Faculty of Social and Behavioral Sciences

Chair: Hagop A. Yacoubian, Ph.D.

Mission

The Faculty of Social and Behavioral Sciences (SBS) provides culturally and contextually relevant educational curricula that prepare students for careers in governmental and non-governmental sectors as well as for graduate and professional studies. Our programs equip students with the fundamental knowledge, competencies, skills, and attitudes to work as early childhood educators, elementary and secondary teachers, special educators, and social workers as well as for careers in the fields of psychology and politics.

The Faculty of SBS offers the following academic programs:

Undergraduate Degrees

- Bachelor of Arts in Education, three emphases: Early Childhood Education, Elementary Education, and Special Education
- Bachelor of Arts in Psychology
- Bachelor of Arts in Social Work
- Bachelor of Arts in Political Science
- Christian Education (B.A.C.E. degree) given in cooperation with the Near East School of Theology.

Postgraduate Degree

- Normal Diploma

Graduate Degrees

- Master of Arts in Education
- Master of Arts in Psychology

The SBS also offers minors in Education, Psychology, and Political Science.

All of these academic programs are intended to satisfy the students' intellectual curiosity and provide knowledge and training that reflect the ethical values of the University. In addition, the programs are designed to foster the development of critical thinking and open-mindedness in the student.

Upon completion of the course and degree requirement, SBS students are expected to:

- Demonstrate knowledge of the influences of social, educational, economic, and political institutions in shaping human thought, value, and behavior.
- Apply analytical, critical thinking and communication skills necessary to understand and influence the world in which they live.
- Serve as advocates who will act on behalf of children, family, and underprivileged community members to improve the quality of their lives.

Education

The Department of Education offers a B.A. in Education with emphases in Early Childhood Education, Elementary Education, and Special Education. It also offers a minor in Education and the Normal Diploma. In addition, M.A. degree in Education is offered with emphases in Educational Administration and Supervision, Special Education, and School Counseling.

UNDERGRADUATE

The Education program prepares students to:

- Create caring, respectful, and supportive learning environments for all students.
- Demonstrate skills in observation, documentation, and assessment of students' progress.
- Develop the professional knowledge, skills, and professional dispositions necessary to help all students learn.
- Develop pedagogical content knowledge relevant to early childhood and elementary school.
- Build and maintain positive, productive, and reciprocal relationships with children, families, and colleagues.
- Develop professional ethics, responsibility, and positive attitudes towards the teaching profession.
- Develop a personal philosophy and an overall vision of teaching.
- Reflect critically and creatively on teaching and learning.

To enroll in the Education major, the student must earn a grade of 70 or above in EDU 201. To qualify for a B.A. in Education, the student must complete at least 97 credits of requirements. These credits include the general university requirements, the core department requirements, and the additional requirements pertaining to the level and field of his or her chosen subject area(s) of specialization.

The Department also offers a minor. The following are the Education minor requirements:

- A cumulative average of 70 in all Education courses.
- Successful completion of 18 credits: EDU 201, ECE 201, EDU 221, EDU 232, EDU 247 and one elective education course.

Students minoring in Education should complete at least 9 credits of their minor at Haigazian University and score a minimum grade of 70 in EDU 201. For more details regarding minors, kindly refer to the Minors section of the catalog.

B. A. in Education (Early Childhood and Elementary)

I - General Education (30 cr.)

Core requirements for all HU students are listed on page 58.

II - Education Core Requirements for both Early Childhood Education and Elementary Education (37 cr.)

Students are required to take these three courses (EDU 201, 202, and PSY 201) during the sophomore year.

EDU 201	Fundamentals of Education	3 cr.
EDU 202	Basic Statistics for Social and Behavioral Sciences	3 cr.
EDU 205	Research Literacy	1 cr.
EDU 206/ECE 206	Children's Literature	3 cr.
EDU 218	Observation and Internship	3 cr.
EDU 221	Classroom Dynamics	3 cr.
EDU 223	Evaluation and Testing	3 cr.
EDU 224	Principles of School Counseling	3 cr.
EDU 229	Special Education	3 cr.
EDU 232	Instructional Media and Techniques	3 cr.
EDU 295/ECE 290	Education Senior Study	3 cr.
PSY 201	General Psychology	3 cr.
PSY 221/ECE 207	Psychology of the Child	3 cr.

Holders of Lebanese Literature and Humanities Baccalaureate, Economics and Sociology Baccalaureate, and Technical Baccalaureate or their equivalent are required to take MAT 100.

III - Emphasis Area :
Students choose either Option A or Option B

Option A - Emphasis Area Requirements in Early Childhood Education

Emphasis Requirements for Early Childhood Education		**(24 cr.)**
ECE 201	Contemporary Trends in ECE	3 cr.
ECE 208	Planning and Administering of ECE Programs	3 cr.
ECE 211	Curriculum Planning in ECE	3 cr.
ECE 212	Practicum in ECE	3 cr.
ECE 214	Creative Activities in the Early Childhood Classroom	3 cr.
ECE 235	Teaching Science and Math in ECE	3 cr.
ECE 236	Teaching Language Arts and Social Studies in ECE	3 cr.
PSY 242	Stress Management	3 cr.

EDU/ECE Electives **(6 cr.)**

Option B- Emphasis Requirements for Elementary Education.

I- Emphasis Requirements for Elementary Education		**(15 cr.)**
EDU 207	Teaching Reading in Elementary Schools	3 cr.
EDU 215	Practicum in Elementary Schools	3 cr.
EDU 241	Introduction to Educational Administration	3 cr.
EDU 247	The School and the Social Order	3 cr.

Students choose one of the following method courses depending on their subject matter concentration:

EDU 203	The Teaching of Art	3 cr.
EDU 204	The Teaching of Music	3 cr.
EDU 208	Teaching Social Studies in Elementary Schools	3 cr.
EDU 209	Teaching Language Arts in Elementary Schools	3 cr.
EDU 211A	Teaching of English as a Second or Foreign Language	3 cr.
EDU 214	Teaching Math and Science in Elementary Schools	3 cr.

II- Emphasis Requirements for Subject Area

Students take either PSY 222 or PSY 242 and 4 courses selected from one of the subject area groups below:

Suggested Subject Area Requirements (Choose one of these options).

1. Arabic /Social Sciences

12 credits from these in addition to university requirements and at least one course from each subgroup:

Arabic- ARA 212, ARA 213, ARA 230, ARA 238, ARA 242

Social Sciences - BAD 201, ECO 203, PSC 215, PSY 204, PSY 220, PSY 232, SOC 201, SOC 241, SOW 201.

2. English /Social Sciences

12 credits from these in addition to university requirements and at least one course from each subgroup:

English - ENG 203, ENG 204, ENG 205A, ENG 226, ENG 227, ENG 228, ENG 229, ENG 232, ENG 234.

Social Sciences - BAD 201, ECO 203, PSC 215, PSY 204, PSY 220, PSY 232, SOC 201, SOC 241, SOW 201.

3. Armenian/Social Sciences

12 credits from these in addition to university requirements and at least one course from each subgroup:

Armenian - ARM 203, ARM 204, ARM 211, ARM 212

Social Sciences - BAD 201, ECO 203, PSC 215, PSY 204, PSY 220, PSY 232, SOC 201, SOC 241, SOW 201.

4. Math/Science*

EDU 226 and EDU 227 and any 6 credits from the below list (at least one course from each subgroup):

Math - MAT 201, MAT 202, MAT 209, MAT 213.

Sciences - BIO 200, BIO 201, BIO 235, CHY 200, NSD 201, PHY 210, PHY 235.

** Students must take EDU 226 and EDU 227 in their sophomore year.*

** Students who do not have a scientific background should follow university admission requirements.*

** Students who take BIO 201 are not allowed to take BIO 225 as a university science requirement.*

5. Art/ Music

12 credits from these in addition to university requirements:

ARM 274, ART 201, ART 230, ART 231, ECE 202, MUS 201, MUS 213, MUS 215, MUS 216, MUS 217, MUS 219, MUS 222, MUS 266.

B. A. in Education (Special Education)

I - General Education (30 cr.)

Core requirements for all HU students are listed on page 58.

II - Education Core Requirements (37 cr.)

Students are required to take these three courses (EDU 201, 202, and PSY 201) during the sophomore year.

ECE 201	Contemporary Trends in ECE	3 cr.
EDU 201	Fundamentals of Education	3 cr.
EDU 202	Basic Statistics for Social and Behavioral Sciences	3 cr.
EDU 205	Research Literacy	1 cr.
EDU 206	Children's Literature	3 cr.
EDU 224	Principles of School Counseling	3 cr.
EDU 232	Instructional Media and Techniques	3 cr.
EDU 295	Education Senior Study	3 cr.
PSY 201	General Psychology	3 cr.
PSY 221	Psychology of the Child	3 cr.
SPE 201	Special Education	3 cr.

EDU/ECE Electives 6 cr.

Holders of Lebanese Literature and Humanities Baccalaureate, Economics and Sociology Baccalaureate, and Technical Baccalaureate or their equivalent are required to take MAT 100.

III - Emphasis Requirements (30 cr.)

SPE 205	Building Child, Family and Community Relationships	3 cr.
SPE 210	Typical and Atypical Development I	3 cr.
SPE 211	Typical and Atypical Development II	3 cr.
SPE 219	Observation and Internship in Special Education	3 cr.
SPE 222	Learning Disabilities	3 cr.
SPE 230	Assessment in Special Education	3 cr.
SPE 235	Curriculum and Methods in Special Education	3 cr.
SPE 252	Practicum in Special Education	3 cr.
SPE 285	Challenging Behavior in the Classroom	3 cr.
SPE 295	Seminar in Special Education	3 cr.

The Normal Diploma Program (Teaching Diploma)

Students who successfully complete this program receive the Normal Diploma.

Upon completion of the Normal Diploma, students will be able to:

- Develop pedagogical knowledge about student learning, classroom management, lesson plan development and implementation, and student evaluation.
- Develop the dispositions and skills of critical reflection that will support life-long learning in their field.

The Normal Diploma Program can be completed during or after academic preparation for the B.A. degree at HU. The program comprises 24 credits in education and psychology. To qualify, a student must meet all of the requirements listed below:

1. Qualify for a B.A. or B.S. degree from Haigazian or the B.Th. degree from the Near East School of Theology (NEST). Students from NEST receiving the B.Th. degree must have their request for the Normal Diploma endorsed by the Academic Committee of NEST and must have passed the English entrance examination.
2. To receive the equivalence from the Lebanese Ministry of Education for the Normal Diploma, a student must have completed 112 credit hours of 200-level courses towards his/her B.A. or B.S., including the Normal Diploma requirements.
3. Holders of bachelor's degrees from other colleges and universities have to take 24 credit hours of Normal Diploma requirements, of which 18 should be at Haigazian University.
4. Have an average of 70 or more in the required courses.
5. Complete the following Normal Diploma courses:

Core Courses for the Normal Diploma		**(18 cr.)**
EDU 201	Fundamentals of Education	3 cr.
EDU 218	Observation and Internship	3 cr.
EDU 221	Classroom Dynamics	3 cr.
EDU 223	Evaluation and Testing	3 cr.
EDU 232	Instructional Media and Techniques	3 cr.
PSY 201	General Psychology	3 cr.

A- Secondary Level Teaching the Methods course relates directly to their subject matter concentration. **(6 cr.)**

EDU 211	Methods of Teaching in Secondary Schools	3 cr.
EDU 212	Practicum in Secondary Schools	3 cr.

Students interested in secondary teaching need to have a B.A./B.S. in the area of specialization and then complete the Normal Diploma Program.

B- Elementary Level Teaching		**(6 cr.)**
EDU 215	Practicum in Elementary Schools	3 cr.

Students choose one of the following method courses depending on their subject matter concentration:

EDU 203	The Teaching of Art	3 cr.
EDU 204	Teaching of Music	3 cr.
EDU 208	Teaching Social Studies in Elementary Schools	3 cr.
EDU 209	Teaching Language Arts in Elementary Schools	3 cr.
EDU 211A	Teaching of English as a Second or Foreign Language	3 cr.
EDU 214	Teaching Math and Science in Elementary Schools	3 cr.

C- Early Childhood Level Teaching		**(6 cr.)**
ECE 211	Curriculum Planning in ECE	3 cr.
ECE 212	Practicum in ECE	3 cr.

Normal Diploma Program in Special Education

The Normal Diploma in Special Education prepares students to:

- Teach children and adolescents with a range of disabilities including intellectual, physical, sensory, behavioral and psychological disabilities.
- Use assistive technologies for intervention in regular classrooms.
- Prepare special education assessments and evaluations.
- Design special education curricula.
- Work with multidisciplinary specialists in a specialized center or in inclusive education.

Normal Diploma in Special Education		**(27 cr.)**
EDU 232	Instructional Media and Techniques	3 cr.
SPE 201	Special Education	3 cr.
SPE 210	Typical and Atypical Development I	3 cr.
SPE 211	Typical and Atypical Development II	3 cr.
SPE 219	Observation and Internship in Special Education	3 cr.
SPE 222	Learning Disabilities	3 cr.
SPE 230	Assessment in Special Education	3 cr.
SPE 235	Curriculum and Methods in Special Education	3 cr.
SPE 252	Practicum in Special Education	3 cr.

Early Childhood Education, Education, and Special Education Undergraduate Courses

ECE 201 Contemporary Trends in ECE (3 cr.)

In-depth examination of the philosophical foundations of early childhood education emphasizing developmentally appropriate practices, constructivism, and integrated learning for young children. Corequisite: EDU 201 and PSY 201.

ECE 202 The Teaching of Art (3 cr.)

(Equivalent to EDU 203)

Guiding art experiences; state-of-art skill development, scribbles, basic forms, first drawings, color selection, various art supplies and tools appropriate for that age.

ECE 205 Cognitive Development (3 cr.)

The study of thinking, memory, language perception, moral reasoning, theories of Piaget, Vygotsky, Kholberg, information processing approach, intelligence, and psychometrics. Prerequisite: PSY 201.

ECE 206 Children's Literature (3 cr.)

(Equivalent to EDU 206)

A survey and a critical study of the many genres of literature that exist children from birth to adolescence. Includes examination and discussion of what makes a book "good" and/or appropriate, exploration of writing styles and techniques for various age groups, and the methods of teaching children's literature in educational settings. Prerequisite: EDU 20l.

ECE 207 The Psychology of the Young Child (3 cr.)

(Equivalent to PSY 221)

A broad coverage of all aspects of the development of the child (birth to pre-puberty). Emphasis on theories of cognitive and personality development in accordance with their current status and implications for parenting, day care, and schooling. Prerequisite: PSY 201.

ECE 208 Planning and Administration of ECE Programs (3 cr.)

Study of administrating and planning for ECE programs in infancy,toddlerhood, and pre-school including nursery schools, kindergarten and day-care centers. Special attention to creating and designing programs for children from birth to age six. Prerequisite: ECE 201 and Junior Standing

ECE 211 Curriculum Planning in ECE (3 cr.)

Study of the purpose, function, and impact of various curriculum models for young children (birth to age 8), Includes understanding children's development

areas and their implications for curriculum development, Include constructing developmentally appropriate curriculum and examining appropriate physical and psychological environments. Other areas covered are educational objectives, content and structure, and assessment procedure for creating learning environments. Prerequisite: Junior Standing and one ECE Method course

ECE 212 Practicum in ECE (1,4; 3 cr.)

Practice teaching in early childhood classrooms under the supervision of a classroom teacher and university supervisor. The course supports students in integrating content knowledge with practice. Prerequisite: ECE 211 and EDU 218.

ECE 213 The Teaching of Music (Equivalent to EDU 204 and MUS 216) (3 cr.)

Guiding music and movement experiences: encouraging discovery, encouraging non-participants, selecting songs, creating songs, teaching songs, introducing rhythm instruments and the various movement activities appropriate for that age. Prerequisite: EDU 201.

ECE 214 Creative Activities in the Early Childhood Classroom (3 cr.)

An introduction to a variety of methods and the proper use of materials that support and stimulate children's creativity in early childhood and lower elementary grades. Emphasis is on arrangement of indoor/outdoor space, music and movement, dramatic play and creative media, equipment, use of natural materials, and activities; includes locating, planning, implementing and evaluating creative learning activities.

ECE 235 Teaching Science and Math in ECE (3 cr.)

This course examines the key concepts, content, teaching strategies of math and science for young children. Emphasis is on development and the interrelationship between math and science concepts. Students design learning experiences that use mathematical reasoning and scientific processes . Students will have 10 field hours.

ECE 236 Teaching Language Arts and Social Studies in ECE (3 cr.)

The course explores the methods and materials in organizing and teaching language arts and social studies to young children; Students design learning experiences that integrate language arts and social studies. Students will have 10 field hours. Prerequisite: ECE 201.

ECE 290 Education Senior Study (3 cr.) (Equivalent to EDU 295)

An in-depth examination of and critical inquiry into a selected topic in

education. It synthesizes curricular issues, including the socio-cultural context of teaching and learning, content area instruction, instruction for diverse populations, classroom management, and assessment. This course integrates all aspects of the teacher education program. Prerequisite: Senior Standing in the major and EDU 218.

ECE 292 Selected Topics (3 cr.)

Directed readings in selected topics in Early Childhood Education. Prerequisite: Senior standing or consent of Department Chair.

EDU 101 Introduction to Education (3 cr.)

The course is a beginning course for freshman students who, as active citizens, are seeking better understanding about the complexity and importance of education and who might be considering teaching as a profession. It examines the role of schooling in society and describes the aims and outcomes of education, as well contemporary issues related to the field. It entails a general introduction to effective teaching, quality learning and schooling. It will help students gain a clear understanding of the field as a medium for social change and progress.

EDU 201 Fundamentals of Education (3 cr.)

Introduction to the principal ideas of the discipline of education. It addresses the historical, philosophical, psychological, structural, and social foundations of education.

EDU 202 Basic Statistics for Social and Behavioral Sciences (3 cr.)

Basic descriptive and inferential statistics as applied to the social and behavioral sciences. Concepts are presented in the context of research reporting format. Not open to students who are required to take a statistics course in their major.

EDU 203 The Teaching of Art (3 cr.)
(Equivalent to ECE 202)

Guiding art experiences; state-of-art skill development, scribbles, basic forms, first drawings, color selection, various art supplies and tools appropriate for that age.

EDU 204 The Teaching of Music (3 cr.)
(Equivalent to ECE 213 and MUS 216)

Guiding music and movement experiences: encouraging discovery, encouraging non-participants, selecting songs, creating songs, teaching songs, introducing rhythm instruments and the various movement activities appropriate for that age. Prerequisite: EDU 201.

EDU 205 Research Literacy (1 cr.)

Introduction to the mechanics of writing the research report and training in the analysis of research literature. Prerequisite: EDU 202.

EDU 206 Children's Literature (3 cr.) (Equivalent to ECE 206)

A survey and a critical study of the many genres of literature that exist children from birth to adolescence. Includes examination and discussion of what makes a book "good" and/or appropriate, exploration of writing styles and techniques for various age groups, and the methods of teaching children's literature in educational settings. Prerequisite: EDU 20l.

EDU 207 Teaching Reading in Elementary Schools (3 cr.)

A study of the techniques of teaching the reading process. Emphasis on content, methods, and materials. Topics include types of reading, assessment, reading skills, reading instruction, and motivation for reading . Prerequisite: EDU 221.

EDU 208 Teaching Social Studies in the Elementary School (3 cr.)

A study of the techniques, current practices, and materials used in the teaching of the social studies at the elementary and middle school levels. Topics include theory, lesson planning, interdisciplinary instruction, assessment, a broad overview of content and standards included in the elementary Social Studies curriculum such as geography, economics, citizenship education, character education, history Prerequisite: EDU 221.

EDU 209 Teaching Language Arts in the Elementary School (3 cr.)

This course explores theories, current practices, and materials used in the teaching of the language arts at the elementary and middle school levels. Emphasis is placed on speaking skills, critical listening skills, using literature across the curriculum, and the writing process which includes grammar, spelling, handwriting, word processing and interdependent competencies of Language Arts. Prerequisite: EDU 221.

EDU 211 Methods of Teaching in Secondary Schools (3 cr.)

A study of the aims, principles, methods, and management of instruction in the secondary school. Prerequisite: EDU 221.

EDU 211 A Teaching of English as a Second or Foreign Language (3 cr.)

A course that provides a theoretical background and a foundation in approaches and techniques for the teaching of English as a second or foreign language; the course includes textbook evaluation, classroom observation, lesson plans and micro teaching practices. Prerequisite: EDU 221.

EDU 211B Teaching Science in Secondary Schools (3 cr.)
A course that provides a theoretical background and a foundation in approaches and techniques for the teaching of Science; the course includes textbook evaluation, classroom observation, lesson plans and micro teaching practices. Prerequisite: EDU 221.

EDU 211C Teaching Social Studies in Secondary Schools (3 cr.)
A course that provides a theoretical background and a foundation in approaches and techniques for the teaching of Social Studies; the course includes textbook evaluation, classroom observation, lesson plans and micro teaching practices. Prerequisite: EDU 221.

EDU 211D Teaching Mathematics in Secondary Schools (3 cr.)
A course that provides a theoretical background and a foundation in approaches and techniques for the teaching of Mathematics; the course includes textbook evaluation, classroom observation, lesson plans and micro teaching practices. Prerequisite: EDU 221.

EDU 211E Teaching Arabic in Secondary Schools (3 cr.)
A course that provides a theoretical background and a foundation in approaches and techniques for the teaching of Arabic; the course includes textbook evaluation, classroom observation, lesson plans and micro teaching practices. Prerequisite: EDU 221.

EDU 211F Teaching Armenian in Secondary Schools (3 cr.)
A course that provides a theoretical background and a foundation in approaches and techniques for the teaching of Armenian; the course includes textbook evaluation, classroom observation, lesson plans and micro teaching practices. Prerequisite: EDU 221.

EDU 212 Practicum in Secondary Schools (1,4, 3 cr.)
Critical observation and practice teaching in the subject of specialization conducted in secondary schools under the guidance of the University instructor. Prerequisite: EDU 211 and EDU 218.

EDU 212A Practicum in Secondary School - English (1,4, 3 cr.)
Critical observation and practice teaching of English conducted in secondary schools under the guidance of the University instructor. Prerequisite: EDU 211 and EDU 218.

EDU 212B Practicum in Secondary School - Science (1,4, 3 cr.)
Critical observation and practice teaching of science conducted in secondary schools under the guidance of the University instructor. Prerequisite: EDU 211 and EDU 218.

EDU 212C Practicum in Secondary School - Social Studies (1,4, 3 cr.)
Critical observation and practice teaching of social studies conducted in secondary schools under the guidance of the University instructor. Prerequisite: EDU 211 and EDU 218.

EDU 212D Practicum in Secondary School - Mathematics (1,4, 3 cr.)
Critical observation and practice teaching of mathematics conducted in secondary schools under the guidance of the University instructor. Prerequisite: EDU 211 and EDU 218.

EDU 212E Practicum in Secondary School - Arabic (1,4, 3 cr.)
Critical observation and practice teaching of Arabic conducted in secondary schools under the guidance of the University instructor. Prerequisite: EDU 211 and EDU 218.

EDU 212F Practicum in Secondary School - Armenian (1,4, 3 cr.)
Critical observation and practice teaching of Armenian conducted in secondary schools under the guidance of the University instructor. Prerequisite: EDU 211 and EDU 218.

EDU 213 Teaching Reading and Social Studies in Elementary Schools (3 cr.)
A study of the aims, principles, methods, and management of teaching reading and social studies in elementary classes. Reading includes the concept of emergent literacy, major approaches and materials for reading instruction, types of comprehension, reading/study techniques, vocabulary development, word recognition strategies, and assessment of children's progress. The social studies part includes goals for social studies, curriculum of social studies, social studies tools, planning teaching strategies, assessment and resources. Prerequisite: EDU 221.

EDU 214 Teaching Math and Science in Elementary Schools (3 cr.)
A study of the aims, principles, methods, and management of teaching math and science. Includes the use of computers and laboratories, inquiry and investigation, content, materials and facilities and resolving conflicts in the two area. Prerequisite: EDU 221, EDU 226, and EDU 227.

EDU 215 Practicum in Elementary Schools (1,4; 3 cr.)
Practice teaching in elementary schools under the supervision of a classroom teacher and university supervisor. The course supports students in integrating content knowledge with practice. Prerequisite: Senior Standing in the major and EDU 218.

EDU 218 Observation and Internship (1,4; 3 cr.)

Orients student teachers to the teaching profession and facilitates the development of knowledge, skills, and attitudes where they acquire fuller understanding of the principles and techniques related to a successful teaching career. Students spend time in schools conducting critical observations and assisting cooperating teachers (field experience is included). Prerequisite: For ECE - one methods course or ECE 211. For Elementary - Methods course and at least two subject area emphases.

EDU 221 Classroom Dynamics (3 cr.)

A study of the modern principles of education and their application in preschool, elementary, and secondary schools. Includes examination and discussion of teaching procedures and techniques, classroom management, feedback analysis, and questioning techniques for effective classroom teaching. Prerequisite: EDU 201 and PSY 201.

EDU 223 Evaluation and Testing (3 cr.)

An introduction to the various techniques of evaluation with emphasis on their advantages and disadvantages. Practice in the construction of classroom tests of the objective and the subjective types. Item analysis for content, difficulty, and discriminability is also included. Prerequisite: Junior Standing.

EDU 224 Principles of School Counseling (3 cr.)

An introduction to the field of guidance and counseling. The role of the counselor in school and community settings. The skills required for efficient counseling. Prerequisite: EDU 201 or PSY 201.

EDU 226 Mathematics for Elementary Teachers (3 cr.)

This is a mathematics content course for prospective elementary school teachers. It is designed for prospective elementary teachers to help them learn and do mathematics. It will support students to develop a conceptual understanding of the major mathematical concepts taught at the elementary school. It will enable students to develop their mathematical skills related to problem solving, communication, and reasoning. It also aims to help students better sense the connection between different math concepts, and between math content and real-life situations. This course also aims to initiate the development of students' pedagogical content knowledge and skills relevant to mathematics in the elementary school.

EDU 227 Science for Elementary Teachers (3 cr.)

The course involves an exploration of a number of science concepts that are normally taught in elementary schools. It also invites the learners to develop understandings related to scientific practices, the nature of science, and the

interrelations among science, technology, society and the environment. The students start developing pedagogical content knowledge relevant to elementary school science.

EDU 229 Special Education (3 cr.)
(Equivalent to SPE 201)

The course presents an overview of the nature and needs of individuals with exceptionalities. Definitions, causes, and characteristics, as well as social and educational implications of learning, developmental, and emotional and behavioral disorders are presented. Methods of assessment, instructional modifications and behavioral management techniques that assist individuals in the general education environment are introduced. Current issues related to the education of students with exceptionalities are delineated. Prerequisite: EDU 201 and PSY 201.

EDU 232 Instructional Media and Techniques (3 cr.)

An introduction to the various types of media: visual, , computer-based, and multi media that supports learning in the 21st century with emphasis on their design, production, and utilization in the classroom. Topics include: instructional design principles, knowledge of instructional models, integrating latest emerging technologies such as social networking and Web 2.0 into classroom instruction. Prerequisite: EDU 201.

EDU 235 Psychology of Adolescence
(Equivalent to PSY 222) (3 cr.)

A detailed study of the adolescence experience (puberty to early adulthood). The influence of psycho-social factors and peer group effects on identity search and maturity, as related to schooling and academic achievement. Prerequisite: PSY 201.

EDU 241 Introduction to Educational Administration (3 cr.)

Structural organization of public and private schools. Functions and responsibilities of school officials such as administrators, counselors, faculty, teacher aids, staff, and others. Prerequisite: EDU 201 and Junior Standing.

EDU 247 The School and the Social Order (3 cr.)

Understanding the importance of teaching as a profession in the larger context of social changes: how teaching can influence the direction of change culturally and socially. Contrasts between developed and developing societies; awareness of the interrelationships between the school and the social order. Prerequisite: EDU 201 and Junior Standing.

EDU 292 Special Topics (3 cr.)

Directed readings in selected topics in Education. Prerequisite: Senior Standing or consent of Department Chair.

EDU 295 Education Senior Study (3 cr.)

(Equivalent to ECE 290)

An in-depth examination of and critical inquiry into a selected topic in education. It synthesizes curricular issues, including the socio-cultural context of teaching and learning, content area instruction, instruction for diverse populations, classroom management, and assessment. This course integrates all aspects of the teacher education program. Prerequisite: EDU 218 and Senior Standing.

SPE 201 Special Education (3 cr.)

(Equivalent to EDU 229)

The course presents an overview of the nature and needs of individuals with exceptionalities. Definitions, causes, and characteristics, as well as social and educational implications of learning, developmental, and emotional and behavioral disorders are presented. Methods of assessment, instructional modifications and behavioral management techniques that assist individuals in the general education environment are introduced. Current issues related to the education of students with exceptionalities are delineated. Prerequisite: EDU 201 and PSY 201.

SPE 205 Building Child, Family and Community Relationships (3 cr.)

This course covers the importance of viewing the child within the context of the family, community and culture in which he/she lives. It discusses how an ecological model must be used, when trying to understand the child and the family. It also stresses the importance of understanding the different dynamics that come into play, when discussing children (their growth and development), families and communities (e.g. geographic location, religion, family type…). The course will also discuss the importance of collaboration between home and school/preschool, and will provide students with ways to facilitate such collaboration. Prerequisite: Junior Standing.

SPE 210 Typical and Atypical Devlopment I (3 cr.)

This course provides students with an in-depth knowledge of the developmental pattern of children and especially those at risk or who have a disability. The course will cover all major developmental, educational, sensory and psychiatric disorders that are usually identified in the birth to 8 years period, and the biological, cultural, social and environmental factors. Topics will include giftedness and chronic health conditions/diseases. The course addresses

evidence-based intervention practices that can help young children with developmental disabilities, mental and physical impairments thrive in inclusive classrooms. Prerequisite: SPE 201.

SPE 211 Typical and Atypical Devlopment II (3 cr.)

This course is a continuation of Typical and Atypical Development I. It will cover all major developmental disabilities that are usually identified and diagnosed in the middle childhood and teenage years (8-18 years), and all major mental and psychological disorders that can be identified and diagnosed in the middle childhood and teenage years. Developmental disabilities will include learning disabilities and ADHD. Mental and psychological disorders will include anxiety-based disorders, obsessive-compulsive disorder, depression and bi-polar disorder. The course will also cover giftedness. The course will discuss the definitions, signs and symptoms of these conditions and present an overview of the main intervention and special educational strategies available, both in Lebanon and abroad. These conditions will be looked at through a developmental lens (hence the title typical and atypical development). The course will follow the DSM-5 and ICD-10 criteria for diagnosis. Prerequisite: SPE 210.

SPE 219 Observation and Internship in Special Education (1, 4; 3 cr.)

This is a field experience course which orients student teachers to the teaching profession in Special Education, and facilitates the development of knowledge, skills strategies and attitudes of the principles and techniques related to a successful teaching career in Special Education. Student teachers spend time in schools that have Special Education programs conducting critical observations and assisting cooperating teachers. Prerequisite: SPE 235.

SPE 222 Learning Disabilities (3 cr.)

This course will cover the topic of learning disabilities. It will define all types of learning disabilities (including non-verbal learning disabilities) and provide detailed descriptions of their signs and characteristics. The course will look at how having a learning disability can have an impact on every aspect of the child/teen's life. ADHD and anxiety disorders will also be covered, but only in how they relate to learning disabilities (co-morbidity between learning disabilities and these disorders is high). The course will examine the main intervention and special educational strategies that are used with children with learning disabilities and ADHD, and their impact on the child's development. Prerequisite: SPE 201.

SPE 230 Assessment in Special Education (3 cr.)

This course provides students with an in-depth knowledge of current concepts and issues in the areas of assessment in special education. Assessment

instruments and techniques will be reviewed and discussed. Special attention will be given to norm-referenced and criterion-based assessment tools, as well as alternative tools that are used to conduct authentic assessment of children in special education. Current issues in assessment such as assessing students from diverse background and response to intervention (RTI) will be covered as well as individualized intervention and collaboration with families. Prerequisite: PSY 201.

SPE 235 Curriculum and Methods in Special Education (3 cr.)

Curriculum development, programming, adaptation and delivery for students with exceptionalities: Emphasis is on methods of instruction for learners with exceptionalities, Individualized Education Planning, and adapting instructional techniques, materials, and assessments to meet the needs of learners with exceptionalities in inclusive educational settings. Prerequisite: EDU 221 and SPE 201.

SPE 252 Practicum in Special Education (1, 4; 3 cr.)

This practicum experience is designed to provide pre-service special education teachers the opportunity to demonstrate skills in teaching students with exceptionalities. The appreciation, recognition, and refinement of knowledge and skills developed through professional education methods courses will be demonstrated by participants. Students write an Individualized Education Plan for a child with exceptionality. Students assume total teaching responsibilities of students with exceptionalities for 70 clock hours under the supervision of the school-based mentor teacher and the university supervisor. Prerequisite: SPE 219.

SPE 285 Challenging Behavior in the Classroom (3 cr.)

This course will cover a wide range of topics that are related to challenging behaviors in the school, and specifically in the classroom. Students will learn about the characteristics of children who exhibit all types of challenging behaviors, and how they can deal with and help these students, through the use of practical and evidence-based strategies and approaches. The course will also focus on the prevention of challenging behaviors both inside and outside of the classroom, and on the general topic of classroom management. Finally, special attention will be given to specific intervention and prevention programs and curricula that focus on reducing/preventing challenging behaviors in children.

SPE 292 Special Topics (3 cr.)

Directed readings in selected topics in Special Education. Prerequisite: Senior Standing or consent of Department Chair.

SPE 295 Seminar in Special Education (3 cr.)

In this seminar, contemporary and controversial issues (to be chosen by the students and approved by the instructor) as well as new trends in special education, both in Lebanon and the world, will be discussed and debated. Prerequisite: Senior Standing or consent of Department Chair.