issues and Trends in Special Education	C	6			
EDU 350	Psychology of Learning	C	6			
EDU 360	Research Methods in Education	C	6			
EDU 370	Principles of Educational Psychology	C	6			
	Total Credits		**30**			

Second Year
1ST SEMESTER

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
GEN 130	Cameroon History and Politics	G	3			
GEN 210	Critical Thinking, Ethics & Religious Studies	G	3			
GEN 220	US Government, Politics, & Global Issues	G	3			
GEN 230	Computer Information System	G	3			
GEN 240	English Grammar & Composition	G	3			
GEN 250	Introduction to Psychology and Social Sciences	G	3			
EDU 375	Introduction to Counseling	C	6			
EAD 379	Educational Planning	E	6			
EDU 376	Curriculum Development	C	6			
EDU 377	Introduction to Educational Administration and Planning	C	6			
	Total Credits		**30**			

2ND SEMESTER

EDU 378	Sociology of Education	C	6			
GEN 410	Business & Entrepreneurship	G	3			
GEN 420	Fundamentals of Research Methods & Statistical Analysis	G	3			
EAD 380	School Organization	E	6			
EAD 381	School Leadership	E	6			
EAD 410	School Legislation	E	6			
	Total Credits		**30**			

Third Year
1ST SEMESTER

EAD 415	Educational Supervision	E	6			
EAD 420	Comparative Education	E	6			
EAD 425	Changes in Educational Systems	E	6			
EAD 430	Special Topics in Education	E	6			
EAD 435	General Pedagogy	E	6			
	Total Credits		**30**			

2ND SEMESTER

EAD 480	Entrepreneurial Project	C	6			
EAD 493	Educational Administration Internship	C	12			
EAD 498	Educational Administration Project	C	12			
	Total Credits		**30**			

KEY		
SN	**Acronym**	**Meaning**
1.	P/F	Passed/Failed
2.	G	General
3.	C	Compulsory
4.	E	Elective/concentration
5.	ST	Status
6.	CV	Credit Value
7.	Y/N	Yes/No

Undergraduate Program Structure in the School of Arts, Education and Humanities

General Education Courses	= 6Courses	= 18 Credits
Core Courses	= 13 Courses	= 78 Credits
Concentration Courses	= 9 Courses	= 54 Credits
Internship (Practicum)	= 2 Courses	= 12 Credits
Entrepreneurial Project	= 1 Course	= 6 Credits
Research Project	= 2 Courses	= 12 Credits
Total	**= 34 Courses**	**= 180 Credits**

Total number of credits: 180
Total Lecture Hours:
Total hours of tutorials:
Total hours of practical:
TOTAL CONTACT HOURS: 1800

A modification was made and the course codes are now as follows:

STRUCTURE OF THE BACHELOR OF EDUCATION (BEd.) IN EDUCATIONAL ADMINISTRATION

First Year		1ST SEMESTER					
Course Code	**Course Title**	**ST**	**CV**	**Y/N**	**Advisers' Name & Signature**	**Block session/month**	
SPT100	Sports and Physical Education	UR	2				
ENG101	Use of English I	UR	3				
FRE101	Functional French I	UR	3				
EDU201	Foundations of Education	C	6				
EDU205	Instructional Methods	C	6				
EDU213	Measurement, Assessment and Evaluation in Education	C	6				
EDU203	Professional Ethics in Education	C	6				
	Total Credits		**32**				
	2ND SEMESTER						
ENG102	Use of English II	UR	3				
FRE102	Functional French II	UR	3				
EDU230	Educational Technology	C	6				
EDU240	Issues and Trends in Special Education	C	6				
EDU250	Psychology of Learning	C	6				
EDU278	Sociology od Education	C	6				
EDU270	Principles of Educational Psychology	C	6				
	Total Credits		**36**				
Second Year		1ST SEMESTER					
Course Code	**Course Title**	**ST**	**CV**	**Y/N**	**Advisers' Name & Signature**	**Block session/month**	
CVE101	Civics and Ethics	UR	3				
EDU305	Introduction to Counseling	C	6				
EAD319	Educational Planning	C	6				

EDU311	Curriculum Development	C	6			
EDU377	Introduction to Educational Administration and Planning	C	6			
EPY381	Child Psychology	C	6			
	Total Credits		**33**			
	2ND SEMESTER					
EDU360	Research Methods in Education	C	6			
EAD380	School Organization	C	6			
EAD382	School Leadership	C	6			
EAD310	School Legislation	C	6			
EPY312	Mental Health and Well-Being in the Classroom	C	6			
	Total Credits		**30**			
Third Year	**1ST SEMESTER**					
EAD405	Educational Supervision	C	6			
EAD415	Comparative Education	C	6			
EAD425	Changes in Educational Systems	C	6			
EAD435	Special Topics in Education	C	6			
EAD435	General Pedagogy	C	6			
	Total Credits		**30**			
	2ND SEMESTER					
EAD480	Entrepreneurial Project	C	6			
EAD490	Educational Administration Internship	C	12			
EAD498	Educational Administration Project	C	12			
	Total Credits		**30**			

Course Description
EDU 210: Foundations of Education
This course provides a definition of philosophy and its relationship with education. It deals with the educational implications of Idealism, realism, pragmatism, existentialism, democratic education and philosophical analysis. Significant factors will include the curricula emphasis, preferred methods, ethics, and aesthetics stressed by each philosophy. The course equally provides a definition of sociology and its relationship with education. It deals with social theories that relate with education. Significant factors will include the curricula emphasis, preferred methods, ethics, and aesthetics stressed by each aspect of sociology.

EDU 220: Instructional Methods
This course deals more with the method (how) of teaching than with the content or knowledge (what). It deals with the skills, methods, and techniques that enable the educator or agent to interact with the learner and the content. It shall deal with the didactic skills, didactic materials, methods, techniques, objectives and evaluative tools for didactic action to be effective and efficient. It enables student-teachers plan and organize their lessons on a more practical angle.

EDU 310: Measurement, Assessment and Evaluation in Education

It involves an analysis of diverse methods and approaches to program evaluation and principles of continuous assessment in schools, various test instruments and methods of data collection. Workshops will examine evaluation specifications, plans and reports to identify methods and options for critical evaluation serving the needs of program managers, sponsors and publics. Methods and approaches will be placed in the context of the contemporary politics of innovation and change. A key focus is how we establish public value.

EDU 320: Professional Ethics in Education

This course deals with ethical ideas and morality which form the foundation of the educational process. It aims at preparing trainees to tackle problems of teaching in a knowledgeable and responsible manner. This course stipulates professional ethical codes and moral standards for teachers and enables them know their rights and privileges.

EDU 330: Educational Technology

This includes internet safety, critical analysis of educational web sites and software, issues involved in using ICT in homes and schools and participation in online class work. This course requires basic computer literacy only; it provides some computer skill development but has a principal focus on appropriate educational use of computers. Instruction and laboratory experience in the use of computers and computer software relative to the best techniques and practices in classroom uses are explored.

EDU 340: Issues and Trends in Special Education

This course deals with education for the mentally retarded: the blind, the deaf, the emotionally and socially maladjusted, those with speech defects and others with orthopedic problems. It involves special education facilities and equipment, methods of treatment, management and rehabilitation of the handicapped. It also has to do with understanding the cognitive, linguistic, motor, behavioral, and learning characteristics of exceptional learners. The instructional focus is on inclusion of special populations into society in addition to issues of educational equity, modifications, and accommodations of students' needs.

EDU 350: Psychology of Learning

This course examines the various principles, issues and theories of learning. It approaches learning from a universal yet contextual and cultural variations in the learning process. It situates learning within developmental stages and seeks to highlight developmental learning tasks that are appropriate for each psychological stage of development.

EDU 360: Research Methods in Education

The course examines the various paradigms, designs, instruments, procedures and data analysis methods in Education. The course examines the philosophical and sociological foundations of educational research and how educational research can be carried out in order to help inform policy.

EDU 370: Principles of Educational Psychology

This course would include an examination of core aspects of educational psychology that include thinking, learning, and behaving. An analysis of relevant theory and research within psychology in education: topics include behavior analysis, measurement and assessment, cognition, socialization, and individual differences. Students will explore these in relation to different educational settings and contexts, for example, culture, community, school, and classroom.

EDU 375: Introduction to Counseling

This deals with the general field of guidance and counseling, the concept and psychological foundations of guidance and counseling, the need for guidance services in institutions, the characteristics, rules and functions of the school

counselor, theories of counseling and the organization of school guidance services. This also includes the application of basic principles of counseling to the needs of individual children, peers and other groups.

EDU 376: Curriculum Development
The course is structured to deal with the general introduction to curriculum development and implementation as well as classroom assessment and evaluation focusing on theoretical and practical issues. This includes critical evaluation of recent assessment policy and practice; principles and procedures in curriculum development including basic concepts of development, determination of objectives, selection and organisation of learning experience and evaluation process

EDU 377: Introduction to Educational Administration and Planning
This course is designed to provide knowledge in aspects of education administration and planning.
Meaning concepts, principles, goals and techniques of educational administration and planning; distinction between educational administration and educational management; roles and functions of various educational managers and planners; schools as a formal organisation; major theories of educational administration; approaches to educational planning.

EDU 378: Sociology of Education

This course is designed to provide knowledge of the relationship between schools and society.
Aims and objectives of formal education; nature of the relationships between schools and society. Those who inhabit school buildings; teacher and teacher, teachers and students, students and students, school administrators and teachers, and the consequences of these relationships to the business of teaching and learning; state of education in Cameroon; Agencies of socialization; school as a formal organisation; Theoretical considerations; Equality of educational opportunity; Teacher expectations and students' achievement; Power structure.

EAD 379: Educational Planning
This course aims at planning education and education policy for a sustainable and balanced development. It will deal with the planning of books for teachers and students and also support staff for effective teaching-learning. It brings out the relation of educational plans to economic and social planning. Learners are exposed to understand the approaches and fundamentals of educational planning as well as the quantitative methods, techniques and models of educational planning.

EAD 380: School Organization
It's aimed at preparing students for active and intelligent participation in school organization and the components of the school environment. It focuses on how schools arrange their resources of time, space and personnel for maximum effect on student learning. It deals with curricular and extra-curricular activities of the school. Learners are required to display methods of structuring the curriculum, functions and facilities for schools, colleges and universities

EAD 381: School Leadership
This course is design to help learners recognize the functions of the school as a whole and better understand the student's role individually and to develop the techniques of leading, motivating, delegating responsibility, and following through with projects collectively as a leader. It focuses on line and staff relationship, principal-ship and heads of departments. The roles and functions of the Headmaster, principal, staff and student personnel in the management of discipline and school community relation. Learners will be expected to formulate and implement needed change within the school, to recognize and practice effective leadership traits

EAD 410: School Legislation

This course is intended to give learners a broad knowledge of the regulations that a school, its administrators, teachers, staff and constituents are required to follow. This course deals with the legislation that governs education in Cameroon and the general introduction to the political, legislative systems of teaching and learning. School legislation refers to norms and laws that guide and protect the organization of education in a given territory. Learners are exposed to the various laws on education such as No Child Left Behind, Individuals with Disabilities Education Act etc.

EAD 415: Educational Supervision

This course is aimed at preparing students for active and intelligent participation in educational supervision and the components of education. The need for supervision for continuous improvement of instruction. It deals with contemporary concepts of the role of the supervisor, methods and practices as they relate to educational goals. Here, learners are exposed to the scope of educational supervision such as instructional work, co-curricular activities, records and register, the school environment, management, guidance to teachers and developmental ativities.

EAD 420: Comparative Education

This course is aimed at helping learners of the current generation understand the now a days education systems, with reference to the past and establish generalized statements about education that are relevant in more than one country. The concept of comparative education and the description and critical examination of the educational philosophies of different societies and how they have influenced changes in their educational systems. Learners are open to understand and demonstrate educational systems, processes and outcome, highlight the relationship between education and society and assist in the development of educational institutions and practices.

EAD 425: Changes in Educational Systems

This course is a kind of comparative study intended to highlight the different changes, description and critical analysis educational systems of developed countries in Europe and the USA and how these changes affect developing countries like Cameroon, Nigeria etc. within in the context of teaching and learning processes. Its aimed at preparing learners to become true humans who can adapt to an ever changing world. It deals with the factors and traditions that determine the character and development of national systems of education with a closer look at the Cameroon educational system. Learners are open to compare the education system with other world systems for differences and similarities which can be useful in policy formulation and reforms. and to appreciate how different factors such as history, culture, politics and globalization affect education.

EAD 430: Special Topics in Education

This course is aimed at critically investigate the interplay between globalization and education by using theoretical perspectives from critical childhood studies, the sociology of childhood and early childhood education. It focuses on: Education and HIV/AIDS, education and development, education and ICTs, and issues of globalization. Learners are exposed to address questions such as: How is globalization affecting concepts of childhood? How is childhood changing? How do changing understandings of childhood affect children's lives? How does globalization affect curriculum in early childhood education?

EAD: 435: Staff Development Issues and principles

Its aimed giving an in-depth understanding the goals of staff development programs explain the models and strategies and outline the obstacles in implementing and evaluating such programs. Includes discussion in relation to needs assessments of teachers, goals for staff development programs, models and strategies, obstacles to implementation and evaluation of such programs. Learners are expected to do activities and programs (formal or informal and on or off campus) that help staff members learn about responsibilities, develop required skill and

competencies necessary to accomplish institutional goals and purposes and grow personally and professionally to prepare themselves for advancement in the institution or beyond the campus.

In addition to the concentration courses, students are expected to do the following courses
EAD 480: Entrepreneurial Project   (6)
EAD 493: Educational Administration Internship (12)
EAD 498: Educational Administration Project   (12)

EAD 480: Entrepreneurial Project
This is to enable students to be able to design a practical business plan that is workable and can be established to full flesh education business and to develop skills in business creation and gear towards self-employment in education. This entails a practical project written by the student. The project should have practical plans on how a business can be established and sustained in Educational Administration. This is geared towards self-employment.

EAD 493: Educational Administration Internship
It intends to give learners the opportunity to apply knowledge and skills learned in the classroom in a work setting and to develop a greater understanding about career options while more clearly defining personal career goals. There will be a full-time involvement at the public school site under the guidance of experienced teachers and supervisors. This experience includes observation, full-responsibility planning and teaching, and involvement in the culture of the school setting. Unit and work sample preparation, lesson notes, instruction and assessment will be required.

EAD 498: Educational Administration Research Project
Its aimed is enable learners develop proper writing and communication skills how to carry out research in educational Psychology. A program of study on an approved research topic in Educational Administration will be followed up by a supervisor. This supervised individual study provides an opportunity for in-depth reading and research on a topic selected by the student and supervisor. Students in this program of study may carry out a pilot project in preparation for a thesis or dissertation

BACHELOR OF EDUCATION (BEd) IN CURRICULUM STUDIES AND INSTRUCTION

Program objective
A bachelor's degree in curriculum and instruction is the choice of many teachers who wish to stay in their current positions and enhance their teaching abilities. This program is equally geared towards the graduation of professionals in Curriculum development and improvement. It trains students who will be well grounded in issues concerning present day career orientations and then draft school curricula that are sensitive to the needs of the society and the global economy.

Entry Requirements
The entry qualification into B.Ed in Curriculum Studies and Instruction in SMHI are:
- Pass in Four (4) G.C.E. Ordinary Level + Two (2) G.C.E. Advanced Level Subjects **EXCLUDING** Religion. Students in this category will do 3 years
- Holders of **CAPIEMP** will do 2 years.
- Graduates from first cycle **ENS** and **ENSET** will do 1 year top-up.

Career Prospects

A Bachelor's degree program in curriculum and instruction can prepare graduates for positions that are on the administrative side of the educational system as opposed to having direct contact with students. Most instructional design jobs in public schools require a master's degree or higher, preferably in education or a related field, plus a state teacher or administrator license. A post-graduate degree is preferred for most other jobs in this profession. Curriculum developers not only work in schools, they also work for companies on employee training and development. People with training in curriculum design find jobs in schools, government, corporations, and nonprofit organization. Some are self-employed or work with individual and family services, in research and development, or in technical consulting. Job titles vary considerably and include the following:

- Curriculum Consultant
- Curriculum Coordinator
- Curriculum Specialist
- Instructional Coordinator
- Staff Development Specialist
- Director of Instructional Material

Delivery Strategies

The program is delivered through 3 modes

- **On-Campus:** This is the traditional method of delivery whereby students and teachers meet face-to-face in a formal classroom setting.
- **Online/Distance:** This is the contemporary and trending method of lecture delivery whereby learners and lecturers meet with the help of internet connectivity using apps like skype, google hangouts and other social media app as the need may arise. **SMHI uses the GOOGLE CLASSROOM.**
- **Hybrid:** It involves the blending of both the On-campus and Online/Distance

Evaluation Procedures

The evaluation procedures in SMHI is in two (2) phase

- **Continuous Assessment (CA) 40%:** It comprise of take home assignments, Quizzes, individual and group presentation
- **Exam 60%:** It is done only at the end of the course.

CORE COURSES (78 Credits) Students are expected to do 13 of the following concentration courses.

EDU 210: Foundations of Education
EDU 220: Instructional Methods
EDU 310: Measurement, Assessment and Evaluation in Education
EDU 320: Professional Ethics in Education
EDU 330: Educational Technology
EDU 340: Issues and Trends in Special Education
EDU 350: Psychology of Learning
EDU 360: Research Methods in Education
EDU 370: Principles of Educational Psychology
EDU 375: Introduction to Counseling
EDU 376: Curriculum Development

EDU 377: Introduction to Educational Administration and Planning
EDU 378: Sociology of Education

Concentration Courses (54 Credits)

Students are expected to do 9 of the following concentration courses.
CUR 380: Principles of Learning and Instruction
CUR 385: Instructional Supervision
CUR 410: Sociology of the Curriculum
CUR 415: Instructional Technologies
CUR 420: Curriculum Theory and Practice
CUR 425: Paradigms and Programs in Teacher Education
CUR 430: Evaluation of School Programs
CUR 435: General Pedagogy
CUR 440: Classroom Diversity and Management
In addition to the concentration courses, students are expected to do the following courses
EDU 480: Entrepreneurial Project   (6)
EDU 493: Curriculum Studies and Instruction Internship (12)
EDU 498: Curriculum Studies and Instruction Project   (12)

STRUCTURE OF THE BACHELOR OF EDUCATION (BEd.) IN CURRICULUM STUDIES AND INSTRUCTION

First Year
1ST SEMESTER

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
GEN 101	Sports & Physical Education	G	P/F			
GEN 102	Creative Arts	G	P/F			
GEN 110	Introduction to College Writing	G	3			
GEN 120	Introduction to French	G	3			
EDU 210	Foundations of Education	C	6			
EDU 220	Instructional Methods	C	6			
EDU 310	Measurement, Assessment and Evaluation in Education	C	6			
EDU 320	Professional Ethics in Education	C	6			
	Total Credits		**30**			
2ND SEMESTER						
GEN 140	College Algebra	G	3			
GEN 150	Introduction to Science and Technology	G	3			
EDU 330	Educational Technology	C	6			

EDU 340	Issues and Trends in Special Education	C	6			
EDU 350	Psychology of Learning	C	6			
EDU 360	Research Methods in Education	C	6			
EDU 370	Principles of Educational Psychology	C	6			
	Total Credits		**30**			

Second Year
1ST SEMESTER

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
GEN 130	Cameroon History and Politics	G	3			
GEN 210	Critical Thinking, Ethics & Religious Studies	G	3			
GEN 220	US Government, Politics, & Global Issues	G	3			
GEN 230	Computer Information System	G	3			
GEN 240	English Grammar & Composition	G	3			
GEN 250	Introduction to Psychology and Social Sciences	G	3			
EDU 375	Introduction to Counseling	C	6			
EAD 379	Educational Planning	E	6			
EDU 376	Curriculum Development	C	6			
EDU 377	Introduction to Educational Administration and Planning	C	6			
	Total Credits		**30**			

2ND SEMESTER

EDU 378	Sociology of Education	C	6			
GEN 410	Business & Entrepreneurship	G	3			
GEN 420	Fundamentals of Research Methods & Statistical Analysis	G	3			
CUR 380	Principles of Learning and Instruction	E	6			
CUR 385	Instructional Supervision	E	6			
CUR 410	Sociology of the Curriculum	E	6			
	Total Credits		**30**			

Third Year
1ST SEMESTER

CUR 415	Instructional Technologies	E	6			
CUR 420	Curriculum Theory and Practice	E	6			
CUR 425	Paradigms and Programs in Teacher Education	E	6			
CUR 430	Evaluation of School Programs	E	6			
CUR 435	General Pedagogy	E	6			
CUR 440	Classroom Diversity and Management	E	6			
	Total Credits		**30**			

2ND SEMESTER

CUR 480	Entrepreneurial Project	C	6			
CUR 493	Curriculum Studies and Instruction Internship	C	12			
CUR 498	Curriculum Studies and Instruction Project	C	12			
	Total Credits		**30**			

KEY		
SN	Acronym	Meaning
1.	P/F	Passed/Failed
2.	G	General
3.	C	Compulsory
4.	E	Elective/concentration
5.	ST	Status
6.	CV	Credit Value
7.	Y/N	Yes/No

Undergraduate Program Structure in the School of Arts, Education and Humanities

General Education Courses	= 6Courses	= 18 Credits
Core Courses	= 13 Courses	= 78 Credits
Concentration Courses	= 9 Courses	= 54 Credits
Internship (Practicum)	= 2 Courses	= 12 Credits
Entrepreneurial Project	= 1 Course	= 6 Credits
Research Project	= 2 Courses	= 12 Credits
Total	**= 34 Courses**	**= 180 Credits**

Total number of credits: 180
Total Lecture Hours:
Total hours of tutorials:
Total hours of practical:
TOTAL CONTACT HOURS: 1800

A modification was made and the course codes are now as follows:
STRUCTURE OF THE BACHELOR OF EDUCATION (BEd.) IN CURRICULUM STUDIES AND INSTRUCTION

First Year		1ST SEMESTER					
Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month	
SPT100	Sports and Physical Education	UR	2				
ENG101	Use of English I	UR	3				
FRE101	Functional French I	UR	3				
EDU201	Foundations of Education	C	6				
EDU205	Instructional Methods	C	6				
EDU213	Measurement, Assessment and Evaluation in Education	C	6				
EDU203	Professional Ethics in Education	C	6				
	Total Credits		**32**				
		2ND SEMESTER					
ENG102	Use of English II	UR	3				
FRE102	Functional French II	UR	3				
EDU230	Educational Technology	C	6				
EDU240	Issues and Trends in Special Education	C	6				
EDU250	Psychology of Learning	C	6				
EDU278	Sociology of Education	C	6				
EDU270	Principles of Educational Psychology	C	6				
	Total Credits		**36**				
Second Year		1ST SEMESTER					
Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month	
CVE101	Civics and Ethics	UR	3				
EDU305	Introduction to Counseling	C	6				

EAD309	Educational Planning	C	6			
EDU311	Curriculum Development	C	6			
EDU377	Introduction to Educational Administration and Planning	C	6			
EPY381	Child Psychology	C	6			
	Total Credits		**33**			
	2ND SEMESTER					
EDU360	Research Methods in Education	C	6			
CUR380	Principles of Learning and Instruction	C	6			
CUR384	Instructional Supervision	C	6			
CUR410	Sociology of the Curriculum	C	6			
EPY312	Mental Health and Well-Being in the Classroom	C	6			
	Total Credits		**30**			
Third Year	**1ST SEMESTER**					
CUR415	Instructional Technologies	C	6			
CUR405	Curriculum Theory and Practice	C	6			
CUR425	Paradigms and Programs in Teacher Education	C	6			
CUR403	Evaluation of School Programs	C	6			
CUR435	General Pedagogy	C	6			
CUR445	Classroom Diversity and Management	C	6			
	Total Credits		**36**			
	2ND SEMESTER					
CUR480	Entrepreneurial Project	C	6			
CUR490	Curriculum Studies and Instruction Internship	C	12			
CUR498	Curriculum Studies and Instruction Project	C	12			
	Total Credits		**30**			

Course Description
EDU 210: Foundations of Education
This course provides a definition of philosophy and its relationship with education. It deals with the educational implications of Idealism, realism, pragmatism, existentialism, democratic education and philosophical analysis. Significant factors will include the curricula emphasis, preferred methods, ethics, and aesthetics stressed by each philosophy. The course equally provides a definition of sociology and its relationship with education. It deals with social theories that relate with education. Significant factors will include the curricula emphasis, preferred methods, ethics, and aesthetics stressed by each aspect of sociology.

EDU 220: Instructional Methods
This course deals more with the method (how) of teaching than with the content or knowledge (what). It deals with the skills, methods, and techniques that enable the educator or agent to interact with the learner and the content. It shall deal with the didactic skills, didactic materials, methods, techniques, objectives and evaluative tools for didactic action to be effective and efficient. It enables student-teachers plan and organize their lessons on a more practical angle.

EDU 310: Measurement, Assessment and Evaluation in Education
It involves an analysis of diverse methods and approaches to program evaluation and principles of continuous assessment in schools, various test instruments and methods of data collection. Workshops will examine evaluation specifications, plans and reports to identify methods and options for critical evaluation serving the needs of program managers, sponsors and publics. Methods and approaches will be placed in the context of the contemporary politics of innovation and change. A key focus is how we establish public value.

EDU 320: Professional Ethics in Education
This course deals with ethical ideas and morality which form the foundation of the educational process. It aims at preparing trainees to tackle problems of teaching in a knowledgeable and responsible manner. This course stipulates professional ethical codes and moral standards for teachers and enables them know their rights and privileges.

EDU 330: Educational Technology
This includes internet safety, critical analysis of educational web sites and software, issues involved in using ICT in homes and schools and participation in online class work. This course requires basic computer literacy only; it provides some computer skill development but has a principal focus on appropriate educational use of computers. Instruction and laboratory experience in the use of computers and computer software relative to the best techniques and practices in classroom uses are explored.

EDU 340: Issues and Trends in Special Education
This course deals with education for the mentally retarded: the blind, the deaf, the emotionally and socially maladjusted, those with speech defects and others with orthopedic problems. It involves special education facilities and equipment, methods of treatment, management and rehabilitation of the handicapped. It also has to do with understanding the cognitive, linguistic, motor, behavioral, and learning characteristics of exceptional learners. The instructional focus is on inclusion of special populations into society in addition to issues of educational equity, modifications, and accommodations of students' needs.

EDU 350: Psychology of Learning
This course examines the various principles, issues and theories of learning. It approaches learning from a universal yet contextual and cultural variations in the learning process. It situates learning within developmental stages and seeks to highlight developmental learning tasks that are appropriate for each psychological stage of development.

EDU 360: Research Methods in Education
The course examines the various paradigms, designs, instruments, procedures and data analysis methods in Education. The course examines the philosophical and sociological foundations of educational research and how educational research can be carried out in order to help inform policy.

EDU 370: Principles of Educational Psychology
This course would include an examination of core aspects of educational psychology that include thinking, learning, and behaving. An analysis of relevant theory and research within psychology in education: topics include behavior analysis, measurement and assessment, cognition, socialization, and individual differences. Students will explore these in relation to different educational settings and contexts, for example, culture, community, school, and classroom.

EDU 375: Introduction to Counseling
This deals with the general field of guidance and counseling, the concept and psychological foundations of guidance and counseling, the need for guidance services in institutions, the characteristics, rules and functions of the school

counselor, theories of counseling and the organization of school guidance services. This also includes the application of basic principles of counseling to the needs of individual children, peers and other groups.

EDU 376: Curriculum Development
The course is structured to deal with the general introduction to curriculum development and implementation as well as classroom assessment and evaluation focusing on theoretical and practical issues. This includes critical evaluation of recent assessment policy and practice; principles and procedures in curriculum development including basic concepts of development, determination of objectives, selection and organisation of learning experience and evaluation process

EDU 377: Introduction to Educational Administration and Planning
This course is designed to provide knowledge in aspects of education administration and planning.
Meaning concepts, principles, goals and techniques of educational administration and planning; distinction between educational administration and educational management; roles and functions of various educational managers and planners; schools as a formal organisation; major theories of educational administration; approaches to educational planning.

EDU 378: Sociology of Education

This course is designed to provide knowledge of the relationship between schools and society.
Aims and objectives of formal education; nature of the relationships between schools and society. Those who inhabit school buildings; teacher and teacher, teachers and students, students and students, school administrators and teachers, and the consequences of these relationships to the business of teaching and learning; state of education in Cameroon; Agencies of socialization; school as a formal organisation; Theoretical considerations; Equality of educational opportunity; Teacher expectations and students' achievement; Power structure.

CUR 380: Principles of Learning and Instruction
This course is intended to describe the approaches and methods of organizing learners for instruction, distinguish between extrinsic and intrinsic motivation and to describe the techniques that are used to ensure positive transfer of learning from present to future leaning situation. A survey of the teaching processes with emphasis on readiness attitude, mindset, skills, and transfer of learning, classroom climate and motivation. Learners will discuss advantages and disadvantages of the graded and the non-graded approaches identify and discuss the major factors that influence learners' motivation and identify and discuss the various types of readiness related to learning.

CUR 385: Instructional Supervision
This course is designed to review/discuss the foundations of a teacher supervision and evaluation system which includes emphasis on, classroom supervision/coaching, supervision which promotes professional growth, principles/standards for effective teacher evaluation and performance-based approaches to teacher development/school improvement that are closely aligned with student learning outcomes. . Uses a variety of interactive exercises to assist in the development of practical skills for using the clinical process and developmental approach to supervision The emphasis of this course will underscore the professionalism of teaching by discussing how teachers can actively participate in determining the focus of their professional outcomes while emphasizing student learning as their core mission.

CUR 410: Sociology of the Curriculum

It is intended to provide and understanding of the interactions and working of societies, their institutions, organizations and groups. This course deals with how the society influence school curriculum. Definition of major concepts (Sociology, Curriculum and Sociology of Education) and issues brought forth from the definition of major concepts. Relationship between schools and society, social stratification, critical theories (Marxist), Gender issues in education and curriculum, teacher expectations will be studied in this course. Students are familiarized with the sociological imagination, encouraging a deeper understanding of the relationships between personal experience and the social world.

CUR 415: Instructional Technologies

This course is design to give create awareness in the use of technology to facilitate and inspire learning and creativity in the life of students, promote and model digital citizenship and responsibilities and to articulate the major components of instructional development. This course examines the various modern technologies that can enhance learning in the classroom. The use of devices such as projectors, computers, tablets etc shall be critically examined, bringing out the advantages and disadvantages they bring in to class. Focus shall be on how to manage them in the classroom. Learners are acquainted with the philosophical and theoretical underpinnings of Instructional Technologies, instructional designs and discuss the unintended consequences of Instructional Technologies.

CUR 420: Curriculum Theory and Practice

It's aimed at developing an overview of the field of curriculum studies, develop an understanding of how different curricular conceptions affect the policies and practices of schooling. The course seeks to examine principal dimensions of curriculum theory such as the social construction of knowledge, curriculum as cultural mind set. It discusses varied ideologies to curriculum studies. Learners will explore their own educational experiences and perspectives towards curriculum and how these affects their practices, understanding and identifying curriculum change and its implementation in line with Cameroonian educational system.

CUR 425: Paradigms and Programs in Teacher Education

Its aim is to emphasize the basics of teaching methods and evaluation, management of different kinds of learners and methods of teaching and learning. This course explores an overview of teacher education paradigms, their underlying ideologies and historical and current manifestations. It analysis models of teaching and how they relate to alternative paradigms of teacher education.

CUR 430: Evaluation of School Programs

Examines the theoretical principles and field practices in the evaluation of educational programs. This course introduces students to the analytical and systematic processes used in program evaluation. It introduces the importance of logic models and provides an overview of the various types of evaluation and strategies to select the appropriate approach. Students are offered an opportunity to explore the role of best practices and evidence-based approaches as framing the evaluative enterprise. This course also emphasizes the importance of values and ethical behavior and professional standards in conducting evaluations. It examines the various approaches and a research method used in program evaluation and performance measurement, and critically examines the strengths and limitations of these methods. The notions of program 'evaluability', performance indicators, and stakeholder engagement are introduced. Learners are expected to discuss and differentiate the concepts of assessment and evaluation, written test, performance test and oral test.

CUR 435: General Pedagogy

It's aimed at giving learners and in depth understanding of the things that a teacher must do in order to teach effectively, describe the different approaches to classroom management. This course reflects on Pedagogy as an autonomous discipline within the sciences of education. It aims at analyzing the concept of Pedagogy and its relationship with related concepts in education. It will also deal with models, strategies and methods of teaching and the evolution of pedagogic ideas. It enables student-teachers master teaching methods, classroom management, and evaluation and motivation strategies and includes discussion on the relationship between pedagogy and student

achievement and student- teacher relationship. Learners can utilize effective strategies for fostering a safe, positive and socially just and equitable learning environment.

CUR 440: Classroom Diversity and Management

This course intends to examine the various sociological, cultural, psychological and economic variations and diversity in the classroom and seeks to formulate ways by which diversity can be managed in the classroom and to provide practical tips for promoting an inclusive education. Learners will explore the many ways in which they are similar and different across the dimensions of diversity, demonstrate an awareness of and sensitivity to attitudes toward different and dynamics of relating to one another and demonstrate a shared understanding of cultural competence, managing diversity and inclusion.

In addition to the concentration courses, students are expected to do the following courses

CUR 480: Entrepreneurial Project   (6)
CUR 493: Curriculum Studies and Instruction Internship (12)
CUR 498: Curriculum Studies and Instruction Project   (12)

CUR 480: Entrepreneurial Project

This is to enable students to be able to design a practical business plan that is workable and can be established to full flesh education business and to develop skills in business creation and gear towards self-employment in education. This entails a practical project written by the student. The project should have practical plans on how a business can be established and sustained in Curriculum Studies and Teaching. This is geared towards self-employment

CUR 493: Curriculum Studies and Instruction Internship

It intends to give learners the opportunity to apply knowledge and skills learned in the classroom in a work setting and to develop a greater understanding about career options while more clearly defining personal career goals. There will be a full-time involvement at the public school site under the guidance of experienced teachers and supervisors. This experience includes observation, full-responsibility planning and teaching, and involvement in the culture of the school setting. Unit and work sample preparation, lesson notes, instruction and assessment will be required.

CUR 498: Curriculum Studies and Instruction Research Project

Its aimed is enable learners develop proper writing and communication skills how to carry out research in Curriculum Studies and Instructions. A program of study on an approved research topic in Education will be followed up by a supervisor. This supervised individual study provides an opportunity for in-depth reading and research on a topic selected by the student and supervisor. Students in this program of study may carry out a pilot project in preparation for a thesis or dissertation.

PART TWO

MASTER'S PROGRAMS

This school offers the following Master's degree programs:
Master of Arts (MA)
Master of Education (MEd)

Graduation Requirements
In order to graduate with a Master's Degree in the School of Arts, Education and Humanities, a student must earn 120 credits according to the following program structure:

Core Courses	= 7 Courses	= 42 Credits
Concentration Courses	= 6 Courses	= 36 Credits
Research Course	= 1 Course	= 6 Credits
Internship (Practicum)	= 2 Courses	= 12 Credits
Seminars	= 1 Course	= 6 credits
Thesis	= 4 Courses	= 24 Credits
Total	= 21 Courses	= 126 Credits

Prerequisites
- All students from other universities, irrespective of their program of choice, will have to do SGS 500 - Seminar on Graduate Studies as prerequisite course.
- All students from other programs have to take prerequisite courses that introduce students into the new program of choice. These courses are given to students upon registration into the program.
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SGS 500- Seminar on Graduate Studies
Students coming from other universities will need to take a pre-requisite course SGS 500: Seminar on Graduate Studies. This course covers areas that graduates of SMHI are already familiar with. These include an understanding of the American liberal arts and sciences tradition as well as the following courses:
1. Ethics & Christian Studies,
2. US Government, Politics, & Global Issues,
3. Logic, Proofs, & Critical Thinking

Logic, Proofs, & Critical Thinking

Concerning Logic, Proof and Critical thinking, the course is to introduce students to some of the necessary features of sound reasoning through a study of both its formal and informal features. Hence, the course has a strong normative component. Thus, in addition to thinking of logic as the study of entailment, one could think of it as the study of the difference between good and poor reasoning, particularly as these are exemplified in arguments. Topics covered include, but are not limited to, the nature of arguments, deduction and induction, syllogistic logic, propositional logic, quantified predicate logic, fallacious reasoning, and scientific reasoning. It will also cover aesthetic component of logic, the role of logic in critical thinking. Critical thinking like good writing skills is necessary not only to a well-rounded education, but also to getting along well in one's private and professional life.

Ethics & Religious Studies

Ethics and education Offers an interdisciplinary ethics and education course intended for students interested in considering how educators' ethical dispositions, decisions, and behaviors affect and reflect a society's values and ideals.. The course first tackles ethics itself—ethics of duty, idealism, utilitarianism, virtue, relativism, pragmatism, pluralism, critical ethics, ethics of care, and ethics of professionalism. The second is these ethical paradigms' import for education, including issues relating to equality, diversity, cultural recognition, competition, dishonesty, privacy, discrimination, reward, and punishment. Third, the course considers particular theories of moral development and their relationship to moral education. It emphasizes the particular types of ethical issues presented in urban education contexts

This course examines the three broad areas of studies – US government, political science, and global issues. It begins with an introduction to the concept of politics, examining it from the perspectives of philosophy and social sciences. It then focuses on democracy, especially from the US perspective, evaluating it through analyses of the major institutions, processes and government policies. Power, inequality, political culture, social movements, the Constitution, elections, the role of the media, and the parts played by the President, the bureaucracy, the Congress and the courts are all considered. In global issues, the course treats contemporary global issues including global trade, terrorism, global warming, regional integration, international supranational organizations, nationalist movements etc. Finally, it will focus of political systems in selected developing countries, comparing and contrasting them with the US system.

Learning Objectives
By the end of this course, students should be able to

1) Distinguish between correct and incorrect forms of reasoning (identification of logical fallacies at home or workplace)
2) Apply Ethical and/or Christian principles in tackling current issues like homosexuality, abortion, HIV, AID, etc
3) Critically reflect on US political system with respect to global issues like Democracy, Terrorism, Climate change etc

Lesson Content
- Conceptual & Constitutional Foundations of American Government (Conceptualization of government, politics and global issues; US constitution; Federalism; Civil Liberties; Civil Rights), Institutions of American Government (Congress; Presidency; Bureaucracy; Judiciary), Political, Economic, Social, and Ecological Concerns in the Contemporary World.
- Introduction to critical thinking, The nature of arguments, deduction and induction, syllogistic logic, propositional logic, quantified predicate logic, fallacious reasoning, and scientific reasoning. It will also cover aesthetic component of logic, the role of logic in critical thinking.
- Introduction to ethics, Human Acts and Acts of Man, Principles of Ethics, Moral Issues, Freedom And Moral Responsibility and Rights and Duties.

Research Course
The following course is done by all Masters Students in this School.

RES 520: Research Methods & Statistical Analysis
This course presents the research methods commonly used by social scientists. The course will prepare the student to understand material and issues associated with but not limited to the logic of the scientific method, research design, and statistical analysis of data. Students will be afforded the opportunity to conduct research in the course on topics within their field of study. The course is intended to provide a foundation from which the student may use the knowledge and practices gained in this course throughout the rest of their graduate program. The APA formatting will be covered extensively in the course.

Program Objectives

The main objectives of this program are: To develop skills and knowledge in the processes of education, including such topics as learning, motivation, human growth and development, individual differences, evaluation of achievement, personality, and techniques of studying; curriculum process. To enable candidates develop various theories of learning, both purposive and mechanistic in educational settings; To enable students develop their own learning abilities, be more strategic in their learning, and increase their motivation; To provide the students the skills and competences necessary for guidance and counseling. Each student must demonstrate in skills in issues of education in his area of specialization; Undergo a period of supervised practice (practicum) in teaching and observations in schools; Produce a supervised project on a chosen topic based on his experience; Become professionals in their field of studies.

This school offers the following Master's degree programs:

Master of Arts (MA)

Master of Education (MEd)

Graduation Requirements

In order to graduate with a Master's Degree in the School of Arts, Education and Humanities, a student must earn 120 credits according to the following program structure:

Core Courses	= 7 Courses	= 42 Credits
Concentration Courses	= 6 Courses	= 36 Credits
Research Course	= 1 Course	= 6 Credits
Internship (Practicum)	= 2 Courses	= 12 Credits
Seminars	= 1 Course	= 6 credits
Thesis	= 4 Courses	= 24 Credits
Total	= 21 Courses	= 126 Credits

Prerequisites

- All students from other universities, irrespective of their program of choice, will have to do SGS 500 - Seminar on Graduate Studies as prerequisite course.

- All students from other programs have to take prerequisite courses that introduce students into the new program of choice. These courses are given to students upon registration into the program.

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SGS 500- Seminar on Graduate Studies

Students coming from other universities will need to take a pre-requisite course SGS 500: Seminar on Graduate Studies. This course covers areas that graduates of SMHI are already familiar with. These include an understanding of the American liberal arts and sciences tradition as well as the following courses:

4. Ethics & Christian Studies,

5. US Government, Politics, & Global Issues,

6. Logic, Proofs, & Critical Thinking

Concerning Logic, Proof and Critical thinking, the course is to introduce students to some of the necessary features of sound reasoning through a study of both its formal and informal features. Hence, the course has a strong normative component. Thus, in addition to thinking of logic as the study of entailment, one could think of it as the study of the difference between good and poor reasoning, particularly as these are exemplified in arguments. Topics covered include, but are not limited to, the nature of arguments, deduction and induction, syllogistic logic, propositional logic, quantified predicate logic, fallacious reasoning, and scientific reasoning. It will also cover aesthetic component of logic, the role of logic in critical thinking. Critical thinking like good writing skills is necessary not only to a well-rounded education, but also to getting along well in one's private and professional life.

Ethics and education Offers an interdisciplinary ethics and education course intended for students interested in considering how educators' ethical dispositions, decisions, and behaviors affect and reflect a society's values and ideals.. The course first tackles ethics itself—ethics of duty, idealism, utilitarianism, virtue, relativism, pragmatism, pluralism, critical ethics, ethics of care, and ethics of professionalism. The second is these ethical paradigms' import for education, including issues relating to equality, diversity, cultural recognition, competition, dishonesty, privacy, discrimination, reward, and punishment. Third, the course considers particular theories of moral development and their relationship to moral education. It emphasizes the particular types of ethical issues presented in urban education contexts

Lastly, Democracy in the U.S. is evaluated through analyses of the major institutions, processes and policies of the national government. Power, inequality, political culture, social movements, the Constitution, elections, the role of the media, and the parts played by the President, the bureaucracy, the Congress and the courts are all considered.

Research Course

The following course is done by all Masters Students in this School.

RES 520: Research Methods & Statistical Analysis

This course presents the research methods commonly used by social scientists. The course will prepare the student to understand material and issues associated with but not limited to the logic of the scientific method, research design, and statistical analysis of data. Students will be afforded the opportunity to conduct research in the course on topics within their field of study. The course is intended to provide a foundation from which the student may use the knowledge and practices gained in this course throughout the rest of their graduate program. The APA formatting will be covered extensively in the course.

DEPARTMENT OF EDUCATION

Section Two: Master of Education (MEd)

Students pursuing the MEd program can specialize in any of the following three concentrations. Curriculum Studies and Instruction, Educational Administration, Educational Psychology and Philosophy of Education.

Program Objective

The main objectives of the graduate program in Education are: To develop the skills of practicing curriculum and instructions with particular emphasis on theoretical basis for curriculum practices; To provide high level research personnel who will be able to contribute significantly in the fields of curriculum studies and psychology by providing needed teaching and other services in higher education; Upon graduation, the candidate will be expected to: To present a research project to be defended and examined in accordance with the graduate regulations; Each candidate must demonstrate practical experience in teaching in his area of concentration.

Core Courses (42 Credits)

All students in an MEd program must take the following 7 courses.

Course Descriptions

EDU 610: Philosophical and Sociological Foundations of Education

EDU 620: Measurement and Evaluation in Education

EDU 630: Psychology of Learning

EDU 640: Research Methods in Education

EDU 650: Educational Administration

EDU 660: Sociology of the Curriculum

EDU 670: Curriculum Development Process

Course Descriptions

EDU 610: Philosophical and Sociological Foundations of Education

A survey of the philosophical and sociological foundations of education. It deals with the different philosophical ideas that have influenced development in education thought including some schools of thought like idealism, naturalism, pragmatism and humanism. It also deals with the functions of schools in society and the socialization process of the school.

The main objectives of the course is to instill in the learner the sense of logical reasoning about issues in education, to examine the relationship between the school and the society how activities in the society affect the school as a system. The main activities of the course will require the learner to carry out independent research and do paper presentations while the teacher will be expected to engage the learners through discovery learning, group and team work through paper presentations.

EDU 620: Measurement and Evaluation in Education

Coverage of basic educational tests and how students' cognitive, social and personality behaviors can be measured and evaluated.

The main objectives of the course entail the coverage of assessment tools in education, characteristics of the tools, merits and demerits of each tool. Also, it will cover the various types of measurement and evaluation and individual differences in measurement and evaluation. Also, the course is to enhance learners with skills in assessments, individual differences in assessment. Also, is to equip learners' strategies in assessment and evaluation. In this light, the main activities will be learners engaging in group discussion, paper presentations and field trips to examination boards experience how assessment is being done.

EDU 630: Psychology of Learning

The course will focus on an overview of the principles and theories in the area of learning including up-to-date research findings in the field. It deals with an in depth consideration to such topics as learning theories, motivation, retention and forgetting transfer of learning, intelligence, creativity etc.

The course is to instill in the learner the various types of learners in the classroom, also for the learners to be aware of the various theories that affect the teaching learning process. Furthermore, the course is to enhance learners with skills with the various motivation strategies. The course is also designed to imbibe to the learners, the attitudes teachers and learners should uphold as values being an effective teacher. Also, the course is to equip the learners with skills on the various issues of classroom interactions. Furthermore, the course is designed to expose learners with issues of ICTs and how they affect learning. The main activities of the course will entail the learners engaging in both independent and group learning. The learners will be expected to present papers for both group and independent assignments. The course facilitator will be engaged in guiding the learners in the teaching learning process. Also, field trips will be carried out in schools for learners to observe how learners learn and how issues of school discipline is being handled.

EDU 640: Research Methods in Education

The course examines the various paradigms, designs, instruments, procedures and data analysis methods in Education. The course examines the philosophical and sociological foundations of educational research and how educational research can be carried out in order to help inform policy.

The main objectives of the course are to instill in the learner, skills in carrying out educational research and procedures. Also, it is expected that students will be equipped with skills in identifying researchable topics and the systematic approach in carrying out research. Also, the students will be expected to differentiate between research in education and in other fields such as social sciences and pure science. Also, the course is designed for students to be able to write scientific papers. The main activities in the course will be learners engaging into independent and group work through paper presentations and

individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process.

EDU 650: Educational Administration

This course is designed to examine historical, theoretical, and conceptual foundations of educational administration as well as current debates and issues within the context of a rapidly changing environment. Theories of administration; administrative structures; administrator effects; human resource management and development; managing relations with students; staff and pupils/students management; schools of management thought; major structural perspectives – systems, bureaucracies, rational/non-rational, loose-coupling, organic/mechanistic; motivation and job satisfaction; leadership theory; managing facilities; financial management; equal opportunities and affirmative action; performance appraisal; grievance and discipline procedures; conflict management. Ethical foundations of good governance – accountability, honesty, equity, transparency, representativeness and responsiveness.

The main activities in the course will be learners engaging into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process. Also, the students will be expected to visit other institutions of learning from basic to higher institutions to observe and experience how the school administrators function.

EDU 660: Sociology of the Curriculum

This course is designed to reveal the relationship between society and the curriculum and between the curriculum and socio-economic and political development. Defining sociology of education; defining sociology of the curriculum; sociological foundation of the curriculum; ideological content of the curriculum; social influence of the curriculum; official versus the hidden curriculum; teacher-student relationship and the curriculum; colonial influences on the curriculum of schools in Africa in general and Cameroon in particular; values, culturally induced bias and the curriculum; curriculum choice; problems of curriculum changes.

The main activities in the course will be learners engaging into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process. Also, the students will be expected to visit other institutions of learning formal, informal and non-formal their curriculum and experience how sociological issues are handled in the curriculum.

EDU 670: Curriculum Development Process

The course discusses in depth major concepts, stages, models and tasks in the curriculum development process. Major concepts in curriculum development; components of the curriculum; stages in the curriculum development process; participants and roles in the curriculum development process; objectives-oriented, humanistic-oriented and administrative-oriented models of curriculum development, curriculum evaluation models.

The main objectives of the course are to enhance learners with skills in designing curriculum programs, being able to adapt an existing curriculum. Also, the course is designed to inculcate in learners the different formats in designing curriculum programs. As for the activities, the learners will be engaged into group and individual learning and assignments. Also, learners will get involved into practical work by examining samples of curriculum programs in other institutions and also designing curriculum for a particular program of their choice and the teacher will act as a facilitator.

MEd IN CURRICULUM AND INSTRUCTION

Program objective

A master's degree in curriculum and instruction is the choice of many teachers who wish to stay in their current positions and enhance their teaching abilities. This program is equally geared towards the graduation of professionals in Curriculum development and improvement. It trains students who will be well grounded in issues concerning present day career orientations and then draft school curricula that are sensitive to the needs of the society and the global economy.

Career Prospects

A master's degree program in curriculum and instruction can prepare graduates for positions that are on the administrative side of the educational system as opposed to having direct contact with students. Most instructional design jobs in public schools require a master's degree or higher, preferably in education or a related field, plus a state teacher or administrator license. A post-graduate degree is preferred for most other jobs in this profession. Curriculum developers not only work in schools, they also work for companies on employee training and development. People with training in curriculum design find jobs in schools, government, corporations, and nonprofit organization. Some are self-employed or work with individual and family services, in research and development, or in technical consulting. Job titles vary considerably and include the following:

- Curriculum Consultant

- Curriculum Coordinator

- Curriculum Specialist

- Instructional Coordinator

- Staff Development Specialist

- Director of Instructional Material

Delivery Strategies

The program is delivered through 3 modes

- On-Campus: This is the traditional method of delivery whereby students and teachers meet face-to-face in a formal classroom setting.

- Online/Distance: This is the contemporary and trending method of lecture delivery whereby learners and lecturers meet with the help of internet connectivity using apps like skype, google hangouts and other social media app as the need may arise. SMHI uses the GOOGLE CLASSROOM.

- Hybrid: It involves the blending of both the On-campus and Online/Distance

Evaluation Procedures

The evaluation procedures in SMHI is in two (2) phase

- Continuous Assessment (CA) 40%: It comprise of take home assignments, Quizzes, individual and group presentation

- Exam 60%: It is done only at the end of the course.

Core Courses – 7 Courses (42 Credits)

EDU 610: Philosophical and Sociological Foundations of Education

EDU 620: Measurement and Evaluation in Education

EDU 630: Psychology of Learning

EDU 640: Research Methods in Education

EDU 650: Educational Administration

EDU 660: Sociology of the Curriculum

EDU 670: Curriculum Development Process

Prerequisite Courses 2 (12 credits)

SGS500: Seminar on Graduate Studies

RES 520: Research Methods & Statistical Analysis

Concentration Courses 5 Courses (30 credits)

Students are expected to do 5 of the following courses

CUR 680: Theory and Practice in Curriculum Development

CUR 681: Curriculum Innovation and Improvement

CUR 682: Principles of Learning and Instruction

CUR 683: School organization and administration

CUR 684: Instructional Communication and technology

In addition to the concentration courses, students are expected to do the following courses (36 credits)

CUR 693: Practicum

CUR 698: Research Thesis in Curriculum Studies and Instruction

STRUCTURE OF THE MASTER OF EDUCATION MEd IN CURRICULUM AND INSTRUCTION

YEAR: ONE

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
EDU 610	Philosophical and Sociological Foundations of Education	6	C	40	10	10	
EDU 630	Psychology of Learning	6	C	50	10	10	
RES 520	Research Methods & Statistical Analysis	6	C	50	10	10	

EDU 650	Educational Administration	6	C	50	10	10	
CUR 680	Theory and Practice in Curriculum Development	6	E	40	10	10	
Total		**30**		**230**	**50**	**50**	
Second Semester							
EDU 620	Measurement and Evaluation in Education	6	C	40	10	10	
EDU 640	Research Methods in Education	6	C	50	10	/	
EDU 660	Sociology of the Curriculum	6	C	50	10	/	
EDU 670	Curriculum Development Process	6	C	50	10	/	
CUR 681	Curriculum Innovation and Improvement	6	E	50	10	/	
Total		**30**		**240**	**50**	**10**	

YEAR: TWO

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
CUR 682	Principles of Learning and Instruction	6	E	10	10	40	
CUR 683	School organization and administration	6	E	10	10	40	
CUR 684	Instructional Communication and technology	6	E	40	10	10	
SGS 500	Seminar on Graduate Studies	6	C	10	10	40	
Total		**24**		**70**	**40**	**130**	

Second Semester							
CUR 693	Practicum	12	C	/	/	120	
CUR 698	Research Thesis in Curriculum Studies and Instruction	24	C	/	/	240	
Total		**36**		**/**	**/**	**360**	

C= Compulsory Courses, G = University Courses, E = Elective Courses

Total number of credits: 120

Total Lecture Hours:

Total hours of tutorials:

Total hours of practical:

TOTAL CONTACT HOURS: 1200

STRUCTURE OF THE MASTER OF EDUCATION MEd IN CURRICULUM AND INSTRUCTION

YEAR: ONE

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
EDU601	Philosophical and Sociological Foundations of Education	6	C	40	10	10	
EDU603	Psychology of Learning	6	C	50	10	10	
EDU605	Educational Administration	6	C	50	10	10	

SGS600	Seminar on Graduate Studies	6	C	10	10	10	
CUR609	Theory and Practice in Curriculum Development	6	C	40	10	10	
Total		**30**		**190**	**50**	**50**	
Second Semester							
EDU620	Measurement and Evaluation in Education	6	C	40	10	10	
EDU640	Research Methods in Education	6	C	50	10	/	
EDU660	Sociology of the Curriculum	6	C	50	10	/	
EDU670	Curriculum Development Process	6	C	50	10	/	
CUR682	Curriculum Innovation and Improvement	6	C	50	10	/	
Total		**30**		**240**	**50**	**10**	

YEAR: TWO

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
CUR 681	Principles of Learning and Instruction	6	C	10	10	40	
CUR 683	School organization and administration	6	C	10	10	40	
CUR 685	Instructional Communication and technology	6	C	40	10	10	
Total		**18**		**60**	**10**	**90**	
Second Semester							
CUR 690	Practicum	12	C	/	/	120	

CUR 698	Research Thesis in Curriculum Studies and Instruction	24	C	/	/	240	
Total		**36**		**/**	**/**	**360**	

C= Compulsory Courses, G = University Courses, E = Elective Courses

Course Description

EDU 610: Philosophical and Sociological Foundations of Education

A survey of the philosophical and sociological foundations of education. It deals with the different philosophical ideas that have influenced development in education thought including some schools of thought like idealism, naturalism, pragmatism and humanism. It also deals with the functions of schools in society and the socialization process of the school.

The main objectives of the course is to instill in the learner the sense of logical reasoning about issues in the curriculum and education in general, to examine the relationship between the school and the society how activities in the society affect the school as a system. The main activities of the course will require the learner to carry out independent research and do paper presentations while the teacher will be expected to engage the learners through discovery learning, group and team work through paper presentations.

EDU 620: Measurement and Evaluation in Education

A coverage of basic educational tests and how students' cognitive, social and personality behaviors can be measured and evaluated.

The course focuses on the students' ability of assessment tools in education, characteristics of the tools, merits and demerits of each tool. Also, it will cover the various types of measurement and evaluation

and individual differences in measurement and evaluation. The main objectives of the course are to enhance learners with skills in assessments, individual differences in assessment. Also, is to equip learners' strategies in assessment and evaluation. In this light, the main activities will be learners engaging in group discussion, paper presentations and field trips to examination boards experience how assessment is being done.

EDU 630: Psychology of Learning

The course will focus on an overview of the principles and theories in the area of learning including up-to-date research findings in the field. It deals with an in depth consideration to such topics as learning theories, motivation, retention and forgetting transfer of learning, intelligence, creativity etc.

The course is to instill in the learner the various types of learners in the classroom, also for the learners to be aware of the various theories that affect the teaching learning process. Furthermore, the course is to enhance learners with skills with the various motivation strategies. The course is also designed to imbibe to the learners, the attitudes teachers and learners should uphold as values being an effective teacher. Also, the course is to equip the learners with skills on the various issues of classroom interactions. Furthermore, the course is designed to expose learners with issues of ICTs and how they affect learning. The main activities of the course will entail the learners engaging in both independent and group learning. The learners will be expected to present papers for both group and independent assignments. The course facilitator will be engaged in guiding the learners in the teaching learning process. Also, field trips will be carried out in schools for learners to observe how learners learn and how issues of school discipline is being handled.

EDU 640: Research Methods in Education

The course examines the various paradigms, designs, instruments, procedures and data analysis methods in Education. The course examines the philosophical and sociological foundations of educational research and how educational research can be carried out in order to help inform policy.

The main objectives of the course are to instill in the learner, skills in carrying out educational research and procedures. Also, it is expected that students will be equipped with skills in identifying researchable topics and the systematic approach in carrying out research in education. Also, the students will be expected to differentiate between research in education and in other fields such as social sciences. Also, the course is designed for students to be able to write scientific papers. The main activities in the course will be learners engaging into independent and group work through paper presentations and individual

assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process.

EDU 650: Educational Administration

This course is designed to examine historical, theoretical, and conceptual foundations of educational administration as well as current debates and issues within the context of a rapidly changing environment. Theories of administration; administrative structures; administrator effects; human resource management and development; managing relations with students; staff and pupils/students management; schools of management thought; major structural perspectives – systems, bureaucracies, rational/non-rational, loose-coupling, organic/mechanistic; motivation and job satisfaction; leadership theory; managing facilities; financial management; equal opportunities and affirmative action; performance appraisal; grievance and discipline procedures; conflict management. Ethical foundations of good governance – accountability, honesty, equity, transparency, representativeness and responsiveness.

The main activities in the course will be engaging learners into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process. Also, the students will be expected to visit other institutions of learning from basic to higher institutions to observe how the school administrators function.

EDU 660: Sociology of the Curriculum

This course is designed to reveal the relationship between society and the curriculum and between the curriculum and socio-economic and political development. Defining sociology of education; defining sociology of the curriculum; sociological foundation of the curriculum; ideological content of the curriculum; social influence of the curriculum; official versus the hidden curriculum; teacher-student relationship and the curriculum; colonial influences on the curriculum of schools in Africa in general and Cameroon in particular; values, culturally induced bias and the curriculum; curriculum choice; problems of curriculum changes.

The main activities in the course will be engaging learners into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process. Also, the students will be expected to visit other institutions of learning formal, informal and non-formal their curriculum and see how sociological issues are handled in the curriculum.

EDU 670: Curriculum Development Process

The course discusses in depth major concepts, stages, models and tasks in the curriculum development process. Major concepts in curriculum development; components of the curriculum; stages in the curriculum development process; participants and roles in the curriculum development process; objectives-oriented, humanistic-oriented and administrative-oriented models of curriculum development, curriculum evaluation models.

The main objectives of the course are to enhance learners with skills in designing curriculum programs, being able to adapt an existing curriculum. Also, the course is designed to inculcate in learners the different formats in designing curriculum programs. As for the activities, the learners will be engaged into group and individual learning and assignments. Also, learners will get involved into practical work by examining samples of curriculum programs in other institutions and also designing curriculum for a particular program of their choice

CUR 680: Theory and Practice in Curriculum Development

A survey of theory of curriculum and curriculum changes. Analysis of the principles and process of curriculum approaches to curriculum construction, organization and evaluation.

The course is focused on instilling in the learners with skill about issues in the curriculum. Also, it is to enhance learners with skills about the various theories and practices in designing a curriculum program. Furthermore, the course is designated to equip learners with skills in identifying the various stakeholders in designing a curriculum. The main activities will be more of learner centered approach where the learners will be engaged into independent and group learning through group presentations.

CUR 681: Curriculum Innovation and Improvement

It deals with an analysis and examination of strategies, classroom activities and contents of curriculum for the purpose of revision. It deals with principles of curriculum improvement, research works on curriculum innovation are to be critically analyzed.

The course is focused on equipping students with skills in the new form of communication that is ICTs where learners are expected to design curriculum programs with innovative programs based on population and students' dynamics. The main activities will be more of learner centered approach where the learners will be engaged into independent and group learning through group presentations.

CUR 682: Principles of Learning and Instruction

A survey of the teaching processes with emphasis on readiness attitude, mindset, skills, transfer of training, classroom climate and stimulus variation. It tackles factors that withhold and facilitate learning.

The course is designed to instill in learners the abilities and knowledge in understanding factors that affects the teaching and learning process. Also, the learners are required to be able identify learners with learning difficulties. Also, the course is designated to orientate learners on the competence base approach in delivery instructions. The main activities will be more of learner centered approach where the learners will be engaged into independent and group learning through group presentations.

CUR 683: School Organization and Administration

It's aimed at preparing students for active and intelligent participation in school organization and management. It focuses on line and staff relationship, principalship and heads of departments. The roles and functions of the Headmaster, principal, staff and student personnel in the management of discipline and school community relation.

The main activities will be more of learner centered approach where the learners will be engaged into independent and group learning through group presentations and the teacher will guide the learners in the process of doing their individual and group tasks.

CUR 684: Instructional Communication and Technology

This is the application of the theories of communication to education and learning. It involves the systematic use of new technology and media facilities for instructional purposes, with emphasis on systems and task analysis.

The course focuses in imbibing in students with particular skills in applying ICTs in the teaching learning process. Also, the course intends to expose learners on the effectiveness of distance learning and how ICTs can change the dynamics of the teaching and learning process. . The main activities will be more of learner centered approach where the learners will be engaged into independent and group learning through group presentations, discussions and seminars.

CUR 693: Practicum

A period of about four weeks in an educational environment that enables the candidate to interact with students and put to practice the techniques of classroom management.

The course intends to equip learners with skills in identifying the issues in the teaching learning process through practical exercises. Also, the course will expose learners with issues in the teaching learning process that will increase learners' interest in researching on particular topics upon observations in the practicum exercise. The students will be expected to observe major philosophical issues in the classroom, work closely with cooperating teachers as mentors and at the end, write a report about the practicum exercise.

CUR 698: Research Thesis in Curriculum Studies and Instruction

A supervised empirical study of some educational issues in the areas of teaching and learning.

The course is designed to give students the orientation in writing scientific papers. The students will be equipped with scientific skills to contribute in the scientific world. Students will be required to demonstrate skills in research in writing where they will be expected to identify a research topic of their choice in relation to the field of specialization and area of interest and research on. The students will be assigned to particular lecturers for guidance in writing their thesis where the teacher will be there as the main facilitator in helping the student to have a focus on the topic under examination.

MEd IN EDUCATIONAL ADMINISTRATION

Program Objective

This program trains Principals, assistant principals, deans, and chairpersons who help to determine whether an institution fulfills its educational mandate. They are largely responsible for the overall management of their facilities and are frequently in charge of many diverse and unrelated tasks. Perhaps most importantly, they set academic standards for their establishments by selecting, evaluating, and improving their faculty.

Career Prospects

More than 81 percent of all educational administrators in worked in public or private educational institutions. Most of the rest worked in child day care centers. With expected retirements and increasing enrollments on the horizon, the job prospects for educational administrators are deemed to be excellent. Professionals with advanced educational administration degrees make excellent candidates for these positions. Education administrators can attract other potential high-level opportunities with their advanced degrees. Some educational administration graduates hold positions as:

- community education directors

- business managers

- school system superintendents

- curriculum coordinators

- administrators at post-secondary schools

Many graduates also serve as leaders on local school boards and in government organizations.

Delivery Strategies

The course will be taught through group work, seminars, presentations, discussion and field trips. Both direct and indirect teaching methods will be used where students will be engaged into discovery learning and teacher merely acts a facilitator.

Evaluation Procedures

Evaluation will be based on individual, group assignments and end of semester examination where students will be expected to do specific tasks and group presentations in class which will carry 40% of the awarded marks as cumulative assessment and 60% for the final exams.

Core Courses – 7 Courses (42 Credits)

EDU 610: Philosophical and Sociological Foundations of Education

EDU 620: Measurement and Evaluation in Education

EDU 630: Psychology of Learning

EDU 640: Research Methods in Education

EDU 650: Educational Administration

EDU 660: Sociology of the Curriculum

EDU 670: Curriculum Development Process

Prerequisite Courses 2 (12 credits)

SGS500: Seminar on Graduate Studies

RES 520: Research Methods & Statistical Analysis

Concentration Courses 5 Courses (30 credits)

Students are expected to do 5 of the following courses

EAD 680: School Organization and Management

EAD 681: School Legislation

EAD 682: Curriculum Development

EAD 683: Educational Supervision

EAD 684: Principles and Problems in Higher Education

EAD 685: Current Problems in African Pedagogy

In addition to the concentration courses, students are expected to do the following courses (36 credits)

EAD 693: Practicum

EAD 698: Research Thesis in Educational Administration

STRUCTURE OF THE MASTER OF EDUCATION (Med) IN EDUCATIONAL ADMINISTRATION

YEAR: ONE

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
EDU 610	Philosophical and Sociological	6	C	40	10	10	

	Foundations of Education						
EDU 630	Psychology of Learning	6	C	50	10	10	
RES 520	Research Methods & Statistical Analysis	6	C	50	10	10	
EDU 650	Educational Administration	6	C	50	10	10	
EAD680	School Organization and Management	6	E	40	10	10	
Total		**30**		**230**	**50**	**50**	
Second Semester							
EDU 620	Measurement and Evaluation in Education	6	C	40	10	10	
EDU 640	Research Methods in Education	6	C	50	10	/	
EDU 660	Sociology of the Curriculum	6	C	50	10	/	
EDU 670	Curriculum Development Process	6	C	50	10	/	
EAD 681	School Legislation	6	E	50	10	/	
Total		**30**		**240**	**50**	**10**	

YEAR: TWO

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
EAD 682	Curriculum Development	6	E	10	10	40	
EAD 683	Educational Supervision	6	E	10	10	40	
EAD 684	Principles and Problems in Higher	6	E	40	10	10	

	Education						
SGS 500	Seminar on Graduate Studies	6	C	10	10	40	
EAD 685	Current Problems in African Pedagogy	6	E	10	10	40	
Total		**24**		**70**	**40**	**130**	
Second Semester							
EAD 693	Practicum	12	C	/	/	120	
EAD 698	Research Thesis in Educational Administration	24	C	/	/	240	
Total		**36**		**/**	**/**	**360**	

C= Compulsory Courses, G = University Courses, E = Elective Courses

Total number of credits: 120

Total Lecture Hours:

Total hours of tutorials:

Total hours of practical:

TOTAL CONTACT HOURS: 1200

STRUCTURE OF THE MASTER OF EDUCATION (Med) IN EDUCATIONAL ADMINISTRATION

YEAR: ONE

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
EDU601	Philosophical and Sociological Foundations of Education	6	C	40	10	10	

EDU603	Psychology of Learning	6	C	50	10	10	
SGS600	Seminar on Graduate Studies	6	C	10	10	10	
EDU605	Educational Administration	6	C	50	10	10	
EAD687	School Organization and Management	6	C	40	10	10	
Total		30		190	50	50	
Second Semester							
EDU620	Measurement and Evaluation in Education	6	C	40	10	10	
EDU640	Research Methods in Education	6	C	50	10	/	
EDU660	Sociology of the Curriculum	6	C	50	10	/	
EDU670	Curriculum Development Process	6	C	50	10	/	
EAD682	School Legislation	6	C	50	10	/	
Total		**30**		**240**	**50**	**10**	

YEAR: TWO

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
EAD681	Curriculum Development	6	C	10	10	40	
EAD683	Educational Supervision	6	C	10	10	40	
EAD687	Principles and Problems in Higher Education	6	C	40	10	10	

EAD 685	Current Problems in African Pedagogy	6	C	10	10	40	
Total		**18**		**60**	**40**	**130**	
Second Semester							
EAD 690	Practicum	12	C	/	/	120	
EAD 698	Research Thesis in Educational Administration	24	C	/	/	240	
Total		**36**		**/**	**/**	**360**	

C= Compulsory Courses, G = University Courses, E = Elective Courses

Course Description

EDU 610: Philosophical and Sociological Foundations of Education

A survey of the philosophical and sociological foundations of education. It deals with the different philosophical ideas that have influenced development in education thought including some schools of thought like idealism, naturalism, pragmatism and humanism. It also deals with the functions of schools in society and the socialization process of the school.

The main objectives of the course are to expose and instill in learners skills in logical reasoning about issues in education. Also, is to imbibe in the learners the relationship between the school and the family. The main activities of the course will be the learners involve in independent and group presentations. Also, the learners will be expected to contribute by bring in their own experiences of the major relationship issues the school and society face in the process of this relationships.

EDU 620: Measurement and Evaluation in Education

A coverage of basic educational tests and how students' cognitive, social and personality behaviors can be measured and evaluated.

The course intends to enhance learners with skills in assessing assessment tools in education, characteristics of the tools, merits and demerits of each tool. Also, it will also cover the various types of measurement and evaluation and individual differences in measurement and evaluation. The main objectives of the course are to enhance learners with skills in assessments, individual differences in assessment. Also, is to equip learners' strategies in assessment and evaluation. In this light, the main activities will be learners engaging in group discussion, paper presentations and field trips to examination boards experience how assessment is being done.

EDU 630: Psychology of Learning

The course will focus on an overview of the principles and theories in the area of learning including up-to-date research findings in the field. It deals with an in depth consideration to such topics as learning theories, motivation, retention and forgetting transfer of learning, intelligence, creativity etc.

The course is to instill in the learner the various types of learners in the classroom, also for the learners to be aware of the various theories that affect the teaching learning process. Furthermore, the course is to enhance learners with skills with the various motivation strategies. The course is also designed to imbibe to the learners, the attitudes teachers and learners should uphold as values being an effective teacher. Also, the course is to equip the learners with skills on the various issues of classroom interactions. Furthermore, the course is designed to expose learners with issues of ICTs and how they affect learning especially on records keeping. The main activities of the course will entail the learners engaging in both independent and group learning. The learners will be expected to present papers for both group and independent assignments. The course facilitator will be engaged in guiding the learners in the teaching learning process. Also, field trips will be carried out in schools for learners to observe how learners learn and how issues of school discipline is being handled.

EDU 640: Research Methods in Education

The course examines the various paradigms, designs, instruments, procedures and data analysis methods in Education. The course examines the philosophical and sociological foundations of educational research and how educational research can be carried out in order to help inform policy.

The main objectives of the course are to instill in the learner, skills in carrying out educational research and procedures. Also, it is expected that students will be equipped with skills in identifying researchable topics and the systematic approach in carrying out research. Also, the students will be expected to differentiate between research in education and in other fields such as social sciences. Also, the course is designed for students to be able to write scientific papers. The main activities in the course will be

learners engaging into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process.

EDU 650: Educational Administration

This course is designed to examine historical, theoretical, and conceptual foundations of educational administration as well as current debates and issues within the context of a rapidly changing environment. Theories of administration; administrative structures; administrator effects; human resource management and development; managing relations with students; staff and pupils/students management; schools of management thought; major structural perspectives – systems, bureaucracies, rational/non-rational, loose-coupling, organic/mechanistic; motivation and job satisfaction; leadership theory; managing facilities; financial management; equal opportunities and affirmative action; performance appraisal; grievance and discipline procedures; conflict management. Ethical foundations of good governance – accountability, honesty, equity, transparency, representativeness and responsiveness.

The main activities in the course will be engaging learners into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process. Also, the students will be expected to visit other institutions of learning from basic to higher institutions to observe how the school administrators function.

EDU 660: Sociology of the Curriculum

This course is designed to reveal the relationship between society and the curriculum and between the curriculum and socio-economic and political development. Defining sociology of education; defining sociology of the curriculum; sociological foundation of the curriculum; ideological content of the curriculum; social influence of the curriculum; official versus the hidden curriculum; teacher-student relationship and the curriculum; colonial influences on the curriculum of schools in Africa in general and Cameroon in particular; values, culturally induced bias and the curriculum; curriculum choice; problems of curriculum changes.

Learners will be engaged into activities through independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process. Also, the students will be expected to visit other institutions of learning formal, informal and non-formal and see how sociological issues are handled in the curriculum.

EDU 670: Curriculum Development Process

The course discusses in depth major concepts, stages, models and tasks in the curriculum development process. Major concepts in curriculum development; components of the curriculum; stages in the curriculum development process; participants and roles in the curriculum development process;

objectives-oriented, humanistic-oriented and administrative-oriented models of curriculum development, curriculum evaluation models.

The main objectives of the course are to enhance learners with skills designing curriculum programs, being able to adapt an existing curriculum. Also, the course is designed to inculcate in learners the format in designing curriculum programs for different models. As for the activities, the learners will be engaged into group and individual learning and assignments. Also, learners will get involved into practical work by examining samples of curriculum programs in other institutions and also designing curriculum for a particular program of their choice

EAD 680: School Organization and Management

It's aimed at preparing students for active and intelligent participation in school organization and management. It focuses on line and staff relationship, principalship and heads of departments. The roles and functions of the Headmaster, principal, staff and student personnel in the management of discipline and school community relation.

The main activities in the course will be learners engaging into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in field work experiences to examine how schools do operate. Also, the students will be expected to visit other institutions of learning from basic to higher institutions to observe how the school administrators function

EAD 681: School Legislation

This course deals with the legislation that governs education in Cameroon and the general introduction to the political, legislative systems of teaching and learning. School legislation refers to norms and laws that guide and protect the organization of education in a given territory.

The course focuses on instilling in the learners the knowledge of school legality how schools do operates. Also, students will be expected to trace laws that have been guiding the school since from historical background of education in Cameroon that is, from the colonial era till present. The main activities will be through group discussions consulting legal chambers to get practical directives and experiences about school legalities.

EAD 682: Curriculum Development

A survey of theory of curriculum and curriculum changes. Analysis of the principles and process of curriculum approaches to curriculum construction, organization and evaluation.

The main objectives of the course are to enhance learners with skills designing curriculum programs, being able to adapt an existing curriculum. Also, the course is designed to inculcate in learners the format in designing curriculum programs for different models. As for the activities, the learners will be engaged into group and individual learning and assignments. Also, learners will get involved into practical work by examining samples of curriculum programs in other institutions and also designing curriculum for a particular program of their choice

EAD **683: Educational Supervision**

The need for supervision for continuous improvement of instruction. It deals with contemporary concepts of the role of the supervisor, methods and practices as they relate to educational goals.

The course intends to enhance students with skills in effectively in evaluating the teaching learning process and the functions of the school administrator. Also, the course centers in equipping students with skills on how to effectively plan and monitor the activities that happens in the teaching learning process. The main activities in the course will be engaging learners into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in field work experiences to examine how schools do operate. Also, the students will be expected to visit other institutions of learning from basic to higher institutions to observe how the school administrators function

EAD **684: Principles and Problems in Higher Education**

Instructional problems of higher education with emphasis on common principles underlying each of them. Practices and materials currently in use in higher education. It also includes outstanding investigations on teaching higher education and suggested strategies for improvement.

The course focuses on the ability of the learners to identify various issues and challenges affecting higher education. Also, it will expose students to bring out appropriate solutions and recommendations. The main activities in the course will be engaging learners into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in field work experiences to examine how schools do operate. Also, the students will be expected to visit other institutions of higher learning to observe how the school administrators function and the challenges they face.

EAD **685: Current Problems in African Pedagogy**

This course focuses on the problems of informal methods of an African philosophy of education or pedagogy. It deals with liberal and professional formation, imitation and play as pedagogical tools in Africa. It also highlights finalities and values of African education and the problems of ethics and deontology in education.

The course entails to instill in the learners skill in issues of African curriculum and how the teaching learning process is carried in African schools. The main activities in the course will be engaging learners into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in field work experiences to examine how schools do operate. Also, the students will be expected to visit other institutions of higher learning to observe how teaching and learning occurs.

EAD **693: Practicum**

A period of about four weeks in an educational environment that enables the candidate to interact with students and put to practice the techniques of classroom management.

The course intends to equip learners with skills in identifying the issues in the teaching learning process through practical exercises. Also, the course will expose learners with issues in the teaching learning process that will increase learners' interest in researching on particular topics upon observations in the practicum exercise. The students will be expected to observe major educational administration issues in the school work closely with cooperating teachers as mentors and at the end, write a report about the practicum exercise.

EAD **698: Research Thesis in Educational Administration**

A supervised empirical or historical study of some educational issues in the areas of teaching and learning.

The course is designed to give students the orientation in writing scientific papers. The students will be equipped with scientific skills to contribute in the scientific world. Students will be required to demonstrate skills in research in writing where they will be expected to identify a research topic of their choice in relation to the field of specialization and area of interest and researched on. The students will be assigned to particular lecturers for guidance in writing their thesis where the teacher will be there as the main facilitator in helping the student to have a focus on the topic under examination.

MEd IN EDUCATIONAL PSYCHOLOGY

Program Objective

This program aims at studying the learning process and how they are affected by age, gender, social and environmental factors. The program will train students to be professionals in research, data collection, developing new tests, and observing teachers. It's essential for educational psychologists to understand statistics and possess excellent analytical skills.

Career Prospects

Educational psychologists mainly work in school settings, but their work extends beyond the realm of education to include corporations, religious organizations and governmental institutions. Graduates of an educational psychology program may become educational psychologists who evaluate teaching methods and student behavior to help students who are struggling with the learning process or dealing with a mental disorder. In addition, they may work in academia, teaching and researching, or they may take administration or other leadership positions. Depending on the job, licensure or certification may be required. The career options listed below are some of the more common opportunities available to educational psychology graduates.

- School Counselor

- Educational Psychologist

- Educational Research Consultant

- High School Guidance Counselor

- Social Psychologist

Delivery Strategies

The program is delivered through 3 modes

On-Campus: This is the traditional method of delivery whereby students and teachers meet face-to-face in a formal classroom setting.

Online/Distance: This is the contemporary and trending method of lecture delivery whereby learners and lecturers meet with the help of internet connectivity using apps like skype, google hangouts and other social media app as the need may arise. SMHI uses the GOOGLE CLASSROOM.

Hybrid: It involves the blending of both the On-campus and Online/Distance

Evaluation Procedures

The evaluation procedures in SMHI is in two (2) phase

Continuous Assessment (CA) 40%: It comprise of take home assignments, Quizzes, individual and group presentation

Exam 60%: It is done only at the end of the course.

Core Courses – 7 Courses (42 Credits)

EDU 610: Philosophical and Sociological Foundations of Education

EDU 620: Measurement and Evaluation in Education

EDU 630: Psychology of Learning

EDU 640: Research Methods in Education

EDU 650: Educational Administration

EDU 660: Sociology of the Curriculum

EDU 670: Curriculum Development Process

Prerequisite Courses 2 (12 credits)

SGS500: Seminar on Graduate Studies

RES 520: Research Methods & Statistical Analysis

Concentration Courses 5 Courses (30 credits)

Students are expected to do 5 of the following courses

EPY 680: Theories and Issues in Child Psychology

EPY 681: Human Development & Learning

EPY 682: Educational, Social & Career Guidance

EPY 683: Abnormal Psychology & Special Needs Education

EPY 684: Social and Personality Development

In addition to the concentration courses, students are expected to do the following courses (36 credits)

EPY 693: Practicum

EPY 698: Research Thesis

STRUCTURE OF THE MASTER OF EDUCATION (Med.) IN EDUCATIONAL PSYCHOLOGY

YEAR: ONE

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
EDU 610	Philosophical and Sociological Foundations of Education	6	C	40	10	10	
EDU 630	Psychology of Learning	6	C	50	10	10	
RES 520	Research Methods & Statistical Analysis	6	C	50	10	10	
EDU 650	Educational Administration	6	C	50	10	10	
EPY680	Theories and Issues in Child Psychology	6	E	40	10	10	
Total		**30**		**230**	**50**	**50**	
Second Semester							
EDU 620	Measurement and Evaluation in Education	6	C	40	10	10	
EDU 640	Research Methods in Education	6	C	50	10	/	
EDU 660	Sociology of the Curriculum	6	C	50	10	/	
EDU 670	Curriculum Development Process	6	C	50	10	/	
EPY 681	Human Development & Learning	6	E	50	10	/	
Total		**30**		**240**	**50**	**10**	

YEAR: TWO

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
EPY 682	Educational, Social & Career Guidance	6	E	10	10	40	
EPY 683	Abnormal Psychology & Special Needs Education	6	E	10	10	40	
EPY 684	Social and Personality Development	6	E	40	10	10	
SGS 500	Seminar on Graduate Studies	6	C	10	10	40	
Total		**24**		**70**	**40**	**130**	
Second Semester							
EPY 693	Practicum	12	C	/	/	120	
EPY 698	Research Thesis in Educational Psychology	24	C	/	/	240	
Total		**36**		**/**	**/**	**360**	

C= Compulsory Courses, G = University Courses, E = Elective Courses

Total number of credits: 120

Total Lecture Hours:

Total hours of tutorials:

Total hours of practical:

TOTAL CONTACT HOURS: 1200

STRUCTURE OF THE MASTER OF EDUCATION (Med.) IN EDUCATIONAL PSYCHOLOGY

YEAR: ONE

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
EDU601	Philosophical and Sociological Foundations of Education	6	C	40	10	10	
EDU603	Psychology of Learning	6	C	50	10	10	
SGS600	Seminar on Graduate Studies	6	C	10	10	10	
EDU605	Educational Administration	6	C	50	10	10	
EPY681	Theories and Issues in Child Psychology	6	C	40	10	10	
Total		**30**		**190**	**50**	**50**	
Second Semester							
EDU620	Measurement and Evaluation in Education	6	C	40	10	10	
EDU640	Research Methods in Education	6	C	50	10	/	
EDU660	Sociology of the Curriculum	6	C	50	10	/	
EDU670	Curriculum Development Process	6	C	50	10	/	
EPY682	Human Development & Learning	6	C	50	10	/	
Total		**30**		**240**	**50**	**10**	

YEAR: TWO

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
EPY 685	Educational, Social & Career Guidance	6	C	10	10	40	
EPY 683	Abnormal Psychology & Special Needs Education	6	C	10	10	40	
EPY 687	Social and Personality Development	6	C	40	10	10	
Total		**18**		**60**	**40**	**130**	
Second Semester							
EPY 690	Practicum	12	C	/	/	120	
EPY 698	Research Thesis in Educational Psychology	24	C	/	/	240	
Total		**36**		**/**	**/**	**360**	

C= Compulsory Courses, G = University Courses, E = Elective Courses

Course Description

EDU 610: Philosophical and Sociological Foundations of Education

A survey of the philosophical and sociological foundations of education. It deals with the different philosophical ideas that have influenced development in education thought including some schools of thought like idealism, naturalism, pragmatism and humanism. It also deals with the functions of schools in society and the socialization process of the school.

The main objectives of the course are to expose and instill in learners skills in logical reasoning about issues in education. Also, is to imbibe in the learners the relationship between the school and the family. The main activities of the course will be the learners involve in independent and group presentations. Also, the learners will be expected to contribute by bring in their own experiences of the major relationship issues the school and family face in the process of this relationships.

EDU 620: Measurement and Evaluation in Education

A coverage of basic educational tests and how students' cognitive, social and personality behaviors can be measured and evaluated.

Coverage of assessment tools in education, characteristics of the tools, merits and demerits of each tool. Also, it will cover the various types of measurement and evaluation and individual differences in measurement and evaluation. The main objectives of the course are to enhance learners with skills in assessments, individual differences in assessment. Also, is to equip learners' strategies in assessment and evaluation. In this light, the main activities will be learners engaging in group discussion, paper presentations and field trips to examination boards experience how assessment is being done.

EDU 630: Psychology of Learning

The course will focus on an overview of the principles and theories in the area of learning including up-to-date research findings in the field. It deals with an in depth consideration to such topics as learning theories, motivation, retention and forgetting transfer of learning, intelligence, creativity etc.

The course is to instill in the learner the various types of learners in the classroom, also for the learners to be aware of the various theories that affect the teaching learning process. Furthermore, the course is to enhance learners with skills with the various motivation strategies. The course is also designed to imbibe to the learners, the attitudes teachers and learners should uphold as values being an effective teacher. Also, the course is to equip the learners with skills on the various issues of classroom interactions. Furthermore, the course is designed to expose learners with issues of ICTs and how they affect learning. The main activities of the course will entail the learners engaging in both independent and group learning. The learners will be expected to present papers for both group and independent assignments. The course facilitator will be engaged in guiding the learners in the teaching learning process. Also, field trips will be carried out in schools for learners to observe how learners learn and how issues of school discipline is being handled.

EDU 640: Research Methods in Education

The course examines the various paradigms, designs, instruments, procedures and data analysis methods in Education. The course examines the philosophical and sociological foundations of educational research and how educational research can be carried out in order to help inform policy.

The main objectives of the course are to instill in the learner, skills in carrying out educational research and procedures. Also, it is expected that students will be equipped with skills in identifying researchable topics and the systematic approach in carrying out research. Also, the students will be expected to differentiate between research in education and in other fields such as social sciences. Also, the course is designed for students to be able to write scientific papers. The main activities in the course will be learners engaging into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process.

EDU 650: Educational Administration

This course is designed to examine historical, theoretical, and conceptual foundations of educational administration as well as current debates and issues within the context of a rapidly changing environment. Theories of administration; administrative structures; administrator effects; human resource management and development; managing relations with students; staff and pupils/students management; schools of management thought; major structural perspectives – systems, bureaucracies, rational/non-rational, loose-coupling, organic/mechanistic; motivation and job satisfaction; leadership theory; managing facilities; financial management; equal opportunities and affirmative action; performance appraisal; grievance and discipline procedures; conflict management. Ethical foundations of good governance – accountability, honesty, equity, transparency, representativeness and responsiveness.

The main activities in the course will be learners engaging into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process. Also, the students will be expected to visit other institutions of learning from basic to higher institutions to observe how the school administrators function.

EDU 660: Sociology of the Curriculum

This course is designed to reveal the relationship between society and the curriculum and between the curriculum and socio-economic and political development. Defining sociology of education; defining sociology of the curriculum; sociological foundation of the curriculum; ideological content of the curriculum; social influence of the curriculum; official versus the hidden curriculum; teacher-student relationship and the curriculum; colonial influences on the curriculum of schools in Africa in general and Cameroon in particular; values, culturally induced bias and the curriculum; curriculum choice; problems of curriculum changes.

The main activities in the course will be learners engaging into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process. Also, the students will be expected to visit other institutions of learning formal, informal and non-formal and see how sociological issues are handled in the curriculum.

EDU 670: Curriculum Development Process

The course discusses in depth major concepts, stages, models and tasks in the curriculum development process. Major concepts in curriculum development; components of the curriculum; stages in the curriculum development process; participants and roles in the curriculum development process; objectives-oriented, humanistic-oriented and administrative-oriented models of curriculum development, curriculum evaluation models.

The main objectives of the course are to enhance learners with skills designing curriculum programs, being able to adapt an existing curriculum. Also, the course is designed to inculcate in learners the format in designing curriculum programs. As for the activities, the learners will be engaged into group and individual learning and assignments. Also, learners will get involved into practical work by examining samples of curriculum programs in other institutions and also designing curriculum for a particular program of their choice.

EPY 680: Theories and Issues in Child Psychology

This course deals with the theoretical underpinnings of Child Psychology and its impact on later stages of life (adolescence and adulthood). The course highlights important issues that arise from childhood and how these affect the education of the child. To identify theories of child development and examine the extent to which these explain developmental issues in contemporary Africa. The students should therefore at the end of the course be able to discuss various theoretical perspectives on Child development and their implications for teaching and counseling. This course focuses on theories of development, research approaches to the study of child development. It examines conceptual issues, historical basis of theories of development, issues related to beliefs and cultural ways of structuring child development (needs, interests and tasks). It discusses trends in physical and motor development, personality, socio-emotional, attachment, and cognitive development. It also examines problems of childhood and socialization in the context of globalization including implications for social policy.

The main activities of the course will be focused on individual and group work. Learners will be expected to research on task either through groups or individual and do a paper presentation in the class with peers under the guidance of the teacher. The teachers' role will merely be that as a facilitator and a guide.

EPY 681: Human Development and Learning

A survey of human development from conception to old age emphasizing physical, intellectual, emotional, social and personality changes which occur during these periods. The course looks at these stages of development in relation to the various learning task and process.

The course highlights important issues that arise from childhood and how these affect the education of the learner. To identify theories of human development and examine the extent to which these explain developmental issues in contemporary Africa. The students should therefore at the end of the course be able to discuss various theoretical perspectives on Child development and their implications for teaching and counseling. This course focuses on theories of development, research approaches to the study of child development. It examines conceptual issues, historical basis of theories of development, issues related to beliefs and cultural ways of structuring child development (needs, interests and tasks). It discusses trends in physical and motor development, personality, socio-emotional, attachment, and cognitive development. It also examines problems of childhood and socialization in the context of globalization including implications for social policy. The main activities of the course will be focused on individual and group work. Learners will be expected to research on task either through groups or individual and do a paper presentation in the class with peers under the guidance of the teacher. The teachers' role will merely be that as a facilitator and a guide.

EPY 682: Educational, Social & Career Guidance

An introduction of the general field of guidance and counseling, the relationship between guidance and counseling and an overview of counseling services that are offered in educational institutions.

The course focuses to enhance learners with skills in guidance counseling, the functions and ethical issues in guidance counseling. The course also focuses on the importance of counseling and at the end, students will be equipped with skills in identifying learners with learning needs and the various approaches to guiding them learn effectively within the learning environment. Also, at the end, learners will be expected to identify the various challenges in administering guidance counseling in schools. The main activities of the course will be focused on individual and group work. Learners will be expected to research on task either through groups or individual and do a paper presentation in the class with peers under the guidance of the teacher. The teachers' role will merely be that as a facilitator and a guide. Also, students will be expected to go down to various schools and experienced how guidance services are being done in schools.

EPY 683: Abnormal Psychology or Special Needs Education

Study of the classification, etiology and description of behavior and psychological disorders, including the psychoneurosis, psychosis and psychosomatic conditions, various therapeutic approaches including surgical and convulsive drug and learning theory approaches as well as psychotherapy are also considered. The equally examines how pupils and students with special needs can best be educated, within the context of inclusive education.

Students are expected to acquire skills in identifying learners with special needs and those with psychological disorders and various strategies in preventing and coping with such disabilities. Also, students will be instilled with skills in inclusive practices in our educational system and the various approaches in inclusive education. The main activities of the course will be focused on individual and group work. Learners will be expected to research on task either through groups or individual and do paper presentations in the class with peers under the guidance of the teacher. The teachers' role will merely be that of a facilitator and a guide. Also, students will be expected to go down to various schools or other social institutions and experienced the realities of individuals with psychological disorders and be able to propose appropriate solutions and recommendations.

EPY 684: Social and Personality Development

This course examines specific theoretical positions in human development and learning as a means of establishing a foundation upon which further work of a psycho-educational nature can be built. It will equally exposed beneficiaries to objective personality tests commonly used in psycho diagnostic work in education / clinical contexts. Definitions, Psychoanalytic, trait, humanistic and socio-cognitive school of taught. Personality and diagnostic tests; theory of individual differences in personality development.

The course intends to enhance students with skills in understanding the concepts of human social development and factors that affects human development. Also, students will be equipped with skills in appreciating individual differences. Also, students will be enhanced with skills in self-concepts, attitude formation and social interactions. Through this, learners will be empowered with skills in understanding factors that affect social relationships. The main activities of the course will be focused on individual and group work. Learners will be expected to research on task either through groups or individual and do paper presentations in the class with peers under the guidance of the teacher. The teachers' role will merely be that of a facilitator and a guide.

EPY 693: Practicum

An experimental skill building practicum with the intention of improving the candidates' exposure to practical experiences in the field of his specialization will be supervised by a mentor.

The course intends to equip learners with skills in identifying the issues in the teaching learning process through the four way agenda approach. Also, the course will expose learners with issues in the teaching learning process that will increase learners' interest in researching on particular topics upon observations in the practicum exercise.

EPY 698: Research Thesis

An empirical or historical study of some educational problems in planning and administration with a well-documented report showing clearly how the problem has been defined studies and concluded.

Students will be required to demonstrate skills in research in writing where they will be expected to identify a research topic of their choice in relation to the field of specialization and area of interest and researched on. The students will be assigned to particular lecturers for guidance in writing their thesis where the teacher will be there as the main facilitator in helping the student to have a focus on the topic under examination.

MEd IN PHILOSOPHY OF EDUCATION

Program Objective
The Master of Education degree in Philosophy of Education is meant for anyone interested professionally or personally in questions about the moral and political justification of education; educational aims and values in liberal societies; the nature of knowledge and understanding; and the educational implications of different philosophical traditions. The aim of this course is: to give students a comprehensive grounding in philosophy of education; explore the relevance to education today of ethics, political philosophy, philosophy of mind and epistemology; enable you to think philosophically about your own educational concerns and reflect on relevant aspects of policy and practice such as fairness, equality and knowledge; help you to argue a case and to evaluate the arguments of others on controversial issues. This master degree provides an opportunity to: study a program that is unique in philosophy of education; gain a grounding in philosophical approaches and their application; become part of a lively community of masters and doctoral students with shared interests and from a wide range of backgrounds.

Career Prospects
The master's degree program in philosophy of education prepares students to teach in humanities and social studies programs in secondary schools and colleges. Scholars trained in philosophy of education pursue careers in colleges and universities, policy agencies, and public and private educational systems. A master's degree in philosophy of education prepares students for doctoral work in this and other areas of educational research. The degree may also be used to supplement one's career as an education professional.

Delivery Strategies

The program is delivered through 3 modes

On-Campus: This is the traditional method of delivery whereby students and teachers meet face-to-face in a formal classroom setting.

Online/Distance: This is the contemporary and trending method of lecture delivery whereby learners and lecturers meet with the help of internet connectivity using apps like skype, google hangouts and other social media app as the need may arise. SMHI uses the GOOGLE CLASSROOM.

Hybrid: It involves the blending of both the On-campus and Online/Distance

Evaluation Procedures

The evaluation procedures in SMHI is in two (2) phase

Continuous Assessment (CA) 40%: It comprise of take home assignments, Quizzes, individual and group presentation

Exam 60%: It is done only at the end of the course.

Core Courses – 7 Courses (42 Credits)
EDU 610: Philosophical and Sociological Foundations of Education
EDU 620: Measurement and Evaluation in Education
EDU 630: Psychology of Learning
EDU 640: Research Methods in Education
EDU 650: Educational Administration
EDU 660: Sociology of the Curriculum
EDU 670: Curriculum Development Process

Prerequisite Courses 2 (12 credits)
SGS500: Seminar on Graduate Studies
RES 520: Research Methods & Statistical Analysis
Concentration Courses 5 Courses (30 credits)
Students are expected to do 5 of the following courses

PHE 680: Philosophical Theories of Education

PHE 681: History and Philosophy of Education
PHE 682: Politics of Education
PHE 683: Current Problems of Philosophy of Education
PHE 684: Education and Culture
PHE 685: Comparative Education
PHE 686: Philosophical Foundations of Inclusive Education

In addition to the concentration courses, students are expected to do the following courses (36 credits)
PHE 693: Practicum
PHE 698: Research Project

STRUCTURE OF THE MASTER OF EDUCATION (Med.) IN EDUCATION

YEAR: ONE

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
EDU 610	Philosophical and Sociological Foundations of Education	6	C	40	10	10	
EDU 630	Psychology of Learning	6	C	50	10	10	
RES 520	Research Methods & Statistical Analysis	6	C	50	10	10	
EDU 650	Educational Administration	6	C	50	10	10	
PHE 680	Philosophical Theories of Education	6	E	40	10	10	
Total		**30**		**230**	**50**	**50**	
Second Semester							
EDU 620	Measurement and Evaluation in Education	6	C	40	10	10	
EDU 640	Research Methods in Education	6	C	50	10	/	
EDU 660	Sociology of the Curriculum	6	C	50	10	/	
EDU 670	Curriculum Development Process	6	C	50	10	/	
PHE 681	History and Philosophy of Education	6	E	50	10	/	
Total		**30**		**240**	**50**	**10**	

YEAR: TWO

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
PHE 682	Politics of Education	6	E	10	10	40	
PHE 683	Current Problems of Philosophy of Education	6	E	10	10	40	
PHE 684	Education and Culture	6	E	40	10	10	
PHE 685	Comparative Education	6	E	40	10	10	
PHE 686	Philosophical Foundations of Inclusive Education	6	E	40	10	10	
SGS 500	Seminar on Graduate Studies	6	C	10	10	40	
Total		**24**		**70**	**40**	**130**	
Second Semester							
EPY 693	Practicum	12	C	/	/	120	
EPY 698	Research Thesis in Educational Psychology	24	C	/	/	240	
Total		**36**		**/**	**/**	**360**	

C= Compulsory Courses, G = University Courses, E = Elective Courses

Total number of credits: 120
Total Lecture Hours:
Total hours of tutorials:
Total hours of practical:

TOTAL CONTACT HOURS: 1200

STRUCTURE OF THE MASTER OF EDUCATION (Med.) IN PHILOSOPHY OF EDUCATION

YEAR: ONE

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
EDU601	Philosophical and Sociological Foundations of Education	6	C	40	10	10	
EDU603	Psychology of Learning	6	C	50	10	10	
SGS600	Seminar on Graduate Studies	6	C	10	10	10	
EDU605	Educational Administration	6	C	50	10	10	
PHE681	Philosophical Theories of Education	6	C	40	10	10	
Total		30		190	50	50	
Second Semester							
EDU620	Measurement and Evaluation in Education	6	C	40	10	10	
EDU640	Research Methods in Education	6	C	50	10	/	
EDU660	Sociology of the Curriculum	6	C	50	10	/	
EDU670	Curriculum Development Process	6	C	50	10	/	
PHE682	History and Philosophy of Education	6	C	50	10	/	
Total		**30**		**240**	**50**	**10**	

YEAR: TWO

COURSE CODE	COURSE TITLE	CREDIT VALUE	STATUS	Hours			PREREQUISITES
				L	T	P	
First Semester							
PHE685	Politics of Education	6	C	10	10	40	
PHE683	Current Problems of Philosophy of Education	6	C	10	10	40	
PHE687	Education and Culture	6	C	40	10	10	
PHE685	Comparative Education	6	C	40	10	10	
PHE689	Philosophical Foundations of Inclusive Education	6	C	40	10	10	
Total		**30**		**140**	**40**	**130**	
Second Semester							

PHE690	Practicum	12	C	/	/	120	
PHE698	Research Thesis in Educational Psychology	24	C	/	/	240	
Total		**36**		**/**	**/**	**360**	

C= Compulsory Courses, G = University Courses, E = Elective Courses

Course Description

EDU 610: Philosophical and Sociological Foundations of Education

A survey of the philosophical and sociological foundations of education. It deals with the different philosophical ideas that have influenced development in education thought including some schools of thought like idealism, naturalism, pragmatism and humanism. It also deals with the functions of schools in society and the socialization process of the school.

The main objectives of the course are to expose and instill in learners skills in logical reasoning about issues in education. Also, is to imbibe in the learners the relationship between the school and the family. The main activities of the course will be the learners involve in independent and group presentations. Also, the learners will be expected to contribute by bring in their own experiences of the major relationship issues the school and family face in the process of this relationships.

EDU 620: Measurement and Evaluation in Education

A coverage of basic educational tests and how students' cognitive, social and personality behaviors can be measured and evaluated.

Coverage of assessment tools in education, characteristics of the tools, merits and demerits of each tool. Also, it will cover the various types of measurement and evaluation and individual differences in measurement and evaluation. The main objectives of the course are to enhance learners with skills in assessments, individual differences in assessment. Also, is to equip learners' strategies in assessment and evaluation. In this light, the main activities will be learners engaging in group discussion, paper presentations and field trips to examination boards experience how assessment is being done.

EDU 630: Psychology of Learning

The course will focus on an overview of the principles and theories in the area of learning including up-to-date research findings in the field. It deals with an in depth consideration to such topics as learning theories, motivation, retention and forgetting transfer of learning, intelligence, creativity etc.

The course is to instill in the learner the various types of learners in the classroom, also for the learners to be aware of the various theories that affect the teaching learning process. Furthermore, the course is to enhance learners with skills with the various motivation strategies. The course is also designed to imbibe to the learners, the attitudes teachers and learners should uphold as values being an effective teacher. Also, the course is to equip the learners with skills on the various issues of classroom interactions. Furthermore, the course is designed to expose learners with issues of ICTs and how they affect learning. The main activities of the course will entail the learners engaging in both independent and group learning. The learners will be expected to present papers for both group and independent assignments. The course facilitator will be engaged in guiding the learners in the teaching learning process. Also, field trips will be carried out in schools for learners to observe how learners learn and how issues of school discipline is being handled.

EDU 640: Research Methods in Education

The course examines the various paradigms, designs, instruments, procedures and data analysis methods in Education. The course examines the philosophical and sociological foundations of educational research and how educational research can be carried out in order to help inform policy.

The main objectives of the course are to instill in the learner, skills in carrying out educational research and procedures. Also, it is expected that students will be equipped with skills in identifying researchable topics and the systematic approach in carrying out research. Also, the students will be expected to differentiate between research in education and in other fields such as social sciences. Also, the course is designed for students to be able to write scientific papers. The main activities in the course will be learners engaging into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process.

EDU 650: Educational Administration

This course is designed to examine historical, theoretical, and conceptual foundations of educational administration as well as current debates and issues within the context of a rapidly changing environment. Theories of administration; administrative structures; administrator effects; human resource management and development; managing relations with students; staff and pupils/students management; schools of management thought; major structural perspectives – systems, bureaucracies, rational/non-rational, loose-coupling, organic/mechanistic; motivation and job satisfaction; leadership theory; managing facilities; financial management; equal opportunities and affirmative action; performance appraisal; grievance and discipline procedures; conflict management. Ethical foundations of

good governance – accountability, honesty, equity, transparency, representativeness and responsiveness.

The main activities in the course will be learners engaging into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process. Also, the students will be expected to visit other institutions of learning from basic to higher institutions to observe how the school administrators function.

EDU 660: Sociology of the Curriculum

This course is designed to reveal the relationship between society and the curriculum and between the curriculum and socio-economic and political development. Defining sociology of education; defining sociology of the curriculum; sociological foundation of the curriculum; ideological content of the curriculum; social influence of the curriculum; official versus the hidden curriculum; teacher-student relationship and the curriculum; colonial influences on the curriculum of schools in Africa in general and Cameroon in particular; values, culturally induced bias and the curriculum; curriculum choice; problems of curriculum changes.

The main activities in the course will be learners engaging into independent and group work through paper presentations and individual assignments. Also, the teacher is expected to be a facilitator by guiding students as they engage in the teaching learning process. Also, the students will be expected to visit other institutions of learning formal, informal and non-formal and see how sociological issues are handled in the curriculum.

EDU 670: Curriculum Development Process

The course discusses in depth major concepts, stages, models and tasks in the curriculum development process. Major concepts in curriculum development; components of the curriculum; stages in the curriculum development process; participants and roles in the curriculum development process; objectives-oriented, humanistic-oriented and administrative-oriented models of curriculum development, curriculum evaluation models.

The main objectives of the course are to enhance learners with skills designing curriculum programs, being able to adapt an existing curriculum. Also, the course is designed to inculcate in learners the format in designing curriculum programs. As for the activities, the learners will be engaged into group and individual learning and assignments. Also, learners will get involved into practical work by examining samples of curriculum programs in other institutions and also designing curriculum for a particular program of their choice.

PHE 680: Philosophical Theories of Education

This course entails to enhance students with the following objectives; to instill in students the educational implications of idealism, realism, existentialism, Marxism, postmodernism and pragmatism liberal and conservative philosophy. Significant factors will include the curricula emphasis, preferred method, ethics, and aesthetics stressed by each philosophical tradition and the role of education in a democratic society. Attention is placed on the learner's ability to identify and describe his or her own philosophy of education. A study of philosophical theories will assist the students in understanding the source of many popular opinions and perceptions regarding education and how they have relevance for education and life today. Students will be required to design and contribute their own philosophical opinions or ideas how they think the concept of education should be. Students will be expected to visit various schools around to learn from the philosophies of those schools and do a critique in relation to those theories that they have learn. The teacher will act as a facilitator during the teaching and learning process.

PHE 681: History of Philosophy of Education
As an introduction to the history of education divided into two parts namely western and Cameroon education. It places emphasis on the educational development from Ancient Greek and Rome with reference to evolutionary trends in different philosophies of education. It lays emphasis on the history of education in Cameroon from the traditional education to formal education. Students will be expected to visit various historical schools and museums to learn from the historical philosophy of those institutions. Students will be expected to do a critique of the early philosophers of education in relation to the present philosophers.

PHE 682: Politics of Education
The aim of this course is to expose students to government policies and involvement in education in any democratic society. It focuses on the fact that professional tasks are highly political and that school professionals are also politicians. It will identify and examine the role played by different stakeholders in the political process of influencing the purpose of education and approaches to the study of politics of education, power politics and factors affecting school politics. It also focuses on the relationship between politics and education and the roles of government and stakeholders in formation and implementation of educational policy. The main activities of this course entail the students visiting major schools and learning from school administrators how they implement politics in their schools. Students will be expected to participate and contribute to debate programs.

PHE 683: Current Problems of Philosophy of Education
This course is design to instill in students skills in critical analysis of the early historical and philosophical monuments that have contributed in education and how the advent of information and communication technology has changed the current philosophies of education. It proposes a critical reflection on the current problems facing education in the light of its history and themes. It focuses on the philosophical analyses human rights and education, philosophical foundations of communication and the problem of alterity (the other) in education, finalities of education and the concepts of education and authority and citizenship. Students will be required to design and contribute their own philosophical opinions or ideas how they think the concept of education should be. Students will be expected to visit various schools around to learn from the philosophies of those schools and do a critique in relation to those theories that they have learn. Students will be expected to participate and contribute to debate programs. The teacher will act as a facilitator during the teaching and learning process.

PHE 684: Education and Culture
This course aims at showing how one's culture can influence the three dimensions of education namely to raise, to teach and to form since one of the definitions of education is acculturation. It deals with concepts of social anthropology, openness of one's culture to universal culture, multiculturalism and education and the role of interculturalism in the formation of man in his cultural values and norms. Students will be expected to present and showcase their various cultural and ethnic groups through debate programs. Students will be expected to visit

historical monuments and give their contribution to education through fieldtrips, community services or experiential learning.

PHE 685: Comparative Education

This course will instill in students on the skills of critical and pertinent issues of education. Also it will instill in students or learners the skills in identifying issues of comparative education from one country to another. Also students will be able to do critical analysis and compare one sub system of education to another. The concept of comparative education and the description and critical examination of the educational philosophies of different societies and how they have influenced changes in their educational systems. Students will be expected to visit schools both in rural and urban areas and do a critical comparison on how they operate in terms of instructional strategies or instructional aids.

PHE 686: Philosophical Foundations of Inclusive Education

This course entails in students the concept of inclusive education and the various inclusive practices in education. Also the students should be able to identify the various inclusive models in education. This course examines the philosophical bases for equity, equality and quality education for pupils and students with diverse learning backgrounds. Issues of gender, disability, culture, ethnicity, street and orphaned are discussed. Students are expected to visit various regular schools and special schools and observe how the issue of inclusiveness is been practice.

PHE 693: Practicum

The course entails to instill in learners the ability to identify issues that they have learnt from their classroom to be applied during the practicum exercise. A period of about four weeks in an educational environment that enables the candidate to interact with students and put to practice the techniques of classroom management. Students will be assigned to particular schools attached to cooperative teachers where the student teacher will mentored by the cooperating teacher.

PHE 698: Thesis

The course entails to instill in the students the ability of critical analysis and critical wrings. A supervised critical and analytical study of some philosophical theories of education and how their relevance in the areas of teaching and learning. Each student will be expected to identify a research topic of his or her interest and will be assign to a supervisor where the student will be expected to write a thesis under the guardian of the supervisor.

SAINT MONICA HIGHER INSTITUTE

The Academic Catalog

(Programs)

for

COMMUNICATION AND PHILOSOPHY

Table of Contents

ACADEMIC PARADIGM OF THE COMMUNICATION AND PHILOSOPHY PROGRAMMES

These programmes in SMHI aim at giving the students an intellectually exciting education, anchored in core disciplines, and developing the professional and vocational skills that are essential in the workplace of the 21st century. This school enables graduates develop some of the most important skills of critical and systematic analysis and makes them become experts at managing knowledge and communicating information. It promotes pure and applied research across all its disciplines. Candidates will be engaged with academic staff whose research continually informs an integral teaching and learning environment. In line with this very important mission, Cameroon's Presidential Law No 98/004 of 14 April 1998 to lay down guidelines for education in Cameroon maintained that, "the general purpose of education shall be to train children for their intellectual, physical, civic and moral development and their smooth integration into society bearing in mind prevailing economic, socio-cultural, political and moral factors" (cf. Section 4 of the Law No 98/004).

This school equally operates degree completion programs, whereby students graduating from the First Cycle of various accredited institutions of higher learning in Cameroon can come to SMHI to earn a bachelor degree in their given areas of studies. It is expected that these students would have completed the main coursework in their areas of specialization in these schools and are coming to SMHI to get the benefit of an American-style liberal arts and sciences degree. Therefore, most or all of their coursework at SMHI will focus on the General Education Courses. In some cases, they may have to take other courses from the other programs at SMHI. These General Education courses can be completed within one year of full-time studies.

THE DEPARTMENT OF LIBERAL ARTS (DLA)
1) Higher National Diploma (HND) in Communication
2) Bachelor of Arts (BA) in Communication
3) Bachelor of Philosophy (BPhil)
4) Master of Arts (MA) in Communication

PART ONE

UNDERGRADUATE PROGRAMS

Generally, every undergraduate student requires at least 180 credits to earn a bachelor's degree in SAEH. Each program is divided in to three categories of courses – for the sake of emphasis; this applies to all the programs in the school.

Graduation Requirements

At least 180 credits

- General Education Courses   18
- Core Courses   108
- Concentration Courses   54

Undergraduate Program Structure in the School of Arts, Education and Humanities

General Education Courses	= 6 Courses	= 18 Credits
Core Courses	= 13 Courses	= 78 Credits
Concentration Courses	= 9 Courses	= 54 Credits
Internship (Practicum)	= 2 Courses	= 12 Credits
Entrepreneurial Project	= 1 Course	= 6 Credits
Research Project	= 2 Courses	= 12 Credits
Total	**= 34 Courses**	**= 180 Credits**

GENERAL EDUCATION COURSES

All SMHI undergraduate students are expected to take the General Education Courses (General University Requirements) irrespective of their Schools or majors. All our graduates must earn at least 18 credits in the form of General Education Courses. In order to meet the General Education requirements for graduation, these 18 credits must come from four principal areas – Arts, languages, Humanities, Social Sciences and Sciences depending on its relevance to the program under study. These General Education credits can either be earned on campus or transferred from other institutions or programs. For instance, SMHI will award 8 credits for any course passed at the GCE A-Level, considering that the A-Level is the equivalence of Advanced Placement courses.

The General Education Courses will be taken during the first two years of undergraduate studies at SMHI (Freshmen/women and Sophomore Years). Students bringing in about 9 or more credits should be able to complete the General Education requirements within one year. Those who don't complete these General Education requirements within the first year will be required to take compulsory summer sessions so as to complete the remaining credits.

Objective of General Education Courses

Experience has shown that people deal with work related challenges that may not necessarily emanate from their educational areas of specialty or concentration. Hence, the purpose of General Education Courses in SMHI is to open students to a variety of work related issues in the fields of Arts, Humanities, Social Sciences and Sciences, that may enable students to handle some problems that may arise from areas beyond students' areas of concentration and specialty. Therefore, general courses are like a light that enables the students to conveniently succeed in their careers.

The following constitute the 14 General Education Courses of which students will be obliged to do 6 of these general courses that knowledge of it are directly or indirectly related to their fields of study.

Course Number	Course Title	Credits
GEN 101	Sports & Physical Education	Passed/Failed
GEN 102	Creative Arts	Passed/Failed
GEN 110	Introduction to College Writing	3
GEN 120	Introduction to French	3
GEN 130	Cameroon History and Politics	3
GEN 140	College Algebra	3
GEN 150	Introduction to Science and Technology	3
GEN 210	Critical Thinking, Ethics & Religious Studies	3
GEN 220	US Government, Politics, & Global Issues	3
GEN 230	Computer Information System	3
GEN 240	English Grammar & Composition	3
GEN 250	Introduction to Psychology and Social Sciences	3
GEN 410	Business & Entrepreneurship	3
GEN 420	Fundamentals of Research Methods & Statistical Analysis	3
TOTAL CREDITS EXPECTED		**18**

COURSE DESCRIPTIONS

All General Education courses have a credit value of three (3) each, except for the two compulsory courses: Sports & Physical Education and Creative Arts that have a zero (0) credit value each. These two courses, which have no credit value, must be validated as they are one of the requirements for graduation. Therefore, they will be given either a passed or failed mark in the transcript of the student. This means that out of the 14 general courses, 6 of the courses selected have a total of 18 credits.

GEN 110: Introduction to College Writing
The main purpose of this course is to introduce students to the conventions of academic writing and critical thinking. Students are introduced to college/university-level writing, including multiple rhetorical contexts for essay development. Emphasis on thesis development, essay organization, argumentation, critical reading and clarity of expression and introduction to incorporating source material using the APA style.

GEN 120: Sports & Creative Arts
This is a unique course designed to encourage physical fitness and creativity in students. The course is divided into two parts, the first dealing with sports and the second with creative arts. In sports, students work individually and cooperatively in various theoretical and practical aspects of sports. It provides students of varying abilities with experiences that facilitate physical, social, intellectual, cultural, spiritual and emotional growth. Meanwhile, creative arts addresses the art-forms of visual arts, creative writing, music, drama and dance.

GEN 130: Introduction to French
This course is designed for students with very little or no prior knowledge of French. The course provides a lively introduction to basic oral expression, listening comprehension, and elementary reading and writing. The audio-lingual approach, using practical vocabulary drawn from realistic situations aimed at good pronunciation and ease in response.

GEN 140: College Algebra
This course is a functional approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of functions, and their graphs, inequalities, and linear, quadratic, piece-wise defined,

rational, polynomial, exponential, and logarithmic functions. A graphical approach will be utilized throughout, with an emphasis on solving application problems.

GEN 150: Introduction to Science & Technology
The course aims at demystifying scientific concepts, exposing the latest developments in science and technology, and making the subject more interesting and understanding to students. It begins by defining science and technology, and their various sub-fields, and covers a relatively new academic field that has at its core the relationship between scientific knowledge, technological systems, and society. It reflects the latest advances in the field while continuing to provide students with a road map to the complex interdisciplinary terrain of science and technology studies. Students will be engaged in topics such as environmental concerns, evolution, vaccinations, GMOs, 3-D printing, human genome project, stem cell research, drug development, GPS, robotics, renewable energy, informatics and other advances in science and technology.

GEN 210: Critical Thinking, Ethics and Religious Studies
The course introduces students to philosophy and religion. In philosophy, students will begin by defining philosophy and understanding its main branches, but will focus mainly on logic, proof and critical thinking. Topics such as the nature of arguments, deduction and induction, syllogistic logic, propositional logic, quantified predicate logic, fallacious reasoning, scientific and critical reasoning will be studied. Ethics, approached from the perspective of moral philosophy and moral theology, will also be studied with a focus on the ethics of duty, idealism, utilitarianism, virtue, relativism, pragmatism, pluralism, critical ethics, ethics of care, and ethics of professionalism. Students will learn the relevance of ethics in addressing current challenges such as terrorism, gender, equality, diversity, cultural recognition, competition, dishonesty, privacy, discrimination, reward and punishment. Finally, the course treats religion, covering such topics as comparative study of major religions, science and religion, liberation theology, religious enculturation, fundamentals of Catholicism, and the Church's Social Teachings.

GEN 220: US Government, Politics & Global Issues
This course examines the three broad areas of studies – US government, political science, and global issues. It begins with an introduction to the concept of politics, examining it from the perspectives of philosophy and social sciences. It then focuses on democracy, especially from the US perspective, evaluating it through analyses of the major institutions, processes and government policies. Power, inequality, political culture, social movements, the Constitution, elections, the role of the media, and the parts played by the President, the bureaucracy, the Congress and the courts are all considered. In global issues, the course treats contemporary global issues including global trade, terrorism, global warming, regional integration, international supranational organizations, nationalist movements etc. Finally, it will focus of political systems in selected developing countries, comparing and contrasting them with the US system.

GEN 230: Introduction to Computer Information Systems
This course introduces students to the basic concepts and developments in information systems. Areas of study include computer technology, information system concepts, information systems development, and the use of technology in organizations. Also included is the general nature of computer hardware, software and systems: Hands-on applications include introduction to word processing, spreadsheet, database management, and presentation software, cloud computing, web browsing and e-mail.

GEN 240: English Grammar & Composition
This course emphasizes the study of grammar and composition. It introduces and explores word origins and various parts of speech to prepare students for critical reading and writing. This course also introduces students to practical applications for writing, such as business letters and memos. Equally, the course provides an analytical overview of grammar, punctuation, and sentence structure to help students improve writing skills, including writing efficiently and effectively. This course also introduces students to practical applications for writing, such as cover letters and resumes. It guides students through the steps for writing essays, from prewriting to final draft, and discusses various types of essays.

GEN 250: Introduction to Psychology and Social Sciences

Knowledge and understanding of the social sciences place students in position to understand themselves as citizens within an integrated global society. The purpose of this course is to provide students with information about the principal social science disciplines and the relationships among them. Among the integrated social science disciplines are sociology, anthropology, archeology, psychology, political science, economics and geography. Preparation in the skills of social science inquiry prepares the student to engage in rational decision-making as both an individual and as a citizen.

GEN 410: Business & Entrepreneurship Project

The purpose of this course is to help students to develop the cognitive skills they need to understand the principles and mechanics that regulate everyday business life, to prepare them to deal effectively with the challenges of contemporary life, including issues in the business-society relationship, its history, world events, economic issues, and future expectations. It also examines the factors that lead towards entrepreneurial success, and the skills and behaviors necessary to be a successful entrepreneur. The course will cover design, creativity and entrepreneurship, the characteristics of and types of entrepreneurs, pathways to entrepreneurs and requirements for success. At the end of the course, the student will be expected to develop a business plan on a business idea in the student's area of studies.

GEN 420: Fundamentals to Research Methods & Statistical Analysis

This course is designed to provide foundation knowledge of research methods commonly used. The course will prepare the student to understand material and issues associated with but not limited to the logic of the scientific method, research designs, as well as the use of statistical packages for descriptive and inferential statistics. This course will cover research processes employing quantitative and qualitative methods. Topics include ethical considerations, observational and survey research techniques, graphing, central tendency and variability, correlation and linear regression, hypothesis testing etc. Students participate in data collection, data analysis and interpretation by means of the microcomputer Statistical Package for the Social Sciences (SPSS) and in the writing of APA-style research reports.

DEPARTMENT OF LIBERAL ARTS

BACHELOR OF ARTS IN COMMUNICATION

Program Objectives

The Bachelor of Arts in Communication provides the opportunity to develop an imaginative understanding and appreciation of the theory and practice of the social sciences, humanities and arts. It gives the candidates an enhanced cultural sensitivity; skills and knowledge relevant to employment in the modern workforce; It gives the candidate an understanding of information technology tools in the Mass media and other systems of communication.

Career Prospects

Depending on the area of specialization, graduates can find career opportunities in a broad range of industries including: Newspapers and Magazines, Television and Broadcasting, Government Organizations, NGOs, private business, Cultural institutions, animation and design studios, freelancing, visual arts studios, media and communications companies, photography studios. Faced with competition at the job market you may increase your chances by studying at the Master's level.

CORE COURSES (78 CREDITS)
Students are expected to do 13 core courses

COM 210: Writing & Editing
COM 220: News Media
COM 310: Print and Broadcast Journalism

COM 320: Advertisement
COM 330: Crisis and Media Communication
COM 340: Rhetoric and Social Influence
COM 350: Strategic Communication
COM 385: Research Methods in Communication
COM 410: Communication Ethics
COM 415: Group Communication
COM 420: Interactive Communication and Research
COM 425: Intercultural Communication
COM 430: Technical Communication

Concentration Courses (54 credits)
Students are expected to do 9 of the following concentration courses.

COM 360: Media Ethics
COM 370: Film Studies
COM 375: Speech Communication
COM 380: Interpersonal Communication
COM 435: Public Relations
COM 440: Business & Professional Communication
COM 445: Mass Media and Society
COM 450: Digital Photography
COM 455: Community Journalism

In addition to the concentration courses, students are expected to do the following courses
COM 493: Communication Internship (12 credits)
COM 480: Entrepreneurial Project   (6 credits)
COM 498: Communication Project   (12 credits)

STRUCTURE OF THE BACHELOR OF ARTS IN COMMUNICATION

First Year
1ST SEMESTER

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
GEN 101	Sports & Physical Education	G	P/F			
GEN 102	Creative Arts	G	P/F			
GEN 110	Introduction to College Writing	G	3			
GEN 120	Introduction to French	G	3			
GEN 130	Cameroon History and Politics	G	3			
COM 210	Writing & Editing	C	6			
COM 220	News Media	C	6			
COM 310	Print and Broadcast Journalism	C	6			
COM 320	Advertisement	C	6			
	Total Credits		**30**			
2ND SEMESTER						
GEN 140	College Algebra	G	3			
GEN 150	Introduction to Science and Technology	G	3			
GEN 210	Critical Thinking, Ethics & Religious Studies	G	3			
GEN 220	US Government, Politics, & Global Issues	G	3			
COM 330	Crisis and Media Communication	C	6			
COM 340	Rhetoric and Social Influence	C	6			
COM 350	Strategic Communication	C	6			

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
COM 360	Media Ethics	C	6			
	Total Credits		**30**			

Second Year
1ST SEMESTER

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
GEN 230	Computer Information System	G	3			
GEN 240	English Grammar & Composition	G	3			
GEN 250	Introduction to Psychology and Social Sciences	G	3			
COM 370	Film Studies	E	6			
COM 375	Speech Communication	E	6			
COM 380	Interpersonal Communication	E	6			
COM 385	Research Methods in Communication	C	6			
	Total Credits		**30**			

2ND SEMESTER

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
GEN 410	Business & Entrepreneurship	G	3			
GEN 420	Fundamentals of Research Methods & Statistical Analysis	G	3			
COM 410	Communication Ethics	C	6			
COM 415	Group Communication	C	6			
COM 420	Interactive Communication and Research	C	6			
COM 425	Intercultural Communication	C	6			
	Total Credits		**30**			

Third Year
1ST SEMESTER

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
COM 430	Technical Communication	C	6			
COM 435	Public Relations	E	6			
COM 440	Business & Professional Communication	E	6			
COM 445	Mass Media and Society	E	6			
COM 450	Digital Photography	E	6			
COM 455	Community Journalism	E	6			
	Total Credits		**30**			

2ND SEMESTER

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
COM 493	Communication Internship	C	12			
COM 480	Entrepreneurial Project	C	6			
COM 498	Communication Project	C	12			
	Total Credits		**30**			

KEY		
SN	**Acronym**	**Meaning**
1.	P/F	Passed/Failed
2.	G	General
3.	C	Compulsory
4.	E	Elective/concentration
5.	ST	Status
6.	CV	Credit Value
7.	Y/N	Yes/No

Total number of credits: 180
Total Lecture Hours:

Undergraduate Program Structure in the School of Arts, Education and Humanities

General Education Courses	= 6Courses	= 18 Credits
Core Courses	= 13 Courses	= 78 Credits
Concentration Courses	= 9 Courses	= 54 Credits
Internship (Practicum)	= 2 Courses	= 12 Credits
Entrepreneurial Project	= 1 Course	= 6 Credits
Research Project	= 2 Courses	= 12 Credits
Total	**= 34 Courses**	**= 180 Credits**

Total hours of tutorials:
Total hours of practical:
TOTAL CONTACT HOURS: 1800

STRUCTURE OF THE BACHELOR OF ARTS IN COMMUNICATION

First Year
1ST SEMESTER

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
ENG101	Use of English I	U	3			
FRE101	Functional French I	U	3			
SPT100	Sports and Physical Education	U	2			
COM201	Writing & Editing	C	6			
COM203	News Media	C	6			
COM205	Print and Broadcast Journalism	C	6			
COM207	Advertisement	C	6			
	Total Credits		**32**			

2ND SEMESTER

ENG102	Use of English II	U	3			
FRE102	Functional French II	U	3			
CVE100	Civics and Ethics	U	3			
COM 330	Crisis and Media Communication	C	6			
COM 340	Rhetoric and Social Influence	C	6			
COM 350	Strategic Communication	C	6			
COM 360	Media Ethics	C	6			
	Total Credits		**33**			

Second Year
1ST SEMESTER

Course Code	Course Title	ST	CV	Y/N	Advisers' Name & Signature	Block session/month
COM307	Film Studies	C	6			
COM305	Speech Communication	C	6			
COM311	Interpersonal Communication	C	6			
COM385	Research Methods in Communication	C	6			
	Total Credits		**24**			

2ND SEMESTER

COM410	Communication Ethics	C	6			
COM 412	Group Communication	C	6			
COM420	Interactive Communication and Research	C	6			
COM430	Intercultural Communication	C	6			
	Total Credits		**24**			

Third Year
1ST SEMESTER

COM403	Technical Communication	C	6			
COM435	Public Relations	C	6			
COM441	Business & Professional Communication	C	6			
COM445	Mass Media and Society	C	6			
COM405	Digital Photography	C	6			
COM455	Community Journalism	C	6			

	Total Credits		36			
2ND SEMESTER						
COM 490	Communication Internship	C	12			
COM 480	Entrepreneurial Project	C	6			
COM 498	Communication Project	C	12			
	Total Credits		30			

Course Description

COM 210: Writing and editing
This course is intended to help students writing and editing news that would be presented either in print media (Newspaper publication) or audio visual like in Radio and Television. It helps students to cover a wide range of issues that appeal to an audience in a specific geographic region, such as a particular metropolitan area. It will teach the students on how to produce news on newspapers and on audio-visual media. It teaches reporters how to research on events and write their own stories which are scrutinized by news editors.

COM 220: News Media
This course will deal with the recent technological innovations in news collation and dissemination like the telephone, internet (facebook, twitter etc) and other sophisticated gadgets. It will mostly be in the areas of audio-visual news management and different methods of broadcasting like wire-borne (cable) transmission and airwaves.

COM 310: Print and Broadcast Journalism
This deals with gathering, evaluating, and distributing facts of current interest. It has to do with researching, writing, editing and producing stories for print and electronic distribution through newspapers, magazines, periodicals, the media, such as radio, documentary or newsreel films, television, and the Internet.

COM 320: Advertisement
It is a form of commercial mass communication designed to promote the sale of a product or service, or a message on behalf of an institution, organization, or candidate for political office. It aims to influence the behavior and buying habits of people. Advertising is done in a variety of media, including newspapers, television, direct mail, radio, magazines, the Internet, and outdoor signs. The course will deal with types of advertisement, the role of advertising, methods and the impact of advertisement and different regulations governing the advertisement industry.

COM 330: Crisis and Media Communication
This course will deal with the different methods of managing crisis situations by the Media. The students will learn different ways of researching, collating, interpreting, editing and reporting news events from crisis' zones

COM 340: Rhetoric and Social Influence
The candidates will be drilled on how the theory and practice of eloquence, whether spoken or written can have social influence on the people. They will study the rules that govern all news composition designed to influence the judgment or the feelings of people. It therefore treats of all matters relating to beauty or forcefulness of style in

news reporting. It will treat fundamental principles according to which oratorical discourses are composed like: invention, arrangement, style, memory, and delivery.

COM 350: Strategic Communication
This deals with communication between experts of the same field or specialty through journals, newspapers, magazines or audio-visual media. For example, scientists communicate their results with other scientists by publishing them in science journals and by networking with other scientists to discuss findings and debate issues. This implies depicting research in a paper which explains the methods, the data collected and the conclusions drawn. Students will learn the different methods through which technical information is disseminated to the public or other experts like abstracts, literature review, citations, and bibliographic references

COM 410: Communication Ethics
This course deals with the basic moral norms or rules that govern communication like personal privacy, freedom of expression, type of words to use in communication, parental guidance, rules on nudity, violence, strong language and sex.

COM 415: Group Communication
This involves types of group communication like families, clubs, religious groups, friendship groups or work groups of about ten and above. It will focus on group dynamics, consensus or agreement, group think-tank or clique, top-to-bottom communication, and task orientation.

COM 420: Interactive Communication and Research
This area deals with research into dialogue among members of the same organization. Interactive communication treats all interlocutors are equal partners in the general wellbeing of an organization.

COM 425: Intercultural Communication
The course deals with the different benefits of intercultural communication since no society exists in isolation. It tackles different ways of intercultural exchange and sharing of culture through the modern media. Commercial trade and communication technologies have created a global culture. It focuses on anthropological areas like acculturation, when the members of one culture adopt features of another.

COM 430: Technical Communication
This deals with communication between experts of the same field or specialty through journals, newspapers, magazines or audio-visual media. For example, scientists communicate their results with other scientists by publishing them in science journals and by networking with other scientists to discuss findings and debate issues. This implies depicting research in a paper which explains the methods, the data collected and the conclusions drawn. Students will learn the different methods through which technical information is disseminated to the public or other experts like abstracts, literature review, citations, and bibliographic references.

COM 385: Research Methods in Communication
The field of Communication is diverse and multidisciplinary, covering everything from mass media effects to the psychological role of emotion in human relationships. Whatever your area of interest, we are all connected by one common bond – the need to understand, interpret, evaluate, and ultimately conduct research. This course looks at the role of research in the field of communication, and provides a better understanding of the fundamental components of the research process. The course will examine the scientific method, the concept of inter-subjectivity and truth in research, the differences between quantitative and qualitative methodologies, the nuts and bolts of quantitative research design, and the key elements of any research study. In the process, students will gain a much broader understanding of the field of Communication, and the kind of work you would undertake when pursuing an academic career in communication, or a research-oriented career in industry. When the course is complete, students will be able to evaluate scientific research in terms of Measurement, Design, Sampling Technique, Method, and Analysis. Students will also be able to design a basic scientific research project,

including proper hypotheses, research design, and method of data analysis – skills that will serve you well in this field.

Course Objectives
Upon completion of this course, you should be able to:
1. Relate the role of research to the broader field of communication
2. Differentiate the roles of constructs, concepts, hypotheses, research questions, and variables in crafting a research study.
3. Identify the basic components of a quantitative research report.
4. Identify the major issues in research design – including concerns of reliability and validity, sampling techniques, and design considerations – and how these issues impact our ability to draw conclusions from quantitative communication research.
5. Assess some of the ethical concerns associated with human subjects research.
6. Use descriptive and inferential statistics to analyze the distributions and properties of variables in a basic quantitative data set.
7. Test hypotheses by appropriately using chi-square analysis, t-tests, and correlations and draw accurate conclusions from these statistical tests. 8. Design a basic scientific research project, including proper hypotheses, research design, and method of data analysis.

COM 360: Media Ethics
A study of the ethical issues in mass media in such areas as censorship, conflict of interest, portrayal of minorities, media as accessory to criminal action, fairness, sensationalism, and the pursuit of news and profit. Emphasis will be on journalism, public relations, advertising, and broadcasting.

COM 370: Film Studies
Students will be introduced to the different facilities used to make motion pictures (movies, films or cinema) and television programs, or to the filmmaking company ranging from projection and sound rooms to stables and a fire department. This involves some technical aspects of film production like acting, filming, editing, and directing the film. It will entail some knowledge of photography and sound selection.

COM 375: Speech Communication
This deals with communication by use of spoken language. The course will focus on areas like biological mechanics of talking, speech disorders, informal and formal communication, use of slangs and jargons in daily speech, speech writing and use regional speech in Mass communication.

COM 380: Interpersonal Communication
This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is on the communication process; issues addressed include perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. This deals with the spoken face-to-face sharing of information at the same time and place. The course deals with areas like types of interpersonal communication (e.g dyad-encounter between two people), communication skills, competence and shyness, skills, persuasion, group dynamics and problems of interpersonal communication.

COM 435: Public Relations
This deals with the management function that creates, develops, and carries out policies and programs to influence public opinion or public reaction about an idea, a product, or an organization. The study would enable students understand how public relations can shape the economic, social, and political patterns of life in a country. It will study areas like advertising, building prestige, publicity, promotional activities, marketing, merchandising, and press contact.

COM 440: Business & Professional Communication
This course will deal with the different types and tools of communicating information in business like e-mail messages, memos, letters, reports, phone calls, meetings, and conversations. The following questions would guide business professionals on the best means of communication: How much information do I have to pass

along? How many people will receive the message? How quickly does it need to reach them? How much time do the recipients need to respond to it? How formal should the presentation be? Is the message confidential? How are people likely to respond to it?

COM 445: Mass Media and Society
Relationship of mass communication processes and effects on the individual and society; impact of media messages on knowledge, attitudes and behavior. Examines social, economic, political, and cultural changes around the world from the perspective of mass communication theory and practice. Provides an understanding of the historical and cross-cultural/international aspects of a variety of issues from a mass communication perspective. Emphasis on both the developed and developing nations of the world.

COM 450: Digital Photography
Theory and practice of electronic photography, including photo journalistic composition for publication. The application of visual communication theories including human perception, psychology of color, and principles of design to photography and graphic design in communication. Prerequisite.

COM 455: Community Journalism
A critical study of contemporary local, state, and national current events and how they are treated by the mass media serving towns, cities, or homogenous communities within urban areas. Diversity's role in communities will be discussed.

COM 493: Communication Internship
The student will be given the opportunity of about two months to have a supervised practical experience in a media house or publication house. This is to enable him learn on the spot what is involved in researching, writing, editing and producing news either in print or audio-visual means.

COM: 480: Entrepreneurial Project
This entails a practical project written by the student. The project should have practical plans on how a business can be established and sustained in communication. This is geared towards self-employment.

COM 498: Communication Project
Each student is required to select a research topic on any aspect of communication and work closely with a supervisor. This involves the study background, literature review, and methods of data collection, analysis of such data, recommendations and preparation of a bound research report.

MASTER OF ARTS (MA) IN COMMUNICATION
Program Objective
The Master of Arts in Communication provides the opportunity to develop a profound imaginative understanding and appreciation of the theory and practice of the social sciences, humanities and arts. It gives the candidates skills in both verbal and non-verbal communication. It aims at developing good writing and communication skills that are geared towards creation of news, film and art.

Career Prospects
Depending on the area of specialization, graduates can find career opportunities in a broad range of industries including: Newspapers and Magazines, Television and Broadcasting, Government Organizations, NGOs, private business, Cultural institutions, animation and design studios, freelancing, visual arts studios, media and communications companies, photography studios. Faced with high competition in the job market you may want to consider studying at higher level.

Core Courses (16 Credits)

COM 610: English Grammar and Communication Skills
COM 620: Writing and Editing
COM 630: Screenwriting
COM 640: Communication Ethics

COM 610: English Grammar and Communication Skills
Basic verbs, adjectives, punctuation marks, sentence structures, complex and simple sentences, and nouns that enable eloquent communication of ideas. The students will learn the various skills and competences of public speaking and how to edit news scripts. The technicalities of journalistic jargons will be considered.

COM 620: Writing and Editing
This course is intended to help students in writing and editing news that would be presented either in print media (Newspaper publication) or audio visual means like in Radio and Television. It will enable students on how to produce news on newspapers and on audio-visual media.

COM 630: Screenwriting
This course will give students talks on screenwriting and the methods of broadcasting and other newsreel.

COM 640: Communication Ethics
Deals with professional morals and journalistic ethical norms that guide the profession of media experts. It handles issues like privacy and freedom of expression in the media landscape. Objective reporting must take into consideration the emotions of the public and the target audience.

Concentration Courses (16 credits)
Students are expected to do 4 of the following courses

COM 650: Broadcast Journalism
COM 655: Print Journalism
COM 660: Public Relations and Advertising
COM 665: Film Studies
COM 670: Performance Arts
COM 675: Strategic Communication
COM 680: Technical Communication
COM 685: Communication Arts
COM 690: Fiction & Nonfiction Writing

COM 650: Broadcast Journalism
Gathering, evaluating, and distributing facts of public interest. Skills in researching, writing, editing and producing stories for print and electronic distribution through newspapers, magazines, periodicals, the media, such as radio, documentary or newsreel films, television, and the Internet.

C0M 655: Print Journalism
Focus newspaper, magazines, journals and other publications usually issued on a daily, weekly or monthly basis whose main function is to report news.

COM 660: Public Relations and Advertising
Management of policies and programs to influence public opinion or public reaction about an idea, a product, or an organization. The study would enable students understand how public relations and advertising can shape the economic, social, and political patterns of life in a country. It will study areas like advertising, building prestige, publicity, promotional activities, marketing, merchandising, and press contact.

COM 665: Film Studies
Students will be introduced to the different facilities used to make motion pictures (movies, films or cinema) and television programs, or to the filmmaking company ranging from projection, film production, and directing.

COM 670: Performance Arts
Deals with acting and role playing in films, movies or cinemas. Dancing and choreography would constitute an important aspect of this course.

COM 675: Strategic Communication
Communication that relates to a particular environment and situation. The course will highlight different aspects in which people communicate ideas, experiences and situations.

COM 680: Technical Communication
An overview of communication between experts of the same field or specialty through journals, newspapers, magazines or audio-visual media. Scientists and other technicians communicate their findings and results with others. Different methods of disseminating technical information through public or other experts like abstracts, literature review, citations, and bibliographic references.

COM 685: Communication Arts
Deals with interpreting, editing and organizing news reel and news reporting. Communication arts enable students manage oratorical discourses like invention, arrangement and delivery.

COM 690: Fiction and Nonfiction Writing
This is to train the level of imagination and creativity of the students. This is an area of make-believe in communication studies. The candidates will be taught on how to create a story that is untrue, but related to a concrete life situation. This equally involves witnessing an event and writing a story that graphically depicts that event to a non-participant. The workshop will drill them on the skills of nosing for news, compilation, editing and presentation on real issues of life.

In addition to the concentration courses, students are expected to do the following courses
COM 693: Communication Internship
COM 698: Thesis in Communication

COM 693: Communication Internship
The student will be given the opportunity of about two months to have a supervised practical experience in a media house or publication house. This is to enable him learn on the spot what is involved in researching, writing, editing and producing news either in print or audio-visual means.

COM 693: Thesis in Communication
A thesis for the MA degree must constitute original scholarship is areas of communication. It must demonstrate the candidate's ability to plan and carry out research highlighting the problematic, hypotheses, research questions, Literature review, methodology and presentation and verification of hypotheses and research objectives.

BACHELOR OF PHILOSOPHY (BPhil)

Program Objective

The focus of an undergraduate program in Philosophy in SMHI is to give students the opportunity to examine critically contemporary societal problems from the vantage point of philosophy. Philosophy can be used in illuminating and solving burning issues and problems in the contemporary society as it can possibly do. Hence, students shall be trained to reason critically. Students shall be expected to acquire a sound knowledge of the facts, values and principles underlying and surrounding philosophical issues and problems and to demonstrate highly critical and analytical skills in addressing them. The aim of the program is to enable students to identify, clarify, and assess philosophical problems, both ancient and modern. Philosophy prepares students for a more reflective life, for advanced studies in the subject, as well as for professions that emphasize analytic thinking and argumentation, such as law, business, and programming.

Career Prospects

In recent years there have been an increase in the number of students offering Philosophy and Logic both at the Ordinary and Advanced levels in secondary education. A student with BPhil from SMHI is professionally equipped to teach GCE Ordinary Level Logic and Advanced Level Philosophy. The demand for teachers in this sector is very high and there are very few teachers with a pure philosophy background to handle these positions. Besides, a student may consider furthering his/her education at the Master and PhD levels so as to gain access to work and teach in the multiple universities that offer Philosophy and other related disciplines.

Core Courses (78 credits) Students are expected to do 13 of the following courses:

PHI 210: Introduction to Philosophy
PHI 220: Traditional Logic
PHI 230: African Philosophy
PHI 240: History of Western Philosophy
PHI 250: Metaphysics

PHI 260: Epistemology
PHI 270: Philosophy of Religion
PHI 310: Aesthetics
PHI 320: General Ethics
PHI 330: African Traditional Religion
PHI 335: Theodicy
PHI 340: Political Philosophy
PHI 450: Pedagogy
PHI 350: Contemporary Problems of African Philosophy of Education

PHI 210: Introduction to Philosophy

Description: It would seem that to think philosophically, to ask questions which clearly have a philosophical flavour, to wonder in ways which clearly have a philosophical bent, is one of the most natural things human beings do. The philosophical dimension to life is as natural as it is to breathe, to eat and spontaneously preserve one's life.

Objectives: Attempts to answer the fundamental questions of what philosophy is, who the philosopher is and what kind of intellectual activity philosophy is.

Content: Pre-scientific/Spontaneous Philosophy; Beginnings and Emergence; Wisdom; Definition; Sources; Value; Questions; Subjective Factor; Philosophy and Faith.

Outcome: Demonstrate a clear understanding of the fact that Philosophy makes us think critically and live better.

PHI 220: Traditional Logic

Description: Everyone thinks. Everyone reasons. Everyone argues. And everyone is subjected to the reasoning and arguing/argument of others. A more interesting observation is the fact that some people think well, reason well, and argue well but others do not. This could be partly a matter of natural ability. One of the best ways to refine and sharpen this (natural) ability to reason and argue is the study of Logic.

Objectives: The course presents certain elements of formal logic and philosophical logic in a perspective which, while taking into account developments in contemporary thought, refers essentially to the tradition of Aristotelian and Scholastic logic. It is an essential tool for philosophizing, it also prepares the student for good and sound reasoning; helps him to be more critical in a coherent manner.

Content: 1. Historical Survey of Logic. 2. Language, Languages and their Uses. 3. The Proposition, Terms, Categorical Propositions and the Opposition, Modal propositions, Composed Propositions. 4. Syllogism, Categorical Syllogism, Hypothetical Syllogism, Establishing the Validity of Syllogisms. 5. Deduction and Induction.

Outcome: Manifest right reasoning and sound argumentation.

PHI 230: African Philosophy

Description: The principal driving force in post-colonial African philosophy has been a quest for self-definition. This search is part of a post-colonial soul-searching in Africa. Because the colonialists and related personnel perceived African culture as inferior in at least some important respects, colonialism included a systematic program of de-Africanization.

Objectives: This course has as principal objective to help the student to understand the methodology of studying African thought; examining the major articulations, the fundamental ideas as well as the problematic of African Philosophy, as brought to light by the writings of African Philosophers.

Content: 1. Introduction: The Problematic of African Philosophy. What is African Philosophy? The African origins of Greek Philosophy. How not to compare African Thought and Western Thought. Philosophy and Post-Colonial Africa. 2. Human Nature and Ethics: The Relation of Soul and Body. The Perspective of an African World-view. The Social Nature of the Self; The individual, the Community and the Moral Order; The Concept of a Good man. Moral-systems and the Value of Human Life. 3. On Knowledge and Science: "Divination": A Way of Knowing? The Problem of Knowledge in "Divination". The Concept of Truth: A Perspective in an African Culture. 4. African Concepts of evil: an Understanding in a Particular Cosmology. 5. Political Philosophy: Consciencism. Traditions in African/American Thought. 6. Contemporary Moslem Philosophers in North Africa.

Outcome: Evidence an appreciation of the importance and place of African thought in the general scheme of thought.

PHI 240: History of Western Philosophy

Description: No serious study of Philosophy can dispense of a critical study of the historical evolution Philosophy as an inquiry, in the bounteous diversity of the opinions and trends that give Philosophy its unique character. This is true of Western Philosophy as it is of Philosophy in general.

Objective: The objective here is to initiate the students into the beginnings and evolution of the philosophical trends and distinguished authors in Western Philosophy.

Content: Ancient Philosophy; Medieval Philosophy; Modern Philosophy; Contemporary Philosophy

Outcome: At the end of the course, the students should be able to identify and critically discuss the main philosophers and major trends that have shaped the evolution of Western Philosophy.

PHI 250: Metaphysics

Description: It was the Scholastics in the 13th century who were to give a new meaning to the term *Metaphysics*. The Scholastics used the term to refer to the works of Aristotle, which are about the reality which lies beyond the physical world; which treat of things that are beyond sensible reality. For them these works dealt with the third degree of abstraction while the other sciences dealt with the first and second degrees. Things metaphysical were things beyond sensible reality. However as accurate as this designation may sound, it has its own problems. Even if it is a science beyond "nature", metaphysics stems or begins from "nature", that is, from experience. And so its object cannot be thought of as being completely cut off and beyond the physical, natural world for then that object would be a rational abstraction. Such metaphysics as some philosophers hold cannot have any value, since, de facto, metaphysics begins with experience or with physical reality.

Objective: To understand being and Being as the starting point, the focus and end of philosophical speculation.

Content: 1. Introduction: What is Metaphysics? Material and Formal objects, Analogy. 2. The Structure of Being: Substance and Accidents, The Suppositum, The Person, The Categories, Act and Potency, Esse and Essence 3.The Transcendental Properties: Meaning and Derivation, Unity, Truth, Goodness, Beauty. 4. Causality: Experience, Nature, Principle and Critical Justification of Doctrine, The Four Causes: Material, Formal, Efficient, Final - Causes, Activity, Principle of Finality. 5. Introduction to Process Metaphysics

Outcome*:* Illustrate a critical comprehension of the timelessly pertinent question: Why are there things instead of nothing?

PHI 260: Epistemology

Description: When philosophy reaches the modern époque, the critical problem takes center stage. It acquires an importance not found in previous eras. It is the problem of the necessity to justify our knowledge of reality. It is at the center of philosophical debate from Descartes to Kant. According to this current of thought, the examination of the value of knowledge is the starting point of philosophy because before one begins any analysis of reality, it is of capital importance to determine the limits of human rational capacity so as to avoid any naïve realism.

Objectives: The course seeks to explore the nature, the extent, the reliability, the sources and methods through which the human mind can attain to the truth with certitude.

Content: The Nature and Method of the Critical Problem. Truth and Certitude: The Nature of Truth. States of the Mind with Respect to Truth. Doctrines of Certitude in the History of the Critical Problem: Skepticism, Idealism, Sensism, Traditionalism, Dogmatism, Error. The Sources of Certitude: Evidence of the Senses, Evidence of the Mind, Authority. Scientific Certitude and its Acquisition: Science, Method, Induction.

Outcome*:* The student should evidence the reality of the fact that "To know is to know that I know."

PHI 270: Philosophy of Religion

Description: Religion is a European word; it is a European convention which has led to its employment as a general term to embrace certain human interests all over the world. For most Europeans, at any rate, religion has come to mean a fixed relationship between the human being and some non-human entity, the supernatural, self-existent, the absolute or simply God.

Objectives: The course leads the students to a better understanding of the relationship between Philosophy and Religion. The notion of Religion is explored, and some of the World Religions are identified.

Content: What is Religion? What is Philosophy of Religion; Arguments for the Existence of God. Arguments concerning Atheism; The Place of Experience in Religion; Secularism; Humanism; New Religious Movements; Fanaticism.

Outcome*:* The student should be able to justify the belief in transcendence; the believe in God; and appreciate the arguments for and against the need for and worship of God?

PHI 310: Aesthetics

Description: The term 'aesthetics' did not become prominent until the eighteenth century in Germany; however, this fact does not prevent principles of aesthetics from being present in the Middles Ages. Developments in the Middles Ages paved the way for the future development of aesthetics as a separate discipline. Building on notions from antiquity (most notably Plato and Aristotle) through Plotinus, the medieval thinkers extended previous concepts in new ways, making original contributions to the development of art and theories of beauty. This course will discuss concepts across the theories and practices of art. The expression of art and its significance are the primary focus of this approach.

Objectives: This course is a philosophical treatment of art, poetics and beauty; natural beauty, artificial beauty and the idea of the ugly; Differences between Aesthetic and Art, between Art and non-Art, and the skeptical conceptions of beauty and art.

Content: Different views of Beauty: Modern and contemporary periods: The idea of beauty and art in the African traditional society, and the Aesthetic fulfillment.

Outcome: Demonstrate a critical appreciation of the idea of beauty.

PHI 320: General Ethics

Description: In addition to introducing the student to basic ethical concepts, this course studies the nature of the science of ethics itself and lays the foundation for the ethical evaluation of human acts and other societal issues.

Objectives: The objective of the course is to enable the student to develop a consistent and unified moral system based on Greco-Roman philosophical tradition, with the examination of constant and universal principles whereby he can evaluate and decide for himself, from inner conviction, what the good life consists in and how he ought to live a good life practically.

Content: Nature of Ethics, Ethical Theory and Ethical Standards, Human Acts and Moral Responsibility., Conscience and Moral Goodness, Virtue and Vice., Law, freedom, Truth, Rights and Duties.

Outcomes: At the end of the course, the student should be able to critically engage discussions on the reasons for, complexity and phenomenology of the moral imperative: do good and avoid evil.

PHI 330: African Traditional Religion

Description: The African is notoriously religious. Religion, albeit only an aspect of the cultural heritage of the African, influences all the areas of his life. Yet this doesn't seem the case now that Africa finds itself at the crossroads of cultures seeking hegemony. Religion indubitably cultivates the whole person and answers questions which nothing else can answer. Then again, it provides the person with a world view and ipso facto an identity.

Objectives: The aim of this course is to enable students to form a true estimate of the religious and cultural traditions of Africa. Through a comparative study of ATR and the Christian religion, the student will be enabled to make a positive assessment of ATR with an open mind.

Content: 1. The Nature, Worship and the Spirituality of ATR. 2. Cross-cultural influences in the notion of God in African Traditional thought and practices. 3. ATR and Morality. 4. Role of Women in ATR. 5. ATR, Christianity and other Religions.

Outcome: Can a student believe in ATR and in the Christian God at the same time?

PHI 335: Theodicy

Description: Theology has long been divided into two: Natural Theology and Supernatural or Divine Theology. Natural theology or Theodicy is that part of philosophy that studies God. It is the science of God as knowable by unaided human reason. Its point of departure is the universe; and the instrument used is reason unaided by the light of supernatural revelation.

Objectives: The course seeks to outline how the question about God is a philosophical question and most especially how philosophy, in the Christian tradition has sought to discuss the question of his existence and his nature.

Content: 1. Introduction: Nature, Method, Presuppositions, Relation to Theology. 2. The Existence of God: *Quinque Viae* and Supplementary Proofs. 3. The Nature and Attributes of God; Absolute and Relative Divine attributes. 4. The Activity of God - Immanent Divine Operations: Divine Knowledge and Will; Transient Divine Operations: Creation, Conservation, Concurrence, Governance. The problem of evil.

Outcome: Can God's existence be rationally proven?

PHI 340: Political Philosophy

Description: Historically, politics arises when human beings are no longer satisfied with a customary or traditional or uncritical way of government. In pre-political or non-political societies, human beings act unreflectively, observing the guidelines provided by the deposit of folkways. Political rule implies the use of reason, the subjection of established ways to questioning and criticism. But this is not to say that there are groups of humans who are wholly non-political or completely political. The boundaries overlap.

Objectives: Different political theories of ancient and medieval periods are studied in order to provide students with original foundations of political life and political science. A philosophical examination of action and political life: work, labour, technology and friendship, privacy, justice and other virtues. Some fundamental notions such as government, state, nation, nature and convention, the moral and the legal and other political systems will also be considered. Some African experiences are studied, especially some Cameroon political experiences.

Content: General Introduction; Questions of Justification (for property, for existence of state, for behavior); Questions of analysis (authority and obedience, ideology, location and nature of sovereignty, justice); General Conclusion.

Outcome: Make justifications and lacunae in the claim that 'man is essentially a political being.'

PHI 450: Pedagogy

Description: The concept of pedagogy, its distinction from andragogy, the role of pedagogy in the learning process, direct teaching methods, self-directed teaching methods, teaching methods, teaching strategies and teaching styles fall within the context of this course. This course deals with principles of curriculum and instruction. It builds competencies in instruction and the ability to teach in a democratic classroom.

Objectives: Define Pedagogy and explain its relationship and importance to education and curriculum; Explain and apply the pedagogic, educational and curriculum principles and philosophies to plan, teach and evaluate lessons at primary, secondary schools; Relate and appraise the theoretical teaching and learning process to the Cameroonian context., Assess the impacts of the media on pedagogy and andragogy today and estimate their future in the ever-evolving Internet age.

Content: 1. The definition, nature and scope and pedagogy as a discipline. 2. Pedagogy verses. Andragogy. 3. Pedagogy, education, schooling and curriculum-relationship. 4. Education-definition, principles and agencies. 5. Curriculum-principles and models. 6. Pedagogic contributions of great thinkers in education. 7. Philosophical foundations of education/pedagogy. 8. Principles of pedagogy (teaching methods or instructions) 9. Organisation of teaching and learning. 10. Principles and methods of Lesson planning. 11.

Teaching models, strategies, methods and skills. 12. Questioning, evaluation and learning and class room management. 13. Media impact and changing teaching methods and approaches. 14. Major trends in Education in Cameroon.

Outcome: Acquisition of teaching skills

PHI 350: Contemporary Problems of African Philosophy of Education

Description: Education is a phenomenon that is as old and also as new as the human being himself. This course proposes a critical reflection (historical & thematic) on the present problems of education in an African context. This approach is in the light of scientific and technical research in the contemporary period.

Objective: This course has the objective of establishing the relation which exists between the different conceptions of ideal education and diverse philosophical conceptions of the human person. At the end of this course, students should be capable of critical reflections and analyses on contemporary educational issues.

Content: Contemporary Issues of Philosophy of Education; The problem of Freedom and constraint (Dewey and Reboul)**;** The Question of Discipline (Ibid); The problem of Authority. (Hannah Arendt, Reboul and Dewey)**;** Dialectic of Nature and Culture (Dewey); Dialectic of Interest (Dewey); Equity and Equality in Education. (Rawls); New Information Technology and Use in Education; Teaching in Africa. Challenges of Today; Problems arising from the deontology of the profession of teaching; Philosophical basis of curricular organization and introduction of National language in Cameroonian schools.

Outcome: Students should express a critical disposition to pertinent educational issues in Africa and Cameroon in particular.

Concentration Courses (54 credits)
Students are expected to do 9 of the following courses
PHI 225: Symbolic Logic
PHI 315: African Philosophy of Art
PHI 325: Special Ethics
PHI 360: Cosmology
PHI 370: African Social Philosophy
PHI 410: Hermeneutics
PHI 420: Introduction to African Metaphysics
PHI 425: Philosophy of History
PHI 430: Neo-Colonialism and Africa
PHI 440: Textual Analysis of Educational Thinkers
PHI 460: Philosophy of Language
PHI 470: African Philosophical Texts

PHI 225: Symbolic Logic
Description: Logic, whether modern or traditional, is about sound reasoning and the rules which govern it. In the mid-nineteenth century, logic began to be developed as a rigorous mathematical system. Its development was soon speeded along by controversies about the foundations of mathematics. The resulting discoveries are now used constantly by

mathematicians, philosophers, linguists, computer scientists, electronic engineers, and less regularly by many others (for example, music composers and psychologists).

Objectives: This course furthers the study of Logic, especially focusing on the modern and contemporary developments therein. It takes a notch higher the honing of the students' critical and sound reasoning skills.

Content: General Introduction; Overview of formal Logic; Statement Logic – Truth Tables; Statement Logic – Proofs.

Outcome: Honing the reasoning skills of the students by means of modern and contemporary principles in Logic.

PHI 315: African Philosophy of Art

Description : *Pulcrum et bonum convertuntur*. Beauty and Good are interchangeable. The truth of this claim has a unique expression in African Art: music, literature of various genres, plays, crafts and fashion designs. African art in all its dimensions remains the paradigmatic expression of African identity and 'Africanness'. Unfortunately, colonization, modernism and globalisation seem to have marketed a very destructive virus: "everything African is bad and should be replaced with everything western." This has bred a nefarious unease, distaste and sometimes outright discouragement of African art. As part of the mental decolonisation process, a critical re-examination of the intrinsic and transcendental value of African art is an urgent project.

Objectives: This course is a philosophical initiation into African art, as a unique expression of African identity.

Content: An African Concept of Beauty – Art and Beauty in African Philosophy; Different expressions of African Art; Traditional versus Modern African Art; African Music; African Theatre; African Literature; African Art and Technological prospects; Contemporary moral, political and socio-economic and environmental concerns related to African Art.

Outcome: By the end of the course, the students should demonstrate a critical appreciation of African art in all its dimensions; cognizant of the intrinsic and transcendental nature of the African values imbedded in African Art.

PHI 325: Special Ethics

Description: At a time when morality is increasingly becoming cloudy, it is imperative to take a closer look as some special issues of right and wrong in free human social conduct.

Objectives: The objectives of the course are to open the mind of the student to the key ethical issues concerning life and human dignity and to enable him to make informed ethical choices and decisions.

Content: Health and Life (Bioethics), Sexual Ethics, Love, Marriage, Family and Society, Justice, Peace and War, Work and Property.

Outcome: A critical ethical judgment of man's life and work in the society.

PHI 360: Cosmology

Description: This course concentrates on the study of the cosmos by the use of reason; that is, by using speculation and reflection on the cosmos, stemming from the senses and argumentation, conclusions are drawn.

Objective: The reflection here helps the student to understand certain basic and fundamental notions that will help him understand ontology, theodicy, natural theology and other sciences.

Content: Insistence is put on notions such as: Nature, matter, form, Place, Locomotion, and Time; Motions, substance and accident, Act and potency, Principles and Causes; the First Unmoved mover.

Outcome: The course should enable the student to be acquainted with philosophical and scientific knowledge concerning man's place in the world.

PHI 370: African Social Philosophy

Description: One of the distinguishing features of the African world-view is the togetherness mentality.

Objectives: This course offers an introductory study of the African socialist philosophy.

Content: General Introduction; the wider context of the African economic philosophical tradition; the Ujamaa philosophy; the Ubuntu philosophy.

Outcome: An introductory appreciation of the African socialist philosophy.

PHI 410: Hermeneutics

Description: In 1960 Hans Georg Gadamer presented a long manuscript to his editor with the title *Principles of a Philosophical Hermeneutics.* His editor thought that the term *hermeneutics* was very esoteric and would scare readers. This attitude of the editor shows clearly how difficult it was for hermeneutics to impose itself as a philosophical discipline. The title *Understanding and Event* was still not satisfactory for the editor, which is how *Truth and Method* came to be the title of Gadamer's *magnum opus*. This course focuses on the art of interpretation; interpreting texts, speeches, arts etc that are not immediately understandable.

Objectives: To show the importance of and difficulties posed by "understanding" to the methodology of knowing and knowledge in general in the sciences of the human spirit with particular reference to Hans-Georg Gadamer. It is done in collaboration with the course on the Catholic Interpretation of Scriptures.

Content: 1. Meaning and Scope of Hermeneutics. 2. Brief Historical Survey. 3. The Dialectical Hermeneutics of Hans-Georg Gadamer.

Outcome: Students are expected to master the art of interpretation and to apply the basic principles of interpretation in their attempt to get meaning out of existence.

PHI 420: Introduction to African Metaphysics

Description: Cheikh Anta Diop maintains that "Man is a metaphysical being and it would be catastrophic if a genetic or chemical manipulation were to take away his innate anxiety." For Diop, this anxiety is man reconciling himself with himself and to bypass this process using scientific knowledge would make him "cease being himself, a being with a destiny, no matter how tragic". This statement underscores the importance of acknowledging, integrating, and balancing metaphysical and physical knowledge and being. Metaphysics simply deals with first principles and seeks to explain the nature of being or reality. Besides, when Mbiti poetically states that "Africans are notoriously religious," we could also say that "Africans are notoriously metaphysical" though not in a purely philosophical sense of spectators and

speculators, but as practitioners. Therefore, the cultural practices of African people and their descendants are valid sources of knowledge. When these are studied, it is inevitable that one encounters the metaphysical.

Objective: This course serves the purpose of an introduction to such a study.

Content: General Introduction – the process nature of being; The idea of change and vital force – the question of witchcraft; Creation and the Creator; A Sacred cosmos; Ancestors and the chain of human life; synthesis model of a human person; Death and afterlife; Conclusion.

Outcome: Students should be able to recognise and appreciate the specificity of African metaphysics.

PHI 425: Philosophy of History

Description: The philosophy of history should not be confused with the history of philosophy. Philosophy of history is the application of philosophical conceptions and analysis to history in both senses of the study of the past and the past itself. Has history any meaning or not? Is history linear or cyclical? Is it a repetition of the same or is it progressive and if it is the latter, then it is a progression towards what end? This course attempts an answer to these questions.

Objective: This course helps the students to subject history to a thorough investigation and to understand it from the ultimate principles of existence and of knowledge. An attempt to understand history and to integrate it into the whole of human existence.

Content: Philosophy of History – Its origins and aims, Historical reality, Historical Knowledge and values, the place of history in philosophical thought.

Outcome: The rational understanding of what makes history.

PHI 430: Neo-Colonialism and Africa

Description: This course introduces students into the contemporary trends of post-independent colonial activities. After independence, there are subtle ways through which most colonial masters perpetuate their influence in the colonies. This study has a bias to the African continent, though the issue is not limited to Africa.

Objective: This course proposes a fundamental overview of the intricacies of post colonial Africa.

Content: General Introduction; A look at the notion of 'Neo-colonialism'; Neo-colonial political and economic dominance; Various approaches to neo-colonialism; Post-colonialist literary narratives (Chinua Achebe, Wole Soyinka, Ngugi wa Thiongo, Mongo Beti etc.).

Outcome: To express that colonial masters still perpetuate their influence in the continent in spite of independence; that there is seemingly political independence but socio-economic and cultural dependence.

PHI 440: Textual Analysis of Educational Thinkers

Description: After an introductory lesson on the nature of education and the goal of the study, a study of the works and thoughts of educational thinkers will follow. A comparative study is more adequate because it helps the students engage in philosophical debate on the merits and demerits of each educational theory. The choice of texts requires sampling from all periods of the history of thought.

Objective:
- To lead the students in analyzing educational theories and concepts.
- To compare theories and take critical positions about them
- To diagnose the philosophical and educational values inherent in the thoughts of thinkers in the history of thought.

Content: Texts from Ancient period e.g. *The Republic, The Laws, The Politics etc.*; Medieval Period e.g. *De magistro*; Modern Period: Rousseau and Kant – *Emile*, *Reflexion sur l'education* respectively; Contemporary: Dewey on *Democracy and Education*; Reboul on *La Philosophie de L'education;* and Bernard Fonlon's *Genuine Intellectual*.

Outcome: Students should be able to engage in philosophical debate on the merits and demerits of each educational theory.

PHI 460: Philosophy of Language

Description: Actually, the subject matter of the Philosophy of Language is integral Being rather than its part as Latin *ens* in *m/ens loqu/ens*, expressing itself together as, with and within the speaking mind. Hence, the distinction between "scientific discourse" and "ordinary discourse" or "ordinary language" becomes a mere abstraction *in vitro* rather than *in re*. No arsenal of human disciplines is outside the Philosophy of Language. For, the human being as *mens loquens*, conceptualizes all that he collects, conserves, and communicates as naturally and culturally within every language community of discourse by dint of language and philosophy.

Objective: The course offers an introduction to a philosophical reflection and on the meaning of linguistic expressions and on the use that is made of such expressions in practice, in Contemporary Philosophy.

Content: 1. Philosophy of Language and Analytic philosophy. 2. Philosophy of Language and Logic. 3. Philosophy of Language and Linguistics. 4. Names and References. 5. Theory and Meaning. 6. Pragmatic and Linguistic acts. 7. Language and the Person. 8. Language and thought; 9. Supposition and signification.

Outcome: Demonstrate a critical understanding of the human being as a *mens loquens*; language as an extension of our being and search for meaning.

PHI 470: African Philosophical Texts

Description: This course enhances a critical disposition in the study of the texts of African political writers. Here, it is the question of analyzing political concepts and evaluating them in the light of contemporary political issues in Africa. Texts like Nkrumah's *Consciencism*, Nyerere's *Ujamaa*, Bernard Fonlon's *Genuine Intellectual,* and other philosophical writings require a critical appreciation.

Objectives: This course intends to provide the students an introductory acquaintance with the main interrogations and ideas of African Philosophy. This is done with the aid of the writings of people like: Placid Tempels; Cheik Anta Diop and Theophile Obenga; Eboussi Boulaga; Marcien Towa; Paulin Hountondji; E. Njoh-Mouelle and a host of others.

Content: Introduction to the textual studies in general and to the specific text chosen; discussion of major themes in the text; evaluation and pertinence of text; conclusion

Outcome: A critical appreciation of political theories and practices in Africa.

In addition to the concentration courses, students are expected to do the following:
PHI 493: Philosophy Internship (12)
PHI 480: Entrepreneurial Project (6)
PHI 498: Philosophy Research Project (12)

PHI 493: Philosophy Internship
There will be a full-time involvement and report on any observational contemporary issue affecting the ethical, political, cultural, anthropological and social lives of people.

PHI 480: Entrepreneurial Project
This entails a practical project written by the student. The project should have practical plans on how a business can be established and sustained in Philosophy. This is geared towards self-employment

PHI 498: Philosophy Research Project
A program of study on an approved research topic in Philosophy will be followed up by a supervisor. This supervised individual study provides an opportunity for in-depth reading and research on a topic selected by the student and supervisor. Students in this program of study may carry out a pilot project in preparation for a thesis or dissertation.