

Master of Arts Programs in the Faculty of Social and Behavioral Sciences

Admission Requirements to the Education and Psychology Graduate Program

The applicant must satisfy the standards for admission into graduate program. In addition, the applicant must have taken or take 16 credits in undergraduate Education courses or Psychology courses, including statistics and research literacy. The cumulative grade average of the applicant's undergraduate courses in the emphasis areas should be 80 or above.

General Requirements for the Master of Arts in Education or Psychology

A minimum of 33 graduate credit hours is required to earn a Master's degree. The graduation requirements include the following:

A- Comprehensive Examination. After a student has completed at least 21 credits of graduate course requirements including a research methodology course, he/she must sit for an evaluation of knowledge in the field, its methodology, and its relation to other areas. The comprehensive examination will also test the student's skill in organizing and presenting material irrespective of the field of study. The grade for the comprehensive exam is given as Pass (P) or Fail (F). It is not included in the general average. If a student fails the exam, he/she will be given one chance to retake the exam within a period of two to four months of the first examination. If a student fails a second time, he/she will be dropped from the graduate program.

B- Thesis. The thesis must reflect the student's skills and efficacy in conducting independent research, reporting it, and defending the research and findings to a thesis committee and the public. The thesis must be a contribution to the field. The thesis is to be written in English. It should follow the scientific research report format of the latest edition of the APA. For details, refer to Graduate Handbook.

Master of Arts in Education Program

The Department of Education offers the Master of Arts degree in Education. The program with its various areas of emphasis in Educational Administration and Supervision, Special Education, and School Counseling is designed to prepare leaders in the respective fields and provide solid grounds for those who may choose to pursue higher degrees.

The program in Educational Administration and Supervision is directed towards students and teachers as well as those who already hold administrative positions in schools and who wish to improve their professional skills.

The programs in School Counseling/Special Education prepare students to work as psychological counselors/special educators in schools

On completion of their programs, students will be able to:

- Analyze and apply current trends and issues in education;
- Engage in critical and reflective analysis to integrate and apply a variety

- of research-based methods, materials, and processes;
- Conduct research to contribute to the wider education community.

M. A. in Education - Emphasis Educational Administration and Supervision

Core Requirements (33 cr.)

EDU 301	Research Methods in Education	3 cr.
EDU 302	Tests and Measurements	3 cr.
EDU 304	Philosophy of Education	3 cr.
EDU 305	Theory and Design of Curriculum	3 cr.
EDU 308	Educational Administration	3 cr.
EDU 312	Sociology of Education	3 cr.
or		
EDU 323	Educational Policy Formulation	3 cr.
EDU 316	Personnel Management in Educational Institutions	3 cr.
or		
EDU 327	School Finance and Law	3 cr.
EDU 399	Thesis	6 cr.

Electives in Education or Psychology (6 cr.)

To be approved by the advisor

M. A. in Education - Emphasis Special Education

Core Requirements (33 cr.)

EDU 301	Research Methods in Education	3 cr.
EDU 302	Tests & Measurements	3 cr.
EDU 321	Guidance & School Counseling for Children & Youth	3 cr.
EDU 324	Special Topics	3 cr.
EDU 330	Education & Psychology for the Exceptional Child	3 cr.
EDU 331	Working with Families with Special Needs	3 cr.
EDU 332	Assessing Children With Special Needs	3 cr.
EDU 333	Programming for Children with Special Needs	3 cr.
EDU 335	Special Education Supervised Practicum	3 cr.
EDU 399	Thesis	6 cr.

M. A. in Education - Emphasis Counseling

Core Requirements (27 cr.)

EDU 301	Research Methods in Education	3 cr.
EDU 319	Career Counseling & Development	3 cr.
EDU 321	Guidance & School Counseling	3 cr.
EDU 322	Theories & Procedures of Psychological Counseling	3 cr.
EDU 328	Counseling Supervised Practicum	3 cr.
EDU 399	Thesis	6 cr.
PSY 326	Psychopathology II	3 cr.
PSY 332	Clinical Assessment	3 cr.

Graduate Elective

(6 cr.)

To be approved by the advisor

Education Graduate Courses

EDU 301 Research Methods in Education (3 cr.)

The course involves an exploration of various approaches to educational research. The students develop knowledge and skills necessary for designing and conducting research as well as reporting findings.

EDU 302 Tests and Measurements (3 cr.)

(Equivalent to PSY 302)

A critical study of the construction of various types of tests plus problems in construction and validation. A comprehensive coverage of reliability and validity is an essential part of this course.

EDU 304 Philosophy of Education (3 cr.)

Major educational philosophies are explored in terms of their impact on the educational system and policies. The pros and cons of their impact on societal and political orders will also be examined.

EDU 305 Theory and Design of Curriculum (3 cr.)

An exploration of the philosophical, historical, psychological, and social foundations of curriculum with emphasis on a critical analysis of the contemporary issues in school curriculum including reform efforts and their application into current curriculum design.

EDU 308 Educational Administration (3 cr.)

The study of the various approaches to organizing and managing an educational structure. Emphasis is placed on implications for our school systems.

EDU 312 Sociology of Education (3 cr.)

An analysis of an educational system and its relation to other systems. The main focus will be on the ideology of the system, the interrelationships of the various occupations, special problems of urban schools, and the socialization of children.

EDU 316 Personnel Management (3 cr.)

Focus on management of human resources with particular attention given to methods of selection, placement, and evaluation of administrative, instructional, and support personnel.

EDU 318 Seminar in Educational Leadership (3 cr.)

An in-depth study of group dynamics and the emergence of the leader. The characteristics of leadership are studied along with social and psychological factors that influence leadership positively or negatively.

EDU 319 Career Counseling and Development (3 cr.)

An overview of theories of career development. In addition, methods of assessment in career counseling, personnel selection, and performance evaluation will be explored.

EDU 320 Comparative Education (3 cr.)

A study of a number of Western and non-Western educational systems that have had an influence on current systems. Focus on historical, political, economic, and social forces which influence today's educational systems.

EDU 321 Guidance and School Counseling for Children & Youth (Equivalent to PSY 321) (3 cr.)

Principles and practice in the guidance of children and adolescents. Identification of problems, understanding the development processes of students within the school, family and community contexts. Role of guidance counselor in creating preventive interventions as well as crisis and rehabilitative intervention will be explored.

EDU 322 Theories and Procedures of Psychological Counseling (3 cr.)

An in-depth study of theories in counseling and psychotherapy as well as practical skills techniques employed in educational, vocational and personal counseling. Practice in clarifying, understanding and responding to clients' problems.

EDU 323 Educational Policy Formulation (3 cr.)

A major focus is the policy adoption process. All factors influencing the decisions which affect educational policies at the ministerial level and in schools are studied. Various practices in other countries are researched and explored.

EDU 324 Special Topics (3 cr.)

To be announced at the time of the course offering. Topics are selected according to faculty and student interest. May be given in seminar or tutorial form. The course consists of directed readings and a project.

EDU 325 Issues in Educational Administration and Supervision (3 cr.)

Opportunities to develop and refine administrative and supervisory skills in relation to their interpretation of the changing environment. Contemporary problems, innovations, trends, and organizational structures and logistics are reviewed and analyzed.

EDU 327 School Finance and Law (3 cr.)

An analysis of general legal financial, and policy topics that impact the day-to-day operation of schools. Explains assumptions of educational finance and covers several models of education finance.

EDU 328 Counseling Supervised Practicum (3 cr.) (Equivalent to PSY 328)

Supervised practice of the students' performance within an assigned schedule in a given school, clinic or hospital. Program and procedure to be jointly planned by the instructor and the student.

EDU 329 Group Dynamics: Theory and Practice (3 cr.) (Equivalent to PSY 329)

Advanced study of theories of group dynamics. In addition, students will be asked to participate as members of an experiential group where they have the opportunity to learn more about issues of leadership, authority, power as well as

intergroup and interpersonal processes.

EDU 330 Education & Psychology for the Exceptional Child (3 cr.)

Analysis of the relevant educational characteristics of students with disabilities and the various effects of such exceptionalities on learning and learning environments. Topics include assessment and programming issues as well as a description of the services available to children with special needs, both in Lebanon and abroad.

EDU 331 Working with Families with Special Needs (3 cr.)

A critical review of the literature and practices related to working with families. Topics include: conferencing, parent education, special needs of families with children with disabilities, and school-home collaboration.

EDU 332 Assessing Children with Special Needs (3 cr.)

Critical review of different types of assessment tools and measures as well as direct application of these tools. Such tools include, but are not limited to, norm and criterion referenced tests and observations.

EDU 333 Programming for Children with Special Needs (3 cr.)

Provides students with skills on how to prepare programs for children with special needs. Emphasizes the importance of planning such programs with parents, appropriate professionals (speech therapists) and when possible, the student himself. It further exposes the different approaches to intervention; center-based, home-based, etc.

EDU 335 Practicum in Special Education (3 cr.)

This course offers students field experience in Special Education. It provides the students the opportunity to experience, in depth, the full role and meaning of teaching Exceptional Children in a school setting. Experiences include planning for instruction, developing classroom teaching competencies and skills, evaluating exceptional student's progress, participation in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.

EDU 399 Thesis (6 cr.)

A major research project conducted, reported, and defended by the student after the completion of course work and successful passing of comprehensive exams. Prerequisite: Comprehensive Exam.