School			
Major	Masters of Education in Teaching English as a Second Language		

Major Requirements

Code	Title	Credits	Description
EDUC695	Graduate Research Thesis I	6	This is an independent graduate research with the supervision of a faculty member. Documented work is to be ï¿½defendedï¿½ at the end before a committee.
EDUC610	Applied Linguistics	3	The course exposes students to language and language use as well as essential issues like: Fist and Second Language Acquisition, teaching methodologies, psycholinguistics, sociolinguistics, bilingualism and language dialects, learning styles and strategies, language variations, and the four language skills: Listening, speaking, reading and writing.
EDUC646	Literacy and Language Development	3	The purpose of this course is to focus on the research on emergent and early literacy development so that teachers may construct well-designed, appropriate literacy learning environments and experiences for young language learners. Because this is an advanced course, students will be expected to have a reading background in early literacy. This course is required for the Reading Specialist Endorsement.
EDUC556	Advanced Methods of Teaching Humanities and Language	3	The course provides an overview of current approaches, issues and practices in the teaching of English to Speakers of Other Languages. The course provides graduate students with a wide sources of teaching principles and classroom activities which teachers can refer to in their own work. The course begins with an introduction to different theroetical perspectives on language teaching and then moves to more practical issues such as teaching the different language skills, syllabus design and materials development, role of technology in the language classroom.

Core Requirements

Code	Title	Credits	Description
EDUC565	Assessment and 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.
EDUC561	Educational Media and Technology	3	This course includes an examination of technology integration techniques using various application tools, instructional software, productivity software, and the Internet. Students will be prepared to identify relative advantages of learning with technology, design and deliver instruction through technology, and meld various media with methods to improve teaching-learning processes.
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.
EDUC551	Research Methodology & Dissertation Preparation	3	The aim of the course is to provide comprehensive understanding of the diverse research methods used in the Social Sciences, and to convey the necessary practical skills required for their application. Through lectures, and discussions, the course will provide students with relevant knowledge of major research methods, their respective uses and usefulness, and their relevance for the study of contemporary Social Science research issues. The course begins with an introduction to research design, encompassing both qualitative and quantitative research methods and their uses, seen in relation to the question of validity. Students will be required to study a Social Science problem, applying their knowledge and skills to this problem throughout the course. Techniques for data collection and analyses of interviews, questionnaires, observation, and database material will be discussed. Development of the skills required for both written and oral dissemination of results is also a key feature of this course."

EDUC511	Classroom Dynamics	3	This course is designed to equip teachers with the necessary knowledge and skills to effectively manage a classroom environment that fosters learning, respect, and positive student behavior. Throughout the course, students will explore various theories, techniques, and strategies that are proven to promote student engagement and academic success while maintaining a safe and orderly classroom environment. The course begins with an introduction to the principles of classroom management, including the importance of establishing clear expectations and rules, creating a positive classroom culture, and building relationships with students. Students will also learn how to use positive reinforcement and motivation to encourage desired behaviors and academic progress. In subsequent modules, the course will cover a range of topics related to classroom management, including classroom organization, instructional strategies, student assessment, and intervention techniques. Students will learn how to manage various types of behavior, including disruptive behavior, off-task behavior, and challenging behavior. They will also learn how to communicate effectively with students, parents, and colleagues, and how to work collaboratively to create a positive and productive learning environment. By the end of the course, students will have gained a deep understanding of the principles and practices of effective classroom management. They will be able to apply these skills in a variety of educational settings, from early childhood to secondary education, and will be well-prepared to create and maintain a safe, engaging, and productive classroom environment. The concepts in this course are reinforced by in-class discussions, group work, and authentic activities.
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.
EDUC631	Content Area Education for TESL Students	3	This course examines existing research and its pedagogical implications for promoting reading comprehension, metacognition, and motivation. Students are given the opportunity to combine their personal knowledge and experience with print information to construct meaning as they read. Instructional strategies such as activating studentsï¿½ background knowledge, teaching how to use text structures can help students become independent navigators of text.