

School			
Major	Master of Education in Teaching English as a Foreign Language		
Core Requirements			
Code	Title	Credits	Description
EDUC505	Assessment and Evaluation	3	Assessment and evaluation are essential components of any educational program. This course is designed to provide students with an understanding of the principles and practices of assessment and evaluation in education. The course will cover various topics related to assessment and evaluation, including: Theoretical foundations of assessment and evaluation, Types of assessment and evaluation Assessment and evaluation methods, The role of assessment and evaluation in curriculum development, The role of assessment and evaluation in instructional design, The use of technology in assessment and evaluation, Ethical issues in assessment and evaluation, Validity and reliability in assessment and evaluation, Data analysis and interpretation in assessment and evaluation, Reporting and communicating assessment and evaluation results. Throughout the course, students will engage in class activities and projects that will allow them to apply their knowledge and skills in assessment and evaluation. They will also have the opportunity to analyze and evaluate current assessment and evaluation practices in education and propose improvements based on their learning. By the end of the course, students will have a solid understanding of the principles and practices of assessment and evaluation in education, and they will be able to design, implement, and evaluate effective assessment and evaluation strategies.
EDUC530	Educational Media and Technology	3	Educational Media and Technology is a course that focuses on the role of various forms of media and technology in education. The course is designed to help students develop a critical understanding of the impact of technology on teaching and learning. The course covers a range of topics, including the history and evolution of educational technology, theories of learning and technology, the design and development of instructional materials, and the use of various media and technologies in educational contexts. Through a combination of lectures, readings, discussions, and hands-on projects, students will develop practical skills in the use of various media and technologies for teaching and learning. They will also learn how to evaluate and select appropriate media and technologies based on the needs of learners and the goals of instruction. At the end of the course, students will be able to apply their knowledge and skills in the development and implementation of effective educational media and technology programs. They will also be able to critically analyze the impact of media and technology on teaching and learning and make informed decisions about the use of these tools in educational contexts.
EDUC513	Research Methodology & Dissertation Preparation	3	This course creates a framework for research projects by introducing relevant approaches and strategies related to educational research. This course provides students with theoretical concepts and practical skills. It equips them with skills required for evaluating, planning, conducting and reporting research studies. The structure of this course follows a cumulative approach of practicing the content introduced step-by-step. To culminate the final step, students will learn to a write comprehensive research proposal and will be ready to conduct their own research study. This course is a prerequisite for EDUC580 and EDUC695.

EDUC504	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.
EDUC512	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 an 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.
EDUC519	Content Area Education for TESL Students	3	This is one of the core masters courses in the Education Department. It is designed for all students pursuing their MA in TESL. The course is intended to prepare students to work collaboratively with teachers who are teaching different subjects in English. First, students will focus on certain theoretical principles related to the teaching of English through content and their practical implications. Later in the course, students will be introduced to the Sheltered Instruction Observation Protocol (SIOP) model which is one of the models mostly followed in the domain of Content-Based Language Teaching (CBLT). This course has no specific prerequisites. Also, it is not a prerequisite for any other course.
EDUC503	Philosophy of Education	3	This comprehensive course invites students to dive into the fascinating world of educational philosophy and learning psychology. The "Philosophy of Education and Psychology of Learning" course aims to provide learners with a deep understanding of the theories and principles that underlie educational practices and human learning. The course is grounded in the belief that a strong foundation in both philosophy and psychology is essential for educators to make informed decisions about teaching practices and create effective learning environments. Learners will explore topics such as the epistemic aims of education, moral and political aims of education, behaviorism, and constructivism. Through a combination of lectures, readings, discussions, and assessments, including a midterm exam, a project, and a final exam, learners will engage with the material and demonstrate their understanding. Upon successful completion of the course, learners will be able to critically evaluate various philosophical and psychological theories of education, apply these theories to real-world educational settings, and develop a more comprehensive understanding of the complexities of human learning.
Major Requirements			
Code	Title	Credits	Description

EDUC671	Graduate Research Project	3	EDUC694 is a mini research project course designed to teach students research skills through a combination of readings, lectures and research activities or projects. The purpose of such research projects is for the student to apply what is being taught (i.e. use skills outside of the classroom) rather than to contribute to existing research literature in a field. Students planning to use a class-based project as part of senior masters, independent study project, or for submitting it for off campus publication or presentation must follow the IRB review procedures before commencing the project.
EDUC507	Advanced Methods of Teaching Humanities and Language	3	This course is designed to assist Teaching Diploma (TD) students in their study of a range of approaches, issues and practices in the teaching of Humanities and Language. It introduces the necessary pedagogical knowledge and practical understanding necessary that help in creating effective teaching and productive learning environment. It also provides graduate students with a wide source of classroom theories and strategies to change how teachers think about teaching and to change how they actually teach. Besides, this course includes practical issues such as how to involve diverse learners in the teaching-learning process; how to develop Humanities and Language skills through different instructions; and how to teach different cognitive, affective and psychomotor skills through effective techniques. Through this course, graduate students will broaden their repertoire of teaching skills that they can refer to develop their own profession. The different objectives of this course will be reinforced through classroom discussions, subjective assignments, case studies and authentic context.
EDUC602	Literacy and Language Development	3	This course discusses the research on emergent literacy and language development in early childhood. It aims at equipping teacher candidates with the necessary knowledge and skills to design appropriate literacy learning environments and experiences for young learners (zero to 8 years old). The concepts in this course are reinforced by in-class discussions, group work, and authentic activities. This is an advanced course; therefore, students will be expected to have a reading background in early literacy. This course is required for the Reading Specialist Endorsement.
EDUC604	Applied Linguistics	3	EDUC610 is an introduction to applied linguistics. It focuses on the description of language and language use through addressing subtopics of particular relevance to language teaching: grammar and syntax, vocabulary, discourse analysis of formal and informal spoken/written texts, pragmatics, semantics and corpus linguistics. It also highlights essential areas of enquiry in applied linguistics, mainly sociolinguistics and psycholinguistics. The course highlights the most common language assessments. This course has no specific prerequisites. Also, it is not a prerequisite for any other course.
EDUC605	Teaching Practices	3	This course equips students with theoretical and practical teaching principles and provides a foundation for understanding the relationship between planning, implementing, and assessing student learning. The experiences embedded in this course enable students to construct their framework for teaching and will prepare them to make sound and strong teaching decisions. The concepts in this course are reinforced by in-class discussions, group work, and authentic activities. This course has no specific prerequisites. Also, it is not a prerequisite for any other course.