

Department of Education

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The Department of Education offers programs at both the undergraduate and graduate levels. The undergraduate level program leads to a Bachelor of Arts degree. The post-BA Diploma Program leads to a Teaching Diploma, Diploma in Special Education, or Diploma in Educational Management and Leadership. The graduate program leads to a Master of Arts degree in education.

Undergraduate Program

The Department of Education offers a program leading to the degree of Bachelor of Arts in Education/Elementary.

The bachelor's degree in education/elementary aims at developing

- professional understanding of children and their learning needs at the elementary level
- broad-based competencies in methods and techniques of teaching to meet and develop learning needs
- adequate knowledge of subject matter taught in elementary schools

The program for the BA in elementary education is based on at least 90 credits as follows:

General University Requirements (21 cr.)

- 12 credits in the humanities (3 credits from CSVP sequence I, 3 credits from CSVP sequence II, and 6 credits from the list of approved courses in the humanities), and 9 credits as follows: ENGL 203, ENGL 204, ARAB 201A or ARAB 201B or any upper level Arabic course.

Education Requirements (39 cr.)

Core Education Courses (21 cr.): EDUC 211 or EDUC 216, EDUC 215, EDUC 217, EDUC 219, EDUC 223, EDUC 230, and EDUC 231

Specialization Courses (18 cr.)

- Methods Courses (6 cr.): one of the following pairs: EDUC 240 and EDUC 251 (Arabic and social studies), EDUC 228, and EDUC 229 (art and music), EDUC 245 and EDUC 251 (English and social studies), EDUC 252 and EDUC 257 (math and science),
- Seminar (6 cr.): EDUC 291 and EDUC 292
- Practicum (6 cr.): EDUC 267

Subject Matter Courses (24 cr.)

Specialization Courses (18 cr.): These are from 200 and above, excluding general university requirements. They include one course in each of math and natural science, and 12 credits to be selected from two related disciplines (Arabic-social studies, art-music, English-social studies, math-science). Special math and science courses designed for teaching in the elementary school are offered by the department (EDUC 271, EDUC 272, EDUC 273, and EDUC 274). EDUC 218 is required as a subject matter course for language arts concentrations (Arabic–social studies and English–social studies).

Electives within Subject Matter (6 cr.)

3 credits in either nutrition or environmental health, and 3 credits in art or music.

General Electives (6 cr.)

Minor in Education

The department offers a minor which aims to provide a broad-based knowledge and understanding of the psychological, sociological/philosophical, and professional basis of education. The education minor consists of the following: EDUC 211 or EDUC 216, EDUC 215 or EDUC 225, EDUC 230, and one elective from the following courses: EDUC 219, EDUC 223, EDUC 221, plus a general elective in education (3 credits).

Diploma Programs

Teaching Diploma Programs

The Teaching Diploma Program prepares elementary and secondary schoolteachers. This requires specialization in a subject matter area that can be completed before or during professional preparation in the Department of Education. Once completed, this preparation culminates in a teaching diploma that qualifies a student to teach at either the elementary or the secondary level. The program comprises a total of 21 credit hours in education.

Teaching Diploma in Elementary Education

Education Course Requirements

- EDUC 215
- EDUC 230
- For students concentrating on teaching Arabic and Social Studies: EDUC 231, 240, 251, 268
- For students concentrating on teaching Art and Music: EDUC 231, 228, 229, 268
- For students concentrating on teaching English and Social Studies: EDUC 231, 245, 251, 268
- For students concentrating on teaching Math and Sciences: EDUC 231, 252, 257, 268
- An elective in education

Subject Matter Requirements

24 credit hours in courses numbered 200 or above distributed over two subject matter areas from the following combinations: a) Arabic and social studies, b) art and music, c) English and social studies, and d) math and sciences. The math and science courses offered by the Department of Education (EDUC 271, EDUC 272, EDUC 273, EDUC 274) may be considered to satisfy part of the subject matter requirement in mathematics and sciences. EDUC 218 may be used to satisfy part of the subject matter requirements for language arts concentrations (Arabic–social studies and English–social studies).

Teaching Diploma in Secondary Education

Education Course Requirements

- EDUC 211 or 216
- EDUC 215
- EDUC 230
- Two methods courses from the sequence EDUC 237-256 plus one relevant course from the sequence EDUC 261-269
- An elective in education

Subject Matter Requirements

Students must complete the requirements for a bachelor's degree in a subject matter area taught in elementary and/or secondary schools before they are granted this diploma. These areas include Arabic, English, health, informatics, math, science, and social studies. In case of a shift in major, students are required to complete a minimum of 24 credit hours in the new subject matter area in courses numbered 200 or above.

NOTE: Only courses that are in areas taught in intermediate and secondary schools qualify for subject matter courses for the purposes of the Teaching Diploma.

Methods Courses

Methods courses at the secondary level are subject matter oriented, i.e., they deal with teaching a subject matter that has been chosen by the student as a major field of specialization. The distribution is as follows:

EDUC 237, EDUC 238 Theories and Methods of Health Education

EDUC 241, EDUC 242	Teaching of Arabic
EDUC 243, EDUC 244	Teaching of English as a Foreign Language
EDUC 246–EDUC 248	Informatics Education
EDUC 249, EDUC 250	Teaching of Social Studies
EDUC 253, EDUC 254	Teaching of Math
EDUC 255, EDUC 256	Teaching of Sciences

In the case of students who are actual teachers in a recognized school, special arrangements may be made with the instructors of the methods courses to adjust the practical components of the course requirements for the methods courses and the practicums.

Admission to the Teaching Diploma Programs

New students should obtain an application from the Office of the Registrar and apply as new students. Applications are reviewed by the department and, when accepted, students are classified as special students working for the teaching diploma. Completion of the bachelor's degree is a requirement for admission of new students to the teaching diploma programs. AUB students working for their bachelor's degree at AUB have to apply to the department directly.

Qualifications for the Teaching Diploma and Official Recognition by the Lebanese Government

Teaching Diploma in Elementary Education

Students qualify for the teaching diploma upon completion of the program of study as detailed above, attaining a cumulative average of 70 or above in its courses, and receiving the recommendation of the Department of Education.

Official recognition of the diploma is granted by the government of Lebanon as equivalent to the *License d'Enseignement in elementary education*, if the person

- holds the Baccalaureate Part II or equivalent
- has completed a minimum of 111 semester credits
- has completed a minimum of 45 semester credits in the field of education

Teaching Diploma in Secondary Education

Students qualify for the teaching diploma upon completion of the program of study as detailed above, attaining a cumulative average of 70 or above in its courses, and receiving the recommendation of the Department of Education.

Official recognition of the diploma is granted by the government of Lebanon as equivalent to the *License d'Enseignement*, if the person

- holds the Bacculaureate Part II or equivalent
- has a bachelor's degree in a subject taught at the secondary level (Arabic, English, informatics, math, science, and social studies)
- has completed the diploma requirements (21 semester credits in the field of education) over and above the total number required for a Bachelor's degree

Diploma in Special Education

The purpose of this diploma is to provide knowledge and practical training in the area of special education for children with mild learning problems between the ages of three and fifteen years. Holders of such a diploma are expected to be able to deal with children who have learning/cognitive processing problems enrolled in special as well as in regular schools. They should be able to work as assistants to school psychologists (consulting teachers), and/or as teachers in self-contained special classes or resource rooms. Although the focus of this diploma is on methods and techniques for children with special learning needs, it has relevance to almost all educational settings, especially for children in their early stages of growth.

For admission to this program students may enroll as part of their bachelor's degree program or after completing the bachelor's degree. It is preferable if the undergraduate major is in education or in psychology, but students with other undergraduate majors may be considered.

For completion of this program 21 credit hours are required with a cumulative average of 70. The program is composed of the following courses:

Prerequisites (6 cr.)

PSYC 202 (or equivalent)
EDUC 225 (or equivalent)

General Psychology
Human Development and Special Education

Requirements (21 cr.)

Basic Courses (9 cr. hrs.)
Methods Courses (12 cr. hrs.)

EDUC 215, EDUC 221, and EDUC 222
EDUC 280, EDUC 281, and EDUC 283

Diploma in Educational Management and Leadership

The purpose of this diploma is to provide knowledge and practical training in the areas of educational management and leadership. Holders of this diploma are qualified to become managers of schools and educational training institutions and programs.

Requirements

Block A (15 cr.)

May be taken concurrently with the bachelor's degree
EDUC 211 or EDUC 216
EDUC 212
(Practicum)
EDUC 213
EDUC 226
EDUC 230

Block B (6 cr.)

Can only be taken after the bachelor's degree
EDUC 214 (Management in Practice)
EDUC 224 Instructional Supervision

To be eligible for consideration for admission to the diploma program in educational management and leadership, applicants should have a bachelor's degree from a recognized university. A minimum of one year of relevant professional experience in an educational setting is also required.

Students qualify for the Diploma in Educational Management and Leadership upon recommendation from the department and completion of the specified program of study with a cumulative average of 70 or above.

BA in Education

Modes of Analysis	English and Arabic (9)	Humanities (12+3)	Social Sciences and Education (18+6+12)	Sciences, Math, and Technology (9+3)
Lecture courses (9+15+18+9)	<ol style="list-style-type: none"> Required Arabic course: ARAB 201A or B, or any upper level course (3) Required English courses: ENGL 203(3), 204(3) 	<ol style="list-style-type: none"> Required credits in the humanities: 12 credits including 6 credits from CVSP (see pp. 163–65) Electives (3): art or music 	Required education courses (18): 211(3) or 216(3), 215(3), 217(3), 223(3), 230(3), 231(3)	<ol style="list-style-type: none"> Required: one mathematics (3) and one natural science (3) Electives (3): environmental health or nutrition
Seminar (6)			EDUC 291(3), 292(3)	
Laboratory (15)			<ol style="list-style-type: none"> Required (6): one pair of the following courses: EDUC 228(3), 229(3), 240(3), 245(3), 251(3), 252(3), 257(3) EDUC 267(6) 	Required EDUC 219 (computer) (3)
Research project (12)			<ol style="list-style-type: none"> Required (6): one pair of the following courses: EDUC 228(3), 229(3), 240(3), 245(3), 251(3), 252(3), 257(3) EDUC 267(6) 	

- Subject Matter Concentrations (12 cr.): one of the following four pairs

Arabic-Social Studies	English-Social Studies	Math-Science	Art-Music
12 credits to be selected from 200 level courses in Arabic and social studies, excluding general university requirements. EDUC 218 is a required subject matter course.	12 credits to be selected from 200 level courses in English and social studies, excluding general university requirements. EDUC 218 is a required subject matter course.	12 credits to be selected from 200 level courses in math and the sciences. EDUC 271, 272, 273, and 274 count toward this requirement.	12 credits to be selected from 200 level courses in art and music.

- General Electives (6 cr.)

THE REQUIREMENTS LISTED ABOVE APPLY TO STUDENTS WHO JOINED THEIR MAJOR AS OF OCTOBER 1, 2001–02. STUDENTS WHO JOINED A MAJOR PRIOR TO THAT DATE SHOULD CONSULT THE 2000–01 CATALOGUE.

Graduate Program

The MA in education aims to prepare students for further graduate study as well as to improve their professional practice. The program addresses the needs and interests of beginning and experienced teachers, and other interested persons whose objective is to advance their knowledge of educational practice in schools. The MA program also prepares students for admission to doctoral study in a variety of related fields such as educational psychology, research methodology, administrative and policy studies, and instruction and learning of subject matter in a variety of content areas.

The MA program comprises the following areas of concentration:

- Educational Foundations and Policy Studies (frozen at present)
- Educational Psychology (Tests and Measurement or School Guidance)
- Educational Administration and Policy Studies
- Elementary Education
- Mathematics Education
- Science Education
- Teaching of English as a Foreign Language (TEFL)

Prerequisites

Students may pursue their studies toward the MA in education in any one of the areas of concentration above provided they meet the department and university requirements for admission to graduate work. The department prerequisites include a teaching diploma or an equivalent professional certification (for Educational Administration and Policy Studies a minimum of one year of relevant professional experience is required). However, at the discretion of the department, students may be exempt from all or part of the teaching diploma requirement based on professional experience and/or previously completed graduate coursework. In case of deficiencies in undergraduate preparation a student may be required to complete other prerequisite courses, such as courses in subject matter, before full admission to the program. For university admission requirements for all graduate students please see the Graduate Studies section in this catalogue.

Requirements

The program includes a minimum of 21 credits and a thesis. A non-thesis option, which includes a minimum of 33 credits, including a project, is also available. All MA candidates are required to complete the following courses as a core program: EDUC 315, EDUC 321, and one of the following education courses: EDUC 301, EDUC 302, EDUC 303, EDUC 314, EDUC 316, EDUC 326, or EDUC 332. The balance of the program comprises primarily specialized courses related to the student's chosen area of concentration.

Course Descriptions

Undergraduate Courses

EDUC 211 The School and the Social Order 3.0; 3 cr.

A course on the importance of teaching as a profession in the larger context of social and cultural change; the manner in which teaching can influence the nature and direction of change; contrasts between advanced and developing countries. *Annually.*

EDUC 212 Educational Laws and Policies 3.0; 3 cr.

A course on the educational laws that govern public and private schools, including policies related to various educational levels, certification and equivalency issues, government approval, syllabi, book authorship, examinations, and educational plans. *Annually.*

EDUC 213 Introduction to Educational Administration 3.0; 3 cr.

A survey of various aspects of educational administration, with emphasis on leadership theories and organizational structure, functions, and responsibilities of educational administrators, and public control of education. *Annually.*

EDUC 215 Learning and Human Development 3.0; 3 cr.

An introduction to instructional theory, the nature of intelligence, child development, learning and behavior management, with an emphasis on the basic implications for classroom teaching. *Annually.*

EDUC 216 Philosophy of Education 3.0; 3 cr.

A review of the development of educational thought as expressed in the writings and ideas of major philosophers. This review endeavors to deal with thought in the context of the historical times. Arab thought is included. *Annually.*

**EDUC 217 Measurement and Evaluation
for Classroom Teachers 3.0; 3 cr.**

An introduction to and practice in the construction, use, and interpretation of classroom tests. *Prerequisite: EDUC 215. Annually.*

EDUC 218 Children's Literature 3.0; 3 cr.

A study of the diverse elements of ancient and modern children's literature. Topics include poetry, fairy tales, epics, myths and legends, fantasy, fiction, and illustrated stories. The skill of using literature effectively with children is particularly stressed. *Annually.*

EDUC 219 The Use of Computer Applications in Education 2.2; 3 cr.

A course that focuses on general knowledge about the use of microcomputers in education, including the use of common computer applications such as word processing, spreadsheet, database, and presentation software in teaching/learning activities; evaluating the effectiveness of educational software in teaching/learning in various subject matter areas. *Annually.*

EDUC 220 Instructional Media and Techniques 2.2; 3 cr.

A course that discusses the selection and implementation of instructional strategies and media that enhance learners' achievement through the use of projected materials and hypermedia technologies. A wide range of communication alternatives, especially the internet, are covered thoroughly, with special emphasis on practical work and projects. *Annually.*

- EDUC 221 Introduction to Special Education 3.0; 3 cr.**
An introduction to special education and the various categories of exceptionality, including nature, causes, educational characteristics of children with mental retardation, learning disabilities, emotional disturbance, speech impairment, visual impairment, hearing impairment, and giftedness. *Annually.*
- EDUC 222 Introduction to Assessment in Special Education 3.0; 3 cr.**
An introduction to theory and uses of assessment techniques and instruments in special education. Emphasis is placed on educational implications for learners with special needs. *Annually.*
- EDUC 223 Introduction to Guidance and Counseling 3.0; 3 cr.**
An introduction to the field of guidance and counseling. The role of the counselor in school and community settings is emphasized. *Prerequisite: EDUC 215. Annually.*
- EDUC 225 Child and Adolescent Development 3.0; 3 cr.**
A chronological study of typical and atypical cognitive, linguistic, emotional, and physical development from the prenatal period through adolescence. The relative influences and interactions of heredity and environment, and the impact of development on learning and school success are examined. *Annually.*
- EDUC 226 Personnel Management and Development 3.0; 3 cr.**
Personnel policies and procedures; recruitment, salary scales, benefits, promotions and pension plans; job description and evaluation; organizing the personnel department; training and development of human resource programs in educational institutions. *Corequisite: EDUC 213. Annually.*
- EDUC 227 Statistics in Education 3.0; 3 cr.**
Descriptive statistics, correlation, prediction, and statistical inference as applied to educational situations. *Students who receive credit for this course can not receive credit for any other introductory statistics course, such as MATH 207, MATH 233, or ECON 213. Annually.*
- EDUC 230 Instructional Procedures 3.0; 3 cr.**
An introduction to instructional planning, teaching strategies, classroom management, and evaluation procedures. *Annually.*
- EDUC 231 Reading Instruction in the Elementary School 3.0; 3 cr.**
Trends, theories, and practices in the teaching and evaluation of reading in the elementary school; alternative teaching/learning strategies for developing readiness, comprehension, and evaluation of progress in reading. *Annually.*
- EDUC 247 Computer-Based Instructional Packages 2.2; 3 cr.**
A course on the design and production of computer-based educational packages using multimedia and hypermedia techniques. Students are expected to use digital technology to produce applications that are deliverable through the internet, CD-ROMs, or other digital media. *Annually.*
- EDUC 271 Mathematics for Elementary Teachers I 3.0; 3 cr.**
An in-depth study of mathematical concepts and skills in pre-secondary mathematics curricula. *Annually.*
- EDUC 272 Mathematics for Elementary Teachers II 3.0; 3 cr.**
An in-depth study of mathematical concepts and skills in pre-secondary mathematics curricula. *Prerequisite: EDUC 271. Annually.*

- EDUC 273** **Science for Elementary Teachers I** **3.0; 3 cr.**
An in-depth study of science concepts and skills in pre-secondary science curricula. *Annually.*
- EDUC 274** **Science for Elementary Teachers II** **3.0; 3 cr.**
An in-depth study of science concepts and skills in pre-secondary science curricula. *Annually.*
- EDUC 290** **Special Topics** **1–3 cr.**
May be repeated for credit. Annually.
- EDUC 291** **Senior Seminar (Issues in Elementary Education)** **3.0; 3 cr.**
A seminar intended for majors in elementary education that focuses on one or more current issues in elementary education. *Annually.*
- EDUC 292** **Senior Seminar (Education in Arab Countries)** **3.0; 3 cr.**
A seminar intended for majors in education that focuses on educational issues in one or groups of Arab countries. *Annually.*

Methods Courses

- EDUC 214** **Management in Practice** **1.4; 3 cr.**
Managing, planning and organizing, and personnel management; supervised training at AUB and practical experiences in schools and other institutions, such as hospitals, technical institutions, colleges, and universities under the supervision of the course instructor and professional practitioners. *Prerequisite: EDUC 226. Annually.*
- EDUC 224** **Instructional Supervision** **1.4; 3 cr.**
Workshops in supervision methods at AUB and practical skills in schools and other educational institutions, supervised by the course instructor and professionals in the field; approaches to instructional supervision for the generalist and specialist supervisor; communicating, motivating, evaluating, and monitoring of staff and professionals; promoting individual and group development, and overseeing curriculum development. *Prerequisite: EDUC 226. Annually.*
- EDUC 228** **The Teaching of Art in Elementary School** **2.2; 3 cr.**
Theory and practice in teaching visual art in the elementary school with observation and practice teaching in classrooms. *Corequisite: EDUC 230. Annually.*
- EDUC 229** **The Teaching of Music in Elementary School** **2.2; 3 cr.**
A course on the development of students' basic skills in music (general vocal and instruments), combined with a study of source materials in the teaching of music. This course also includes observation and practice teaching in classrooms. *Corequisite: EDUC 230. Annually.*
- EDUC 237** **Theories and Methods of Health Education I** **2.2; 3 cr.**
An introduction to the major theories of health behavior and health promotion. Emphasis is placed on the application of health behavior theories to health promotion and education practice. *Students can not receive credit for both EDUC 237 and HBED 237. Corequisite: EDUC 230. Annually.*

- EDUC 238 Theories and Methods of Health Education II 1.4; 3 cr.**
An introduction to the assumptions we make about communication and key elements of the communication process. This course deals with factors that inhibit communication as well as some of the functions of communication as they relate to increasing positive health behavior and group effectiveness. This course aims at enhancing writing and oral presentation skills as well as effective interaction skills with peers and supervisors at work. Cross-listed as HBED 203, Communication for Health Professionals. *Students can not receive credit for both EDUC 238 and HBED 203. Prerequisite: EDUC 237. Annually.*
- EDUC 240 The Teaching of Arabic in Elementary Schools 2.2; 3 cr.**
Theory and practice in methods of teaching Arabic in elementary schools with observation and practice teaching in classrooms. *Corequisite: EDUC 230. Annually.*
- EDUC 241 The Teaching of Arabic I 2.2; 3 cr.**
Theory and method of teaching Arabic language and literature at the secondary level, with emphasis on new approaches. *Corequisite: EDUC 230. Annually.*
- EDUC 242 The Teaching of Arabic II 1.3; 3 cr.**
A practicum of classroom observation and supervised practice teaching of Arabic language and literacy at the secondary level. *Prerequisite: EDUC 241. Annually.*
- EDUC 243 The Teaching of English as a Foreign Language I 2.2; 3 cr.**
Theoretical background and approaches to the teaching of English as a foreign/second language; principles and techniques of teaching the basic language skills; includes classroom observation and micro teaching practices. *Corequisite: EDUC 230. Annually.*
- EDUC 244 The Teaching of English as a Foreign Language II 1.4; 3 cr.**
Preparation and evaluation of teaching materials through individual and group projects; guided and supervised practice teaching in schools. *Prerequisite: EDUC 243. Annually.*
- EDUC 245 The Teaching of English as a Foreign Language in Elementary School 2.2; 3 cr.**
Theoretical background and approaches to the teaching of English as a foreign/second language; principles and techniques of teaching the basic language skills; includes classroom observation and micro teaching practices. *Corequisite: EDUC 230. Annually.*
- EDUC 246 Computer Programming at the School Level 2.2; 3 cr.**
A course that explores computer programming techniques suitable for teaching Informatics and other subject matters at the school level. This course includes cognitive theoretical background and practical work. Special emphasis is placed on the use of programming as a means to promote thinking skills. *Corequisite: EDUC 219 or EDUC 220. Annually.*
- EDUC 248 Methods for Teaching Informatics 2.2; 3 cr.**
Concepts, trends, and skills needed to design and teach curriculum materials for Informatics education; analysis and evaluation of Informatics curriculum; methods and techniques of teaching Informatics at the school level; includes demonstrations and observation of actual computer lab sessions. *Prerequisites: EDUC 246. Annually.*
- EDUC 249 The Teaching of Social Studies I 2.2; 3 cr.**
Approaches to the teaching of history, geography, and civics; adaptation of social science concepts and generalizations to the secondary level. *Corequisite: EDUC 230. Annually.*

EDUC 250 The Teaching of Social Studies II 1.4; 3 cr.

A practicum of classroom observation and supervised practice teaching of social science, or history, geography, and civics in neighboring schools. *Prerequisite: EDUC 249. Annually.*

EDUC 251 The Teaching of Social Studies in Elementary School 2.2; 3 cr.

Theory and practice in methods of teaching history, geography, and civic education in elementary school, with observation and practice teaching. *Corequisite: EDUC 230. Annually.*

EDUC 252 The Teaching of Mathematics in Elementary School 2.2; 3 cr.

Theory and practice in methods of teaching mathematics in elementary school, with observation and practice teaching. *Corequisite: EDUC 230. Annually.*

EDUC 253 The Teaching of Mathematics I 2.2; 3 cr.

Pedagogical and mathematical basis of various approaches in mathematics teaching in middle and secondary schools; includes demonstrations, classroom observation, and applications. *Corequisite: EDUC 230. Annually.*

EDUC 254 The Teaching of Mathematics II 1.4; 3 cr.

An analysis and preparation of teaching/learning materials, plans, and tests for mathematics teaching, including supervised practice teaching and individual and group meetings. *Prerequisite: EDUC 253. Annually.*

EDUC 255 The Teaching of Science I 2.2; 3 cr.

The nature of science and its implication in teaching; critical study of various science teaching techniques; survey and practice in the utilization of instructional materials. *Corequisite: EDUC 230. Annually.*

EDUC 256 The Teaching of Science II 1.4; 3 cr.

A review of various science curriculum projects and programs; curriculum planning, micro-teaching, and practicum in classroom observation and teaching. *Prerequisite: EDUC 255. Annually.*

EDUC 257 The Teaching of Science in Elementary School 2.2; 3 cr.

Theory and practice in methods of teaching science in the elementary school, with observation and practice teaching. *Corequisite: EDUC 230. Annually.*

EDUC 261 Practicum in TEFL in Secondary School 0.6; 3 cr.

Observation and practice in classroom situations under the guidance of university course instructors and cooperating schoolteachers. *Prerequisite: EDUC 243. Annually.*

EDUC 262 Practicum in Teaching Math in Secondary School 0.6; 3 cr.

Observation and practice in classroom situations under the guidance of university course instructors and cooperating schoolteachers. *Prerequisite: EDUC 253. Annually.*

EDUC 263 Practicum in Teaching Science in Secondary School 0.6; 3 cr.

Observation and practice in classroom situations under the guidance of university course instructors and cooperating schoolteachers. *Prerequisite: EDUC 255. Annually.*

EDUC 264 Practicum in Health Education 0.6; 3 cr.

Observation and practice in classroom situations under the guidance of university course instructors and cooperating schoolteachers. *Prerequisite: EDUC 237. Annually.*

EDUC 265 Practicum in Teaching Arabic in Secondary School 0.6; 3 cr.

Observation and practice in classroom situations under the guidance of university course instructors and cooperating schoolteachers. *Prerequisite: EDUC 241. Annually.*

- EDUC 266** **Practicum in Teaching Social Studies in Secondary School.** **0.6; 3 cr**
 Observation and practice in classroom situations under the guidance of university course instructors and cooperating schoolteachers. *Prerequisite:* EDUC 249. *Annually.*
- EDUC 267** **Practicum in Elementary School** **0.12; 6 cr.**
 Observation and practice in classroom situations under the guidance of university course instructors and cooperating schoolteachers. *Prerequisite:* one of the following: EDUC 245, EDUC 251, EDUC 240, EDUC 252, EDUC 257, EDUC 228, or EDUC 229. *Annually.*
- EDUC 268** **Practicum in Elementary School** **0.6; 3 cr.**
 Observation and practice in classroom situations under the guidance of university course instructors and cooperating schoolteachers. *Prerequisite:* one of the following: EDUC 245, EDUC 251, EDUC 240, EDUC 252, EDUC 257, EDUC 228, or EDUC 229. *Annually.*
- EDUC 269** **Practicum in Teaching Informatics** **0.6; 3 cr.**
 Observation and practice in classroom situations under the guidance of university course instructors and cooperating schoolteachers. *Prerequisite:* EDUC 246. *Annually.*
- EDUC 280** **Methods and Materials for Children with Mild Learning Problems I** **2.2; 3 cr.**
 Instructional strategies; organization and adaptation of material for teaching children with mild learning problems; academic and socio-emotional skills. *Annually.*
- EDUC 281** **Methods and Materials for Children with Mild Learning Problems II** **4.4; 6 cr.**
 Training in instructional strategies and program development for students with mild learning problems at different maturational levels; organization, planning, adaptation of instructional materials in language, science, and math instruction. *Prerequisite:* EDUC 280. *Annually.*
- EDUC 283** **Practicum in Education of Children with Learning Problems** **0.6; 3 cr.**
 Supervised student-teaching in special institutions and other appropriate settings. *Corequisite:* EDUC 281. *Second semester. Annually.*

Graduate Courses

- EDUC 301** **Seminar in the History and Philosophy of Education** **3.0; 3 cr.**
 A course on the development of educational thought and practice through primary sources. Systems of educational theory are examined from the age of Pericles to post-World War II, with special emphasis on contemporary educational practice. *Annually.*
- EDUC 302** **Seminar in the History and Philosophy of Arab Education** **3.0; 3 cr.**
 A study of the development of Arab educational thought and practice through primary sources. Selected problems and representative thinkers from various periods are examined, beginning with Islam and ending in the early twentieth century. *Alternate years.*
- EDUC 303** **Determinants of Educational Policy** **3.0; 3 cr.**
 An examination of forces underlying policy making in education based on theoretical and case study approach; developing scenarios for improvements. *Annually.*

EDUC 305 Foundations of Science Education 3.0; 3 cr.

A study of the nature of science and its philosophical and sociological foundations with emphasis on educational implications; psychological bases of concept-learning in science and the contributions of research to science education. *Alternate years.*

EDUC 306 Recent Developments in Science Education 3.0; 3 cr.

A study of recent developments in science curricula, methods of teaching, utilization of facilities, evaluation, and teacher education and supervision. *Alternate years.*

EDUC 307 Seminar: Problems and Innovations in Elementary Education 3.0; 3 cr.

A review and analysis of contemporary problems, innovations and trends in elementary education, organizational structures, teaching competencies, classroom logistics, student discipline, and instructional improvement strategies. *Alternate years.*

EDUC 308 Educational Planning and Policy Studies 3.0; 3 cr.

Planning models at the micro level and applications in various countries; policy formulation, change, and implementation issues as they relate to educational institutions and public and private educational systems. *Annually.*

EDUC 309 Foundations of Mathematics Education 3.0; 3 cr.

A study of the nature of mathematics and its philosophical, historical, and sociological foundations, with emphasis on educational implications; psychological bases of concept learning in mathematics and the contributions of research mathematics teaching. *Alternate years.*

EDUC 310 Recent Developments in Mathematics Education 3.0; 3 cr.

A study of recent developments in mathematics curricula, methods of teaching, utilization of instructional media, evaluation techniques, and teacher education and supervision. This course includes tryouts of some of these innovations in actual school situations. *Alternate years.*

EDUC 311 Seminar in Supervision of Instruction 3.0; 3 cr.

A seminar on the role of the supervisor as s/he works with teachers to improve instruction and an examination of theoretical and practical aspects with special attention given to research in the field. *Annually.*

EDUC 313 Management and Organization Theories in Education 3.0; 3 cr.

An advanced theoretical study focusing on concepts of leadership, decision making, group dynamics, and organizational behavior and change, with particular emphasis on research in the field. *Annually.*

EDUC 314 Comparative Education 3.0; 3 cr.

A study of theory and methods of comparative education, with an examination of schooling in a number of leading Western educational systems. This study concerns itself with historical, social, political, and economic forces influencing and underlying these systems. *Alternate years.*

EDUC 315 Psychology of Education (Advanced) 3.0; 3 cr.

A comprehensive analysis of instructional theory, measurement skills, cognitive development, learning theory, and methods of applying behavior modification in the classroom. *Prerequisite: EDUC 215. Annually.*

- EDUC 316** **Comparative Study of Education in Arab Countries** **3.0; 3 cr.**
A study of Arab educational systems, with a focus on their major problems in light of changing situations. *Annually.*
- EDUC 317** **Theory and Methods of Testing** **3.0; 3 cr.**
A study of theory and practice of test construction and use. The goal of this course is to build a broad background of information and skill for the proper evaluation of psychological tests and the correct interpretation and use of test results. A wide variety of tests are examined, with emphasis on major tests of intelligence and aptitude, achievement, and personality. *Alternate years.*
- EDUC 318** **Test Construction in Education** **3.0; 3 cr.**
Development of testing techniques and skills for appraisal of the cognitive and affective objectives of instruction. *Alternate years.*
- EDUC 321** **General Research Methodology in Education** **3.0; 3 cr.**
A course that aims at the development of a scientific orientation in the solution of educational problems. This course develops students' skills in identifying and developing research problems dealing with a variety of research designs. Basic statistical concepts are included. *Prerequisite: EDUC 227 or equivalent. Annually.*
- EDUC 322** **Applied Behavior Analysis** **3.0; 3 cr.**
An analysis of respondent, instrumental, and social learning theory as well as the application of experimentally derived principles of learning to problems of educational and social significance. *Annually.*
- EDUC 324** **Principles and Practices of Teaching** **3.0; 3 cr.**
Reading and Literature
Models of the reading process, research and pedagogical implications, and issues of comprehension and appreciation of literature. *Annually.*
- EDUC 325** **Principles and Practices of Teaching** **3.0; 3 cr.**
Writing and Composition
A consideration of various current approaches to teaching writing and the relationship of language, logic, rhetoric, and culture. *Annually.*
- EDUC 326** **Theory and Design of Curriculum** **3.0; 3 cr.**
An examination of the organization, scope, and sequence of curricula with special emphasis on various approaches to curriculum development. *Annually.*
- EDUC 328** **Seminar in TEFL** **3.0; 3 cr.**
A seminar on selected topics in linguistics, psychology, or instructional aids and technology and the application to classroom problems of teaching and evaluation. *Annually.*
- EDUC 329** **Seminar in Education and Social Change** **3.0; 3 cr.**
A seminar on the different theories of social change, followed by an examination of the school system and the teacher as an agent of social change. *Annually.*
- EDUC 330** **Theories in Guidance and Counseling** **3.0; 3 cr.**
A survey of various theories and approaches to the study and practice of guidance and counseling. *Annually.*
- EDUC 331** **Field Experience in Guidance and Counseling** **1.4; 3 cr.**
Supervised experience in counseling in the school setting; observing, interviewing, and testing as needed for educational and vocational objectives to meet pupil needs. *Prerequisite: EDUC 330 or EDUC 322. Annually.*

EDUC 332 Seminar in Educational Planning for Social and Economic Development 3.0; 3 cr.

Theory and practice of educational planning for social and economic development; techniques of assessing manpower needs and translating these into educational strategies and plans. *Alternate years.*

EDUC 333 Professional Development in Education 2.2; 3 cr.

Survey of major models of professional development used primarily in schools and other educational settings. Students gain experience designing, conducting, and evaluating professional development for education practitioners. Includes a field-based experience and should be taken late in the program.

EDUC 334 Qualitative Research Methods in Education 3.0; 3 cr.

Aims primarily at developing students' skills in conducting cyclic, participative, qualitative, and reflective research, with an emphasis on data collection and analysis methods.

EDUC 335 Curricula and Methodologies in Elementary Education Language Arts 3.0; 3 cr.

Recent research, curricular, and methodological developments in elementary language arts education. *Alternate years.*

EDUC 336 Curricula and Methodologies in Elementary Education: Science and Math 3.0; 3 cr.

Recent research, curricular, and methodological developments in elementary science and mathematics education. *Alternate years.*

EDUC 390 Special Topics 3.0; 1-3 cr.

A course that deals with special issues and concerns not included in regular courses. The following examples are taken from topics given during the last few years: futurism in education, special education, and moral and civic education. *May be repeated for credit.*

EDUC 389 MA Project 3 cr.**EDUC 398 MA Project 0 cr.****EDUC 399 MA Thesis 9 cr.**