

BED Secondary Course Descriptions

EDUC 310: Foundations of Education in Qatar and School Reform (3 CRS)

This course has been designed to acquaint the learners with the progress of education in Qatar, including schools and the various elements that have an impact on education and learning, such as the family and society. Learners will also become acquainted with the roles they may be expected to play within the initiative of educational progress in Qatar. They will examine issues related to the initiative and the responsibilities of teachers.

EDUC 312: Curriculum and Assessment (3 CRS)

This course engages participants in examining curriculum theory and models and provides experience in designing individual lessons, units, and assessments that promote the learning of all early childhood and secondary students. Participants in the course will learn to plan effective instructional lessons through applying best practices, responding to diverse community interests, and planning for student mastery of State of Qatar curriculum standards. This course includes a field-based component.

EDUC 316: Classroom Management (3 CRS)

This course will explore methods to create a positive secondary classroom environment and to establish routines that lead to effective learning and safety for all students. It will examine theories and research-based strategies of managing student behavior. It also addresses methods of promoting learning and ways to engage parents as partners to promote learning. This course includes a field-based component.

EDUC 317: Inclusive Classrooms (3 CRS)

This course is designed to prepare the educator to effectively teach a range of students found in the typical general education classroom. Various and diverse situations requiring special services will be addressed in terms of research-based intervention techniques. Practical strategies, accommodations, and modifications for students with special needs who are in the general education classroom will be emphasized.

EDUC 320: Human Development (3 CRS)

This course reviews children's biological, motor, perceptual, cognitive (including intelligence), language, emotional, social, and gender development. Child development history, theory, and research strategies will be discussed, as well as the effect of family, peers, media, and schooling.

EDSE 331: Reading and Writing across the Curriculum (3CHS)

The purpose of this course is to extend the candidate's thinking about the concept of literacy, and to prepare the candidate to critically analyze learning and literacy instruction in today's schools. We will focus on providing a critical perspective for teaching reading and writing across the curriculum. The emphasis of the class is on developing conceptual tools that will enable the candidate to use reading and writing as instructional tools in the classroom. The course will focus on the nature of literacy processes

and instruction that facilitates learning, particularly as it applies to secondary students. The course uses a social-constructivist theoretical perspective and involves a field-based experience.

EDSE 332: Second Language Acquisition in the Secondary Classroom (3 CHS)

This course is designed to enable teaching in multi-lingual settings by selecting and modifying curriculum and instruction for second language learners. During this course, current and past methodologies for teaching limited-language-proficient students at the secondary level will be thoroughly introduced and analyzed. Participants will determine which strategies are best for a variety of teaching situations. As the course progresses, participants will reference the varying methodologies to make their own instructional plans and units. Emphasis will be placed on incorporating a variety of teaching strategies and standards while stressing both content skills and language skills. This course has a field-based component.

EDSE 341: Methods I: Instructional Strategies for Arabic Language (3CRS)

This course focuses on familiarizing the student teachers with the various teaching methods and effective strategies used for teaching Arabic language in secondary education. It also presents the language communicative approaches that incorporate the various language skills in an integrated manner. All this is presented within the general framework of the national curriculum standards for Arabic language in the State of Qatar, in addition to professional standards for teachers. This course includes a field component of eight hours.

EDSE 342: Methods I: Instructional Strategies for English Language (3 CRS)

Candidates will study goals, methods, and materials appropriate for teaching secondary levels courses in English (ESL, EFL) with special emphasis on the Qatar National Curriculum Standards: English. The differences between the Advanced and Foundation Curriculums for the Qatar National Curriculum Standards, and the changes in strategies the differences require will be explored. This course will include an extensive content-specific ICT component and includes a field-based experience of eight (8) hours in a preparatory or secondary school setting.

EDSE 343: Methods I: Instructional Strategies for Social Studies (3 CRS)

Candidates will study goals, methods, and materials appropriate for teaching secondary level courses in social studies. Participants will learn research-based methods of effective instruction in the knowledge and skills related to the discipline. This course has a significant field-based component.

EDSE 344: Methods I: Instructional Strategies for Biology (3CHR)

Candidates will study goals, methods, and materials appropriate for teaching secondary levels courses in Biology, with special emphasis on the Qatar National Curriculum Standards: Science. Topics will include constructivist learning theories, discovery learning, inquiry, learning cycle models, project and problem-based learning, and the design and management of science laboratories. The differences between the Advanced and Foundation Curricula in Science for the Qatar National Curriculum Standards, and the changes in strategies the differences require will be explored. This course has a field-based component.

EDSE 345: Methods I: Instructional Strategies for Chemistry (3CHR)

Candidates will study goals, methods, and materials appropriate for teaching secondary levels courses in Chemistry, with special emphasis on the Qatar National Curriculum Standards: Science. Topics will include constructivist learning theories, discovery learning, inquiry, learning cycle models, project and problem-based learning, and the design and management of science laboratories. The differences between the Advanced and Foundation Curricula in Chemistry for the Qatar National Curriculum Standards and the changes in strategies that requires will be explored. This course has a field-based component.

EDSE 346: Methods I: Instructional Strategies for Physics (3CHR)

Candidates will study goals, methods, and materials appropriate for teaching secondary levels courses in Physics, with special emphasis on the Qatar National Curriculum Standards: Science. Topics will include constructivist learning theories, discovery learning, inquiry, learning cycle models, project and problem-based learning, and the design and management of science laboratories. The differences between the Advanced and Foundation Curricula for Science of the State of Qatar National Curriculum Standards and the changes in strategies the differences require will be explored. This course has a field-based component.

EDSE 347: Methods I: Instructional Strategies for Mathematics (3CRS)

Candidates will study goals, methods, and materials appropriate for teaching secondary levels courses in Mathematics, with special emphasis on the Curriculum Standards for the State of Qatar, Mathematics. Topics will include the use of ICT in mathematics; use of action research to inform instruction; and strategies to encourage, design, mentor, and assess student research. This course has a field-based component.

EDSE 348: Methods I: Instructional Strategies for Islamic Studies (3 CRS)

Candidates will study the notion of Islamic education and its characteristics and objectives, and they will learn how to analyze content. They will learn teaching skills needed for the teaching profession. They will also learn teaching methods and strategies that emphasize positive learning activities such as active learning, collaborative learning, brainstorming, and others. They will also learn the appropriate teaching of recitation and interpretation in as much as their teaching objectives and principles are concerned. They will also study the provisions of proper recitation and Tajweed of the holy Quran. This course has a field-based component.

EDSE 461: Methods II: Inquiry and ICT for Arabic Language

This course introduces student teachers to methods of teaching the Arabic language with special focus on incorporating technology in teaching Arabic. It also introduces students to evaluation methods and constructing various types of examinations. The course also focuses on teaching students research methods, techniques, and strategies. This course has a field-based component.

EDSE 462: Methods II: Inquiry and ICT for English Language

Candidates will study goals, methods, and materials appropriate for teaching secondary level courses in English. The differences between the Advanced and Foundation Curriculums for the State of Qatar National Curriculum Standards and the changes in strategies the differences require will be explored. Candidates will learn how to conduct action research, initiate and guide student research, and to use ICT in English teaching. This course requires eight hours of field experience.

EDSE 463: Methods II: Inquiry and ICT for Social Studies

Candidates will study goals, methods, and materials appropriate for teaching secondary levels courses in Social Studies, with a special emphasis on the use of ICT in Social Studies instruction. The course will also include the use of action research to inform instruction; and strategies to encourage, design, mentor, and assess student research. This course has a field-based component.

EDUC 464: Methods II: Inquiry and ICT for Biology (3 CHR)

Candidates will study goals, methods, and materials appropriate for teaching secondary levels courses in Biology, with special emphasis on the Curriculum Standards for the State of Qatar, Biology. Topics will include the use of ICT in Biology; use of action research to inform instruction; and strategies to encourage, design, mentor, and assess student research. This course has a field-based component.

EDSE 465: Methods II: Inquiry and ICT for Chemistry (3CRS)

Candidates will study goals, methods, and materials appropriate for teaching secondary levels courses in Chemistry, with special emphasis on the Curriculum Standards for the State of Qatar, Chemistry. Topics will include the use of ICT in Chemistry; use of action research to inform instruction; and strategies to encourage, design, mentor, and assess student research. This course has a field-based component.

EDSE 466: Methods II: Inquiry and ICT for Physics (3CRS)

Candidates will study goals, methods, and materials appropriate for teaching secondary levels courses in Physics, with special emphasis on the Curriculum Standards for the State of Qatar, Physics. Topics will include the use of ICT in Physics; use of action research to inform instruction; and strategies to encourage, design, mentor, and assess student research. This course has a field-based component.

EDSE 467 Methods II: Inquiry and ICT for Mathematics

The course will focus on student-centered methods in teaching Mathematics. Special attention will be devoted to technological aids to instruction and hands-on Mathematics manipulatives and materials such as computer-aided instruction and mathematics laboratories to stimulate discovery learning. The course will also include the use of action research to assess and inform instruction and strategies to teach, encourage, mentor, and assess student research. This course has a field-based component.

EDSE 468: Methods II: Inquiry and ICT in Islamic Studies

Candidates will study methods of teaching the various Islamic Education branches that include: Hadith and the Prophet's Biography (Sirah), Creed (beliefs), Worship and Discipline as incorporated in the teaching objectives, and the teaching principles and procedures. They will become familiar with the strategies of using technology in teaching Islamic education, as well as the role of the evaluation and assessment in Islamic education. Candidates will also identify attributes and characteristics of the Islamic education teacher, and how to undertake research in Islamic education. This course has a field-based component.

EDSE 491: Student Teaching in Secondary Education (9 CHR)

Students participate in ten weeks of observation and participation in supervised teaching in an independent school. Candidates will be assigned a mentor teacher at the school and College of Education Supervisors. Instruction of candidates will be based upon NCATE, INTASC principles, and the Qatar National Professional Standards for Teachers. Instructional activities will be designed using the Qatar Core Curriculum Standards. Candidates are also required to attend 40