

Department of Education

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| Chairperson: | Karami-Akkary, Rima R. |
| Professors: | BouJaoude, Saouma B.; Ghaith, Ghazi M.; Khamis, Vivian E. |
| Professors Emeritus | Bashshur, Munir |
| Associate Professors: | Al-Hroub, Anies M.; Amin, Tamer G.; Baytiyeh, Hoda M.; El Hassan, Karma; El-Mouhayar, Rabih R.; Karami-Akkary, Rima R.; Khishfe, Rola F. |
| Assistant Professor: | Khalil, Lina |
| Lecturers: | Bachour, Najla A.; BouZeineddine, Amal R.; El Khatib, Lara; Hout, Hanin; Mouawad, Rim; Osman, Enja; Shukri Balaa, Rola |
| Instructor: | Jouni, Nidal |

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.^P

MA in Education

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 and Counseling)
- 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 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 the relevant subject matter before full admission to the program. For university admission requirements for all graduate students, refer to 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 27 credits of course-work plus a 3-credit project, is also available. All MA candidates are required to complete the following two courses as a core program: EDUC 315; EDUC 321; and two graduate education electives or graduate courses relevant to the area of specialization as approved by the academic advisors. The balance of the program comprises primarily specialized courses related to the student's chosen area of concentration.

Course Descriptions

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 a 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 an 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 in 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. *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 319 Issues, Trends, and Applications in Measurement 3.0; 3 cr.**
The course provides an overview of issues, both methodological and conceptual, in the field of measurement and evaluation, and current perspectives and future directions in both test theory and practice. It includes a practicum that focuses on developing students' skills in standardized test administrations, test scoring and score reporting. *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. *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 Reading and Literature 3.0; 3 cr.**
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 Writing and Composition 3.0; 3 cr.**
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. *Alternate years.*
- 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. *Alternate years.*
- 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 as well as curricular and methodological developments in elementary science and mathematics education. *Alternate years.*
- EDUC 380 Graduate Tutorial in Education 3.0; 3 cr.**
A course offered to students on an individual basis. The topic can include any aspect of educational studies which may vary from term to term. *May not be repeated for credit. Occasionally.*
- EDUC 390 Special Topics 3.0; 1-3 cr.**
A course that deals with special issues and concerns that are not included in regular courses. Topics offered during the last few years include the economics of education in Lebanon.
- EDUC 398 Project 3 cr.**
- EDUC 395A Comprehensive Exam 0 cr.**
Prerequisite: Consent of advisor.
- EDUC 399 Thesis 9 cr.**

Online Graduate Diploma in Online Education

The Graduate Diploma in Online Education is a unique program that delivers world-class AUB education in an online asynchronous format providing students with the flexibility to learn the foundations of online teaching and instructional design at their own pace. It is designed for working educators and aspiring instructional designers in the MENA region who want to learn how to design and develop active, collaborative, and engaging learning experiences catered to this digital age, while using the latest tools, techniques, and technologies.

As the first program of its kind in the region, the Graduate Diploma in Online Education delivers an innovative learning experience that will accelerate students' career growth and offer them a competitive edge in several high-demand fields by preparing them for roles in education, business, as well as non-profit and governmental organizations.

Candidates from all backgrounds are encouraged to apply as no previous experience is required for this diploma.

Admission Requirements:

This program is open to students from all backgrounds. Since this is a graduate diploma, applicants must possess a bachelor's degree in any field of study. The admission requirements are the same as the Faculty of Arts and Sciences' requirements for a Master's degree admission:

- An undergraduate GPA of at 3.3 (or standardized equivalent) in the major field of study and a cumulative GPA of at least 3.0 (or standardized equivalent) for all work done at the undergraduate level.
- Applicants other than AUB graduates and graduates of recognized colleges or universities in North America, Great Britain, Australia, and New Zealand, must demonstrate proficiency in the English language through standardized tests.

Program Requirements:

The Graduate Diploma in Online Education follows an online asynchronous format delivered through a set of engaging self-paced modules within a structured learning path to provide students with the flexibility of balancing their learning experience with their busy schedules. Pre-scheduled live office hours allow students to interact with professors and peers in real-time.

This 12-credit diploma is composed of four courses. Participants may join this program during either the fall or the spring term and can complete the diploma over one year (i.e., two academic terms).

Course Descriptions

EDUC 371

Digital Citizenship

3.0; 3 cr.

This course introduces the ethics of technology related to responsible behavior when accessing, managing, exchanging, and disseminating information electronically. Topics

covered include fair information practices as well as various ethical, legal, privacy, and security issues across disciplines.

EDUC 372 Foundations in Distance Education 3.0; 3 cr.
This course provides participants with the academic and practical fundamentals of online learning. It focuses on distance education in formal and informal settings, particularly for students in K-12 settings and adult learners in higher education.

EDUC 373 Instructional Design and Development 3.0; 3 cr.
This course introduces the basic principles, tools, and techniques required for instructional design and development while focusing on strategies at the curricular and classroom levels.

EDUC 374 Technology and Information Systems for Teachers and Administrators 3.0; 3 cr.
This course explores the use of technology and information systems in schools at the administrative level, addressing how different information systems' tools and applications are used in the educational environment for decision-making, planning, and communication.

Additional Relevant Information

Graduates of this program may have all 12 diploma credits transferred towards the MA in Computing in Education.

Online MA in Computing in Education

The MA in Computing in Education is an exclusive program that delivers world-class AUB education in an online asynchronous format, providing students with the flexibility to learn at their own pace. It is tailored for aspiring instructional designers in the MENA region interested in building a strong foundation in the field of educational technology.

This MA is an interdisciplinary degree bringing together education and computer science to produce graduates who will act as key players in innovating teaching and learning practices and advancing core computer science curricula in schools.

As the first program of its kind in the region, this MA will train students to become highly-skilled instructional designers with exposure to career opportunities in several high-demand fields. By using the latest research theories and emerging educational technologies, students will develop the computational thinking skills required to design and deliver computer science courses in K-12 settings, while also working in diverse fields including higher education, educational administration, non-governmental institutions, and international organizations.

Candidates from all backgrounds are encouraged to apply as no previous experience is required for this MA.

Admission Requirements:

This program is open to students from all backgrounds. Applicants must possess a bachelor's degree in any field of study. The admission requirements are the same as the Faculty of Arts and Sciences' requirements for a Master's degree admission:

- An undergraduate GPA of at least 3.3 (or standardized equivalent) in the major field of study and a cumulative GPA of at least 3.0 (or standardized equivalent) for all work done at the undergraduate level.
- Applicants other than AUB graduates and graduates of recognized colleges or universities in North America, Great Britain, Australia, and New Zealand, must demonstrate proficiency in the English language through standardized tests.

Program Requirements:

The MA in Computing in Education follows an online asynchronous format delivered through a set of engaging self-paced modules within a structured learning path to provide students with the flexibility of balancing their learning experience with their busy schedule. Pre-scheduled live office hours allow students to interact with professors and peers in real-time. This program is composed of 11 courses and Master's project. However, students with backgrounds in education or computer science can be exempt from specific courses enabling them to earn this degree by completing 30 credits.

Course Descriptions:

- EDUC 300 Introduction to Educational Foundations and Practice 3.0; 3 cr.**
 This course introduces students to the theoretical and practical underpinnings of organizational structures, curriculum delivery, external examinations, and ethical and legal aspects of the teaching profession.
- EDUC 371 Digital Citizenship 3.0; 3 cr.**
 This course introduces the ethics of technology related to responsible behavior when accessing, managing, exchanging, and disseminating information electronically. Topics covered include fair information practices as well as various ethical, legal, privacy, and security issues across disciplines.
- EDUC 372 Foundations in Distance Education 3.0; 3 cr.**
 This course provides participants with the academic and practical fundamentals of online learning. It focuses on distance education in formal and informal settings, particularly for students in K-12 settings and adult learners in higher education.
- EDUC 373 Instructional Design and Development 3.0; 3 cr.**
 This course introduces the basic principles, tools, and techniques required for instructional design and development while focusing on strategies at the curricular and classroom levels.

EDUC 374 Technology and Information Systems 3.0; 3 cr.
for Teachers and Administrators

This course explores the use of technology and information systems in schools at the administrative level, addressing how different information systems' tools and applications are used in the educational environment for decision-making, planning, and communication.

EDUC 375 Trends and Issues in Educational Technology 3.0; 3 cr.

This course allows students to reflect on the roles various forms of digital technology play in the teaching and learning processes and highlights how instructors can engage these processes in classroom settings. Students will be able to critically analyze the implications of past, current, and future developments in educational technology.

CMPS 301 Programming and Computational Thinking 3.0; 3 cr.

This course provides students with a brief introduction to many topics in computer science and prepares them to teach programming and computational thinking in schools. The class will use the Python programming language.

CMPS 302 Computing Systems 3.0; 3 cr.

This is a computer science course that introduces students to computers and to their role in society. Topics covered include the principles of computer operations from both the hardware and software perspectives, basic networking concepts, web authoring concepts including HTML, cascading style sheets, and data manipulation using spreadsheets and databases.

EDUC 315 Psychology of Education 3.0; 3 cr.

This course presents a comprehensive analysis of instructional theories, measurement skills, cognitive development, learning theory, and the methods of applying behavior modification in classrooms.

EDUC 321 General Research Methodologies in Education 3.0; 3 cr.

This course aims to develop a scientific approach to solve educational problems. Students will acquire the skills needed to identify and develop research problems while dealing with a variety of research designs. Basic statistical concepts are included in this course.

CMPS 303 Gaming and Robotics 3.0; 3 cr.

The objective of this course is to use proven research-based best practices to improve the integration of science, technology, engineering, and mathematics to help students master rigorous, real-world learning experiences including gaming, robotics, and design technology.

Additional Relevant Information:

Students who have already completed the Graduate Diploma in Online Education can have all 12 diploma credits transferred towards this MA.

The Certificate in Teaching in Higher Education (C-THE)

The Certificate in Teaching in Higher Education (C-THE) provides training in teaching for Ph.D. students at AUB. The certificate aims at equipping students with best practices and professional skills in teaching in higher education. It consists of two courses, one taken in the fall term (C-THE I) and the other taken in the spring term (C-THE II). Ph.D. students are required to enroll in the C-THE in the fall term that follows their first term of enrollment.

Course Descriptions

EDUC 401 C-THE I: Teaching in Higher Education – Theory I 0 cr.

This course is an introduction to teaching in higher education, face-to-face and online. The course covers topics such as course syllabus design, learning outcomes, and teaching methodologies such as transformative learning, learner-centered classes and flipped classrooms. *Annually in the fall term.*

EDUC 402 C-THE II: Teaching in Higher Education – Theory II & Practicum 0 cr.

This course is a combination of in-class sessions and teaching field experience. The first part covers topics such as assessment, presentation skills, and teaching portfolio. The second part consists of practical observations and practice teaching under the supervision of designated mentors. *Annually in spring term. Pre-requisite: EDUC 401.*