

# Department of Education

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| Chairperson:          | Ghaith, Ghazi M.  |
| Professor Emeritus:   | Haddad, Fuad  |
| Professors:           | Bashshur, Munir M.; BouJaoude, Saouma B.; Ghaith, Ghazi M.;<br>Jurdak, Murad E.   |
| Associate Professor:  | Khamis, Vivian E.   |
| Assistant Professors: | Al-Hroub, Anies M.; Baytiyeh, Hoda M.;<br>El-Mouhayar, Rabih R.; Karami-Akkary, Rima R.;<br>Khishfe, Rola F.; Vlaardingerbroek, Barend P.   |
| Lecturers:            | <sup>P</sup> Abou Moussa, Richard A.; <sup>P</sup> Al-Amine, Adnan M.;<br><sup>P</sup> Bachour, Najla A.; BouZeineddine, Amal R.;<br><sup>P</sup> Deeb, Reem A.; Mukallid, Samar H. |
| Instructors:          | <sup>P</sup> Baassiri, Loulou N.; Farah, Lynn G.; <sup>P</sup> Osman, Enja H.;<br><sup>P</sup> Shihab, Mahmud M.  |

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.

## 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 (not offered 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 and at the discretion of the department, students may be exempt from all or part of the teaching diploma requirements 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 Admissions 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, plus 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

### 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**            **3.0; 3 cr.**  
**in Elementary Education**  
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 or Equivalent. 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.*



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| <b>EDUC 333</b>  | <b>Professional Development in Education</b>                                     | <b>2.2; 3 cr.</b>   |
| 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. <i>Alternate years.</i> |  |                     |
| <b>EDUC 334</b>  | <b>Qualitative Research Methods in Education</b>                                 | <b>3.0; 3 cr.</b>   |
| Aims primarily at developing students' skills in conducting cyclic, participative, qualitative, and reflective research, with an emphasis on data collection and analysis methods. <i>Alternate years.</i>   |  |                     |
| <b>EDUC 335</b>  | <b>Curricula and Methodologies in<br/>Elementary Education Language Arts</b>     | <b>3.0; 3 cr.</b>   |
| Recent research, curricular, and methodological developments in elementary language arts education. <i>Alternate years.</i>  |  |                     |
| <b>EDUC 336</b>  | <b>Curricula and Methodologies in<br/>Elementary Education: Science and Math</b> | <b>3.0; 3 cr.</b>   |
| Recent research, curricular, and methodological developments in elementary science and mathematics education. <i>Alternate years.</i>  |  |                     |
| <b>EDUC 390</b>  | <b>Special Topics</b>  | <b>3.0; 1-3 cr.</b> |
| A course that deals with special issues and concerns not included in regular courses. Topics offered during the last few years include economics of education in Lebanon. <i>May be repeated for credit.</i>   |  |                     |
| <b>EDUC 389</b>  | <b>MA Project</b>  | <b>3 cr.</b>        |
| <b>EDUC 398</b>  | <b>MA Project</b>  | <b>0 cr.</b>        |
| <b>EDUC 395A/395B</b>  | <b>Comprehensive Exam</b>  | <b>0 cr.</b>        |
| <i>Prerequisite: Consent of adviser.</i>   |  |                     |
| <b>EDUC 399</b>  | <b>MA Thesis</b>   | <b>9 cr.</b>        |