

Department of Education

Chairperson:	Al-Hroub, Anies M.
Professors:	Bashshur, Munir M.; BouJaoude, Saouma B.; Ghaith, Ghazi M.; Jurdak, Murad E.; Khamis, Vivian E.
Associate Professors:	Al-Hroub, Anies M.; Amin, Tamer J; Baytiyeh, Hoda M.; El Hassan, Karma; El-Mouhayar, Rabih R.; Karami-Akkary, Rima R.; Khishfe, Rola F.; Vlaardingerbroek, Barend P.
Lecturers:	^P Addam El-Ghali, Hana; ^P Bachour, Najla A; ^P El-Khatib, Lara; ^P El-Zein, Farah; BouZeineddine, Amal R.; ^P Gharzeddine, Marwan; ^P Hilal, Yara; ^P Hout, Hanin; ^P Istfan Dabbous, Samira; ^P Mouawad, Rim; ^P Osman, Enja H.
Instructor:	^P Shukri Balaa, Rola.

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.

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

BA in Education/Elementary

Mission Statement

The Bachelor of Arts in Education/Elementary Program aims at developing students' knowledge base for teaching and competence in professional practice as well as promoting a commitment to personal professional development and active participation in the professional community. Through fulfillment of coursework, field-based experiences, and professional community service activities students are prepared to enter the field of teaching and/or graduate studies in education as reflective practitioners, literate in information and communication technology, and critical thinkers committed to the human and moral values of lifelong learning, integrity, innovation, civic responsibility, and leadership.

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,
- and adequate knowledge of subject matter taught in elementary schools.

^P) Part-time

Degree Requirements

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

- University General Education Requirements (36 cr.)
 - Humanities (12 cr.): Group I CVSP (3 cr.), Group II CVSP (3 cr.), Humanities I (3 cr.) Humanities II (3 cr.)
 - ENGL 203, ENGL 204; and ARAB 201 or other
 - Social sciences (6 cr.): One course must be an approved General Education course from outside the major.
 - Natural science (6 cr.)
 - Quantitative thought (3 cr.)
- Education Requirements (39 cr.)
 - Core Education Courses (21 cr.): EDUC 211 or EDUC 216, EDUC 215, EDUC 217, EDUC 219*, EDUC 223, EDUC 230, 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. 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 271¹, EDUC 272, EDUC 273¹, 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 credits¹ in either nutrition or environmental health, and 3 credits in art or music¹
- 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).

1) One of these courses may satisfy an education major's general education requirements.

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 is comprised of 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

These include 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 math 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 practical components of the course requirements, such as the methods courses and practicums.

Admission to the Teaching Diploma Programs

New students should obtain an application from the Office of Admissions 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 Bacculaureate Part II or equivalent,
- has completed a minimum of 111 semester credits,
- and 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),
- and 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 special education diploma program is a 21-credit program designed to help diploma students develop the skills, knowledge, and values needed to specialize in the teaching of children and youth with special educational needs with an emphasis on mild and high incidence exceptionalities: Learning Disabilities (LD) or Giftedness and Talent (G&T). Collaboration and consultation skills will be the cornerstone of the program.

Track One: Learning Disabilities

The Learning Disabilities track is designed to serve the needs of four groups: (1) Teachers who plan to participate in teaching students with learning disabilities in their schools in Lebanon or other Arab countries, (2) teachers who want to learn how to accommodate the weaknesses of LD students in their regular classrooms or other educational settings, (3) trainee teachers employed in non-school settings who want to know how to work with children and youth with learning disabilities, and (4) parents interested in the education of students with learning disabilities. The 21-credit program is designed to develop awareness, positive attitudes, and understanding about teaching students with learning disabilities, as well as competence in curriculum development, delivery, and evaluation.

Track Two: Gifted and Talented Education

The Gifted and Talented Education track is designed to serve the needs of four groups: (1) Teachers who plan to participate in the education of identified gifted and talented students in their schools in Lebanon or elsewhere in the Arab world, (2) teachers who want to learn how to accommodate the unique needs of gifted and talented students in their regular classrooms, (3) trainee teachers employed in non-school settings who want to know how to work with gifted and talented children and youth, and (4) parents interested in gifted and talented education. The 21-credit program is designed to develop awareness, positive attitudes, and understanding about teaching gifted and talented students, as well as competence in curriculum development, delivery, and evaluation.

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:

Table: Two Tracks of Emphasis in Special Education: Learning Disabilities (LD) or Gifted and Talented (G&T)

Requirements	Track 1: LD Emphasis Area		Track 2: G&T Emphasis Area	
	Course	Course Field & Semester Hours	Course	Course Field & Semester Hours
Core Courses	EDUC 215	3.0; 3 cr.	EDUC 215	3.0; 3 cr.
	EDUC 221	3.0; 3 cr.	EDUC 221	3.0; 3 cr.
	EDUC 222	3.0; 3 cr.	EDUC 222	3.0; 3 cr.
Method Courses (Area of Specialty)	EDUC 280	2.2; 3 cr.	EDUC 280	2.2; 3 cr.
	EDUC 281	5.2; 6 cr.	EDUC 282	5.2; 6 cr.
EDUC 283A	EDUC 283B	0.6; 3 cr.		0.6; 3 cr.
	Total	21	Total	21

Students can choose to pursue both areas of concentration, thereby completing a total of 30 credits.

Prerequisites (6 cr.)

- PSYC 201 or PSYC 215
- EDUC 225 or PSYC 210

Prerequisite courses are only for non-education majors

Requirements (21 cr.)

- Basic Courses (12 cr.) EDUC 215, EDUC 221, EDUC 222, and EDUC 280
- Methods Courses (9 cr.) EDUC 281, EDUC 282, and EDUC 283A or EDUC 283B

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.)	Block B (6 cr.)
May be taken concurrently with the bachelor's degree	Can only be taken after the bachelor's degree
EDUC 211 or EDUC 216	EDUC 214 (Management in Practice)
EDUC 212	EDUC 224 (Instructional Supervision)
EDUC 213	
EDUC 226	
EDUC 230	

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	Humanities	Education and Social Sciences	Subject Matter	Natural Sciences	Quantitative Thought
<ul style="list-style-type: none"> Lecture Courses⁹ + 15 + 27 + 12 + 6 + 3 	<ul style="list-style-type: none"> Required Arabic course (3) Required English courses: ENGL 203(3), ENGL 204(3) 	<ul style="list-style-type: none"> Required in the humanities (12 cr.) Group I CVSP (3), Group II CVSP (3) Humanities I (3) Humanities II (3) Elective (3): Art or Music 	<ul style="list-style-type: none"> Required Education Courses: (21 cr.) EDUC 211(3) or EDUC 216(3); 215(3); 217(3); 219(3); 223(3); 230(3); 231(3); One social science must be an approved General Education course from outside the major 	<ul style="list-style-type: none"> Required courses (12 cr.) depending on specialization 	<ul style="list-style-type: none"> Required Natural Science courses (6 cr.) from the approved General Education courses 	<ul style="list-style-type: none"> Required Quantitative Thought courses (3 cr.) from the approved General Education courses
<ul style="list-style-type: none"> Seminar (6) 			<ul style="list-style-type: none"> EDUC 291(3); EDUC 292(3) 			
<ul style="list-style-type: none"> Laboratory/Research Project (12) 			<ul style="list-style-type: none"> One pair of: EDUC 240/251 (6); 245/251 (6); 252/257 (6); 228/229 (6); 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 education 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 education 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.)

Course Descriptions

- 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.**
This course examines how to use technology to support teaching and learning. This course is designed to prepare students to integrate a variety of computer-based technologies into the K-12 curriculum such as Web 2.0 (blogs, wikis, google apps), spreadsheets, and slideshows implemented through lesson activities. *Students can get credit for only one of CMPS 206, CMPS 209, or EDUC 219. Annually.*
- EDUC 220 Instructional Media and Techniques 2.2; 3 cr.**
This course explores the use of Interactive White Boards (IWBs) and other interactive instructional media techniques in education. This course will equip students with knowledge and skills to create effective and interactive lessons and activities that enhance teaching and learning. Media techniques and principles are implemented

through activities and projects appropriate to use for all majors. *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 intellectual disabilities, learning disabilities, emotional and behavioral disturbance, communication disorders, visual impairment, hearing impairment, physical disabilities, autism spectrum disorder, 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. *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. *Students who receive credit for EDUC 225 cannot receive credit for PSYC 210. Annually.*

EDUC 226 Personnel Management and Development 3.0; 3 cr.
A course on 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. *Annually.*

EDUC 227 Statistics in Education 3.0; 3 cr.
A course on descriptive statistics, correlation, prediction, and statistical inference as applied to educational situations. *Students who receive credit for this course cannot receive credit for any other introductory statistics course, such as STAT 201, STAT 210, STAT 230, 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.
A course on 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 Problem Solving in Arithmetic and Algebra 3.0; 3 cr.
A course that focuses on using problem solving as an integral constituent of mathematics teaching in elementary and intermediate school mathematics. The purpose of the course is to support students in developing a deep understanding of mathematical concepts and procedures in arithmetic and algebra. *Annually.*

EDUC 272 Problem Solving in Probability, Statistics and Geometry 3.0; 3 cr.
A course that focuses on using problem solving as an integral constituent of mathematics teaching in elementary and intermediate school mathematics. The purpose of the course is to support students in developing a deep understanding of mathematical concepts and procedures in probability, statistics and geometry. *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 1.0-3.0; 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: music for elementary teachers, visual arts for elementary teachers, and trends in early childhood education. 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.
A course on 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 213. 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.

EDUC 228 The Teaching of Art in Elementary School 2.2; 3 cr.
A course on the 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 cannot receive credit for both EDUC 237 and HCPH 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 HCPH 203, Communication for Health Professionals. *Students cannot receive credit for both EDUC 238 and HCPH 203. Prerequisite: EDUC 237. Annually.*

EDUC 240 The Teaching of Arabic in Elementary Schools 2.2; 3 cr.
A course on the 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.
A course on 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.
A course on 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.
A course on the 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 2.2; 3 cr.
in Elementary School

A course on 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.

A course on 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. *Prerequisite: EDUC 246. Annually.*

EDUC 249 The Teaching of Social Studies I 2.2; 3 cr.

A course on 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.

A course on the 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.

A course on the 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.

A course on the 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 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 Behavior Modification and Classroom Management 3.0; 3 cr.**
The application and analysis of behavior change techniques with exceptional learners in various educational settings. Theories and applications of individual and group behavior management plans are emphasized. *Prerequisite: Either EDUC 221 or EDUC 222; pre- or corequisite: EDUC 222. Annually*
- EDUC 281 Learning Disabilities: Concepts, Identification, 5.2; 6 cr.**
and Program Development
Current theories, identification models and instructional practices are analysed and implemented into newly developed and/or existing interdisciplinary units of instruction that provide differentiated learning for students with learning disabilities. *Prerequisite: Either EDUC 221 or EDUC 222; pre- or corequisite: EDUC 280. Annually.*
- EDUC 282 Gifted and Talented Learners: Concepts, Identification, 5.2; 6 cr.**
and Program Development
Current theories, identification models and instructional practices are analysed and implemented into newly developed and/or existing interdisciplinary units of instruction that provide differentiated learning for gifted and talented students. *Prerequisite: Either EDUC 221 or EDUC 222; pre- or corequisite: EDUC 280. Annually.*
- EDUC 283A Practicum in Special Education 0.6; 3 cr.**
Supervised teaching experience to develop and demonstrate teaching competence for children with learning disabilities. *Corequisite: EDUC 281 or EDUC 282. Second semester. Annually.*
- EDUC 283B Practicum in Special Education 0.6; 3 cr.**
Supervised teaching experience to develop and demonstrate teaching competence for gifted and talented children. *Corequisite: EDUC 281 or EDUC 282. Second semester. Annually.*