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| School | School of Education | |
| Major | Masters of Education in Curriculum Design | |

| Core Requirements | | | |
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| Code | Title | Credits | Description |
| EDUC510 | Classroom Management | 3 | This course focuses on a wealth of information about classroom management strategies that successful teachers use to lead students to be on task and engaged in lessons. Theory and practice of classroom management: organization of physical facilities, grouping strategies, and general routine; student control and classroom climate for the individual and for the group; child development; and understanding the stages of development and counseling are examined. |
| EDUC520 | Philosophy of Education | 3 | The course is a seminar that overviews the development of educational thought and practice through primary sources. Selected problems and representative thinkers from various periods will be examined with special emphasis on contemporary educational practices. The course focuses on the relation of philosophies of education to boarder social, political, and moral theories. |
| EDUC540 | Sociology of Education | 3 | This course examines common problems facing educational systems around the world as the result of global economic, social, and cultural forces. Issues related to structures and processes related to educational change, will be analyzed in specific regional, national and local contexts. |
| EDUC535 | Lebanese Educational System | 3 | This course examines the history of the Lebanese curriculum. It will study the impact of the changes that have been implemented and the effect of the new curriculum on students school performance. |
| EDUC555 | Adv. Methods of Teaching | 3 | The course connects two areas in education. One is the research on how teaching influences learning, which includes a wide range of studies on topics such as teacher and student thinking, constructivist views of learning, teaching for understanding, and the importance of social interaction in learning. Teaching methodology, the second area addressed in this course, is translated into teaching strategies that are theoretically sound, yet practical and usable. |
| EDUC565 | Assessment & Evaluation | 3 | Students will be exposed to major concepts in assessment such as: reliability, validity, and bias. They will have an opportunity to practice construction of teacher-made tests, treatment of scores, and assignment of grades. |
| EDUC550 | Research Methodology in Education | 3 | This course is designed for students who are beginning their dissertation projects. The aim of the course is to give students the tools to conceptualize their theses in terms of research questions and design, methodology, data collection and qualitative analysis. In doing so, this course focuses more narrowly on the issues, problems, and strategies related to [small-N] qualitative research, for the most part setting aside the techniques of large-N statistical analysis, which are best taught in a separate course. Students will read and discuss texts related to theory formation and hypothesis testing; creating proxies and measurement; descriptive and causal inference; longitudinal, comparative and case study research; field data collection; working with texts and analyzing qualitative data; and, finally, dissertation write-up. |
| EDUC560 | Integrating Technology into Education | 3 | This course explores technology integration strategies in education, and prepares future teachers to use technology as a powerful tool to enhance learning. The course also presents an overview of some learning theories and their implication on learning, and examines different technologies that can be used in the educational field, including visual media, audio media, computer tools, internet resources, multimedia applications, and instructional software. |
| Major Requirements | | | |
| Code | Title | Credits | Description |
| EDUC600 | Curriculum Design & Evaluation | 3 | The course promotes the identification of curriculum issues in the field of education and encourages students to develop effective curriculum models to meet the challenge of implementing an instructional program in today's multicultural and diverse educational system. A comprehensive analysis of the process of curriculum development is presented through a thorough examination of its theoretical dimensions. The relationship between curriculum, assessment and instruction is then explored enabling students to research various curriculum models and pedagogies and demonstrate methods of evaluating instructions and curricula. |
| EDUC630 | Curriculum and Instruction | 3 | Focuses on curriculum: knowledge and strategies for selecting new and/or implementing current district academic programs, and instruction: envisioning and enabling instructional and auxiliary programs for improvement of teaching and learning. |
| EDUC615 | Standards Based Assesment | 3 | |
| EDUC695 | Graduate Research Thesis | 6 | This is an independent graduate research with the supervision of a faculty member. Documented work is to be [defended] at the end before a committee. |