

**STUDY PLAN**  
**Ph.D. IN (Curriculum & Instruction/ General Curriculum)**  
**(Thesis Track)**

Plan Number			2005
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**I. GENERAL RULES AND CONDITIONS:**

1. This plan conforms to the regulations of the Valid Regulations of programs of graduate studies.
2. Areas of specialty for admission in this program:
  - Holders of the Master degree in:
    - a- Curriculum and Instruction
    - b- Any Discipline

**II. SPECIAL CONDITIONS:** None.

**III. THE STUDY PLAN : ( 54) Credit Hours as follows:**

**1. Obligatory Courses: (21) Credit Hours as follows:**

Course No.	Course Title	Credit hrs.	Theory	Prac .	Pre-requisite
0801940	Methods of Qualitative Research	3	3	-	-
0802910	Models in School Curriculum Development	3	3	-	-
0802912	Curriculum Management	3	3	-	-
0802913	Evaluation of Curriculum and Instruction	3	3	-	-
0802914	Research in Curriculum and Instruction	3	3	-	-
0802915	Strategies of Curriculum Implementation	3	3	-	-
0802916	Issues in Curriculum and Instruction	3	3	-	-

**2. Elective Courses: (15) Credit hours from the following:**

Course No.	Course Title	Credit hrs.	Theory	Prac .	Pre-requisite
0801910	Learning and Teaching Models and Strategies	3	3	-	-
0802991	Curriculum and Knowledge	3	3	-	-
0802919	Moral Curriculum	3	3	-	-
0802917	Teacher Education	3	3	-	-
0802918	Inquiry in Curriculum and Instruction	3	3	-	-
0803928	Theories of Educational Leadership	3	3	-	-
0803941	Education and Change	3	3	-	-
0805942	Teaching Exceptional Children in the Regular School	3	3	-	-
0803924	Educational Needs Assessment	3	3	-	-

**3. Passing the Qualifying Examination:( 0802998)**

**4. Dissertation: (18) Credit hours ( 0802999)**

## **Course Description of the Ph.D. Courses Offered in the Department of Curriculum & Instruction**

### **0802910 Models in School Curriculum Development ( 3 Credit hours )**

This course is concerned with the procedural model, The naturalistic model (the practical paradigm) the critical model, out come based curriculum development; school-based curriculum development, experience-based model the functional model. Elements and premises of each model. Illustrative examples for each model.

### **0802912 Curriculum Management ( 3 Credit hours )**

This course is concerned with need for curriculum management; concept and purpose of curriculum management; selection of curriculum development teams; monitoring curriculum development teams, deliberations and work; coordinating teams' work with research and higher education institutions; survey of needs of students, teachers and communities; managing curriculum try-out; managing curriculum implementation (i.e. training of teachers); monitoring curriculum quality (follow-up, evaluation and recycling); analysis of selective case studies of curriculum management in some countries.

### **0802913 Evaluation of School Curriculum ( 3 Credit hours )**

This course is concerned with concept of curriculum evaluation; historical development of curriculum evaluation; models of curriculum evaluation. Tyier, Stake and Eisner; experimental models of curriculum and instruction evaluation; designing evaluation plans; issues in curriculum Evaluation; comparative studies of curriculum and instruction evaluation.

**0802914      Research in Curriculum and Instruction**  
**( 3 Credit hours )**

This course is concerned with current areas of research on Curriculum and instruction; methods use in curriculum research (quantitative and qualitative), synthesis and evaluation of research in each area. Areas of research should include: design of curriculum and instructional materials, curriculum organization, impact of curriculum on students and teachers, role of teachers and school principals in curriculum development, curriculum Sociology of curriculum, and curriculum control.

**0802915      Strategies of Curriculum Implementation**  
**( 3 Credit hours )**

This course is concerned with concept of curriculum implementation; factors facilitating or hindering the implementation of curriculum: teachers beliefs and skills, school culture; the rational (planned change) approach to curriculum implementation; the mutu adaptation approach (between planners and users of curricula); the problem solving approach; action research in curriculum implementation; Preparing teachers for curriculum implementation; change in assessment methods and school structure; roles of school, district and central administration in curriculum implementation.

**0802916      Issues in Curriculum and Instruction**  
**( 3 Credit hours )**

This course is concerned with national/differentiated curriculum; Curriculum planning between learning and knowledge; curricula and individual differences; academic/work-oriented curricula; Curricula and moral of Education; national/Global curricula; multi-cultural curricula; curricula for democracy; curriculum and technology; curriculum and gender. Relation ship between instructional models and instructional theories. These issues will be discussed from different perspectives.

**0802917 Teacher Education**

**( 3 Credit hours )**

This course is concerned with the teacher as a user of curriculum, the teacher as a decision maker, the changing role of the teacher, knowledge role skills, attitudes and values, the teacher needs in the elementary and secondary stages, recent trends in teacher education programs, evaluating teacher practices; evaluating inservice and preservice teacher education programs.

**0802918 Inquiry in Curriculum and Instruction**

**( 3 Credit hours )**

This course aims at developing students understanding of aims and forms of inquiry in curriculum and instruction. The course, in particular, covers the forms of philosophical inquiry, historical inquiry, scientific inquiry, theoretical inquiry, practical inquiry, narrative inquiry, critical inquiry, phenomenological inquiry, hermeneutical inquiry and aesthetic inquiry.

**0802919 Moral Curriculum**

**( 3 Credit hours )**

Concept of morality; morality, the individual and the society, changes in morality, approaches to moral development, Kohlberg theory in moral judgement, elements and characteristics of moral curriculum, role of school curriculum and subjects in moral development.

**0802991 Curriculum and knowledge**

**( 3 Credit hours )**

Conceptions of knowledge, taxonomies of knowledge, selection and organization of curriculum content; disciplinary curricula; integrated curricula; transcendental curricula; ways of acquiring knowledge; the empirical / behavioristic, the rational / cognitive, social / cultural, and their implications to curriculum design; the sociology of knowledge; the politics of knowledge.

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**0801910 Learning and Teaching models and Strategies**

**(3 credit hrs)**

The course deals with theoretical basis of behavioral, cognitive, social cognitive and humanistic approach, cognitive approach strategies, schema strategies, generation, chunking, organization, mastery, Interaction integrative, active learning, Reciprocal learning, cooperative learning, group learning, abilities launchcon, mental edge strategies, Synectic.

**0801940 Methods of Qualitative Research**

**(3 credit hrs)**

This course will focus on the assumptions and philosophy of qualitative research. Research methods such as ethnographic, grounded theory, focus group, case study and action research. Data collection technique such as observation interviews and archival data. Data analysis techniques and writing report as well as the ethical standards of conducting such kind of research.

**0803941 Education and Change**

**( 3 Credit hours )**

This course deals with the meaning of ecological and social change including concepts such as: theories, stages, importance, characteristics and problems. Moreover it studies cultural change, discussing some issues (i.e. patterns of culture and its origins) and studding the role of education upon social, cultural and ecological change. Finally it deals with future orientations towards a general theory.

**0805942 Teaching Except Children in the Regular School**

**( 3 Credit hours )**

This course deals with Historical roots of education of children with special needs in regular schools, patterns of this education, its challenges, and conditions for its success, current practices of mainstreaming, inclusion, and least restrictive environment, results of related studies regionally and internationally, recent trends in mainstreaming various categories and implications for teacher preperation, curricula and methods, attitudes, legislative provisions, and school practices and facilities

