

# Program Specifications

Arab Open University  
College of Education

Bachelor's Program in Science/Arts and Education  
(Credit Hour System)

Based on the Unified Regulations for Teacher Preparation - Bachelor's Degree in Education for  
Faculties of Education in Egyptian Universities  
Issued by Ministerial Decree No. 1993 dated 27/7/2023

## Program specification

### توصيف البرنامج

#### Basic Information

University/Academy: Arab Open University

College/Institute: College of Education

#### Specialized Information

Bachelor of Childhood and Education	Program Name:
Bachelor of Arts and Education, Major in English Language	
Program Nature: (Individual)	
Program Deanery: Deanery of Academic Programs in Education	
Program Approval Date: March 3, 2024	

#### Programs and Majors

□ Program(Track)	Faculty	Degree Awarded	Number of Years	Credit hrs	Accreditation Date
Education- English Language and Literature	Education	Bachelor	4	133	3- 3- 2024
Education- Childhood	Education	Bachelor	4	133	3- 3- 2024

#### Number of Theoretical and Practical Hours in Each Program

Program (Track)	Number of Theoretical Hours	Number of Practical Hours
Education- English Language and Literature	118	15
Education- Childhood	118	15

#### Course Description for Academic Program

#### Academic Plan

#### Academic Program- Education - Early Childhood

**Year/Sem:** 2024/2025 First **Min Credits:** 133 **Max Credits:** 133  
**Active**

**Is**

#### Official

**Track:** Education - Early Childhood

**Program:** Education

**Description:** Education - Early Childhood (2024\_1)

**General Requirement (Credits Needed: 6)**

Course Code Bound	Course Name SGPA Group	Credits	Level	Repeating
EL097	English Orientation Programme (Level 1)	0	0	C
EL098	English Orientation Programme (Level 2)	0	0	C
EL099	English Orientation Programme (Level 3)	0	0	C
EL111	English Communication Skills (I)	3	1	C
EL112	English Communication Skills (II)	3	1	C

**General Requirement/ Mandatory (Credits Needed: 0)**

Course Code	Course Name	Credits
ARBN	Arabic Language	0
ENGN	English Language	0
TECN	Communication and Information Technology in Teaching and Research	0

**General Requirement/Electives (Credits Needed: 0)**

Course Code	Course Name	Credits
GR131	History and Civilization of Egypt	3
GR118	Life Skills and Coexistence	3

**Spec. Requirements/Mandatory (Credits Needed: 70)**

Course Code	Course Name	Credits
CEF101	Introduction to early childhood	2
CEF102	Educational games	3
CEF103	Anatomy and physiology of the human body	2
CEF104	Outdoor and recreational activities	3
CEF105	Basics of early childhood curricula and program	2
CES110	Psychology of playing for children	2
CES111	Art education for children	3
CES112	Child health	2
CES113	Language skills of kindergarten children	2
CES114	Directed motor play activities for children	3
CEF219	Analysis of children's drawings	2
CEF220	Music Education (1)	3
CEF221	Arts and manual skills for children	2
CEF222	Planning and organizing the teaching and learning environment	2

<b>CEF223</b>	Motor education for children	<b>2</b>
<b>CES231</b>	Music Education (2)	<b>3</b>
<b>CES232</b>	Motor programs for the child	<b>3</b>
<b>CES233</b>	Foreign language skills for kindergarten children	<b>2</b>
<b>CES234</b>	Children's stories and tales	<b>2</b>
<b>CES235</b>	children's literature	<b>2</b>
<b>CEF343</b>	Pediatric	<b>2</b>
<b>CEF344</b>	Music Education (3)	<b>3</b>
<b>CEF345</b>	Fine arts for children	<b>3</b>
<b>CEF346</b>	Children's rights and citizenship	<b>2</b>
<b>CEF347</b>	Principles and philosophy of Montessori	<b>2</b>
<b>CES355</b>	Scientific and mathematical concepts for kindergarten children	<b>2</b>
<b>CES356</b>	Museum education	<b>2</b>
<b>CES357</b>	Raising the child's strength	<b>2</b>
<b>CES358</b>	Media and children's culture	<b>2</b>
<b>CES359</b>	Theater and drama in early childhood	<b>3</b>

**Spec. Requirements/Electives (Credits Needed: 14)**

<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
<b>CEF106E</b>	Sensory education	2
<b>CEF107E</b>	Health education	2
<b>CES115E</b>	Children's library	2
<b>CES116E</b>	Educational singing games	2
<b>CEF224E</b>	Psycho-neurological diseases in children	3
<b>CEF225E</b>	The aesthetic taste of the child in the digital age	3
<b>CES236E</b>	Smart applications for children	2
<b>CES237E</b>	Strategies and programs for early detection and intervention	2
<b>CEF348E</b>	Quality performance and accreditation in early childhood	2
<b>CEF349E</b>	Community participation in early childhood	2
<b>CES360E</b>	Self-learning and professional development in early childhood	3
<b>CES361E</b>	Historical and geographical concepts and activities for kindergarten children	3

**Educational requirements/Mandatory (Credits Needed:20 )**

<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
<b>EDF108</b>	Active Learning Strategies	2
<b>EDF109</b>	Teaching Profession and Teacher's Role	2

<b>EDS117</b>	Educational Leadership	1
<b>EDS118</b>	Education Technology and Digitalization	2
<b>EDF226</b>	Developmental Psychology	2
<b>EDS238</b>	Learning Assessment	2
<b>EDF350</b>	Contemporary Trends in Psychology	1
<b>EDF351</b>	Special Needs Inclusion	1
<b>EDS362</b>	International and Comparative Education	1
<b>EDS363</b>	School curriculum	1
<b>ED40F</b>	Graduation Project (1)	1
<b>ED41F</b>	Action Research (1)	1
<b>ED40S</b>	Graduation Project (2)	2
<b>ED41S</b>	Action Research (2)	1

#### **Educational requirements/Electives (Credits Needed:8)**

<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
<b>EDF227E</b>	Educational and Administrative Theories	2
<b>EDF228E</b>	Creativity and Talent Development	2
<b>EDF229E</b>	Introduction to positive psychology	2
<b>EDS239E</b>	Psychological and educational counseling	2
<b>EDS240E</b>	Contemporary Approaches in Teaching Specialization	2
<b>EDS241E</b>	Partnership between kindergarten and family	2
<b>EDF352E</b>	Alternative Assessment and Its Applications	2
<b>EDF353E</b>	Education and Entrepreneurship	2
<b>EDF354E</b>	Electronic Education	2
<b>EDS364E</b>	Mentorship and Reflection on Professional Practices	2
<b>EDS365E</b>	Subject and Interdisciplinary-Based Learning	2
<b>EDS366E</b>	Multiple Intelligences	2

#### **Field Training /requirements/Mandatory (Credits Needed: 15)**

<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
<b>FTS11</b>	Field Training 1	1
<b>EDF230</b>	Micro-Teaching 1	1
<b>EDS242</b>	Micro-Teaching 2	1
<b>FTF32</b>	Field Training 2	1
<b>FTS33</b>	Field Training 3	1
<b>FTF44</b>	Field Training 4	5
<b>FTS45</b>	Field Training 5	5

Academic Program- Education – English language and Literature

**Year/Sem:** 2024/2025 First **Min Credits:** 133 **Max Credits:** 133  
**Active**

**Is**

**Official Track:** Education - English language and Literature

**Program:** Education

**Description:** Education - English (2024\_1)

**General Requirement (Credits Needed: 6)**

Course Code Bound	Course Name SGPA Group	Credits	Level	Repeating
EL097	English Orientation Programme (Level 1)	0	0	C
EL098	English Orientation Programme (Level 2)	0	0	C
EL099	English Orientation Programme (Level 3)	0	0	C
EL111	English Communication Skills (I)	3	1	C
EL112	English Communication Skills (II)	3	1	C

**General Requirement/ Mandatory (Credits Needed: 0)**

Course Code	Course Name	Credits
ARBN	Arabic Language	0
ENGN	English Language	0
TECN	Communication and Information Technology in Teaching and Research	0

**General Requirement/Electives (Credits Needed: 0)**

Course Code	Course Name	Credits
GR131	History and Civilization of Egypt	3
GR118	Life Skills and Coexistence	3

**Spec. Requirements/Mandatory (Credits Needed: 70)**

Course Code	Course Name	Credits
ENF101	Listening and Speaking	2
ENF102	Reading and Comprehension Strategies	2
ENF103	Phonetics 1	2
ENF104	Introduction to Language	2
ENF105	Introduction to Drama and Novel	2
ENF106	Fundamentals of Writing and Translation	2
ENS109	Introduction to English Poetry	2
ENS110	Linguistic Practices 1	2

<b>ENS111</b>	Writing 1 (Descriptive and Narrative)	2
<b>ENS112</b>	Introduction to Literary Criticism	1
<b>ENS113</b>	Grammar 1	2
<b>ENS114</b>	Phonetics 2	2
<b>ENF217</b>	Grammar and Linguistic Practices 2	2
<b>ENF218</b>	Morphology and Syntax	2
<b>ENF219</b>	Writing 2 Argumentative	2
<b>ENF220</b>	Novel	2
<b>ENF221</b>	Drama	2
<b>ENF222</b>	Oral Presentations	2
<b>ENS225</b>	Shakespeare	2
<b>ENS226</b>	Translation into Arabic	2
<b>ENS227</b>	Critical Reading	2
<b>ENS228</b>	Romantic and Victorian Poetry	2
<b>ENS229</b>	Contrastive Analysis and Error Analysis	2
<b>ENS230</b>	Nineteenth Century Novel	2
<b>ENF333</b>	Analytical Reading	2
<b>ENF334</b>	Translation into English	2
<b>ENF335</b>	Modern and Contemporary Poetry	2
<b>ENF336</b>	Psycholinguistics and Sociolinguistics	2
<b>ENF337</b>	Discourse Analysis	2
<b>ENF338</b>	Stylistics	2
<b>ENS341</b>	Advanced Writing	2
<b>ENS342</b>	Comparative Literature	2
<b>ENS343</b>	Twentieth Century Drama	2
<b>ENS344</b>	Semantics and Pragmatics	2
<b>ENS345</b>	Modern Criticism	1
<b>ENS346</b>	Modern and Contemporary Novel	2

**Spec. Requirements/Electives (Credits Needed: 14)**

<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
<b>ENF107E</b>	<b>Perspectives in Children Literature</b>	2
<b>ENF108E</b>	<b>History of English Literature</b>	2
<b>ENS115E</b>	<b>Media and Journalistic Discourse</b>	2
<b>ENS116E</b>	<b>Comprehensive Linguistic Skills</b>	2
<b>ENF223E</b>	<b>Reading and Essay Writing</b>	2
<b>ENF224E</b>	<b>Introduction to Linguistics</b>	2
<b>ENS231E</b>	<b>Rhetoric and Composition</b>	2
<b>ENS232E</b>	<b>Western Civilization</b>	2
<b>ENF339E</b>	<b>Multicultural American/British Literature</b>	3
<b>ENF340E</b>	<b>History of the English language</b>	3
<b>ENS347E</b>	<b>Advanced Grammar</b>	3

<b>ENS348E</b>	<b>Applied Linguistics</b>	<b>3</b>
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<b>EDF226</b>	Developmental Psychology	2
<b>EDS238</b>	Learning Assessment	2
<b>EDF350</b>	Contemporary Trends in Psychology	1
<b>EDF351</b>	Special Needs Inclusion	1
<b>EDS362</b>	International and Comparative Education	1
<b>EDS363</b>	School curriculum	1
<b>ED40F</b>	Graduation Project (1)	1
<b>ED41F</b>	Action Research (1)	1
<b>ED40S</b>	Graduation Project (2)	2
<b>ED41S</b>	Action Research (2)	1

#### **Educational requirements/Electives (Credits Needed:8)**

<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
<b>EDF227E</b>	Educational and Administrative Theories	2
<b>EDF228E</b>	Creativity and Talent Development	2
<b>EDF231E</b>	<b>Education for Sustainable Development</b>	2
<b>EDS239E</b>	Psychological and educational counseling	2
<b>EDS240E</b>	Contemporary Approaches in Teaching Specialization	2
<b>EDS243E</b>	International Organizations and Education Development	2
<b>EDF352E</b>	Alternative Assessment and Its Applications	2
<b>EDF353E</b>	Education and Entrepreneurship	2
<b>EDF354E</b>	Electronic Education	2
<b>EDS364E</b>	Mentorship and Reflection on Professional Practices	2
<b>EDS365E</b>	Subject and Interdisciplinary-Based Learning	2
<b>EDS366E</b>	Multiple Intelligences	2

#### **Field Training /requirements/Mandatory (Credits Needed: 15)**

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<b>EDS242</b>	Micro-Teaching 2	1
<b>FTF32</b>	Field Training 2	1



<b>FTS33</b>	Field Training 3	1
<b>FTF44</b>	Field Training 4	5
<b>FTS45</b>	Field Training 5	5

### **Vision of the College:**

The College of Education at the Arab Open University is an accredited educational institution and a center of excellence, committed to the best practices in education, scientific research, and community service. It adheres to quality standards and strives to compete locally, regionally, and globally.

### **Mission of the College:**

To develop professional, practicing, and research-oriented teachers, enhance educational cadres both academically and professionally, and produce robust educational programs and research. This is achieved alongside building effective partnerships with related colleges, centers, and schools to promote the concepts and practices of sustainable development.

### **Core Values and Principles:**

Professionalism – Integrity – Acceptance of Diversity and Differences – Respect – Justice – Excellence.

### **The Program's Intellectual Framework**

The intellectual framework for the preparation program of middle and secondary school teachers at the College of Education, Arab Open University, is based on the reference framework developed by the Educational Studies Sector Committee of the Supreme Council of Universities, approved in March 2019. Consequently, the type of teacher the program aims to prepare is a Reflective Professional Practitioner Researcher Teacher.

### **Program Pillars:**

In addition to the reference intellectual framework prepared by the Educational Studies Sector Committee for the development of teacher preparation programs in Colleges of Education, the bachelor's degree program in Education at the Arab Open University's College of Education is founded on several key pillars. These collectively respond to local future visions and reflect international orientations and experiences. The prominent pillars include:

- **International and Local Reference Standards** for teacher preparation programs and their content, primarily the standards of the Council for Accreditation of Educator Preparation (CAEP) and the standards of Specialized Professional Associations focused on research and education in specific knowledge areas.
- **Good International Practices** in teacher preparation programs, particularly in top-ranking universities such as those in the USA, Canada, Finland, Australia, and Germany.

- **United Nations Sustainable Development Goals (SDGs)**, especially Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."
- **21st Century Skills** as outlined by the Partnership for 21st Century Skills, which are essential for success in this century, including learning and innovation skills, and digital literacy skills.
- **Egypt's Sustainable Development Strategy - Vision 2030**, particularly its strategic objectives related to education and training, higher and university education, such as enhancing faculty capacities, developing academic programs, improving teaching and learning methods, and aligning with global standards.
- **National Strategy for Higher Education and Scientific Research 2030**, focusing on principles like integration, interdisciplinary approaches, innovation, and sustainability.
- **National Academic Reference Standards (NARS)** for the Education sector, prepared by the National Authority for Quality Assurance and Accreditation of Education.
- **Partnership with Stakeholders** in the design, implementation, and evaluation of the teacher preparation program, notably Colleges of Education, Sciences, and Arts at Egyptian universities, and the Ministry of Education and Technical Education.
- **Monitoring and Evaluation** as a core component of the program, ensuring evidence and indicators of success in achieving its goals and requirements for its development and international accreditation.

### **General Learning Outcomes Targeted by the Program:**

In addition to the learning outcomes specific to each field of study within the program, as detailed in Chapter Five, it is expected that, upon completing the program requirements, the student teacher will be able to:

- Explain key concepts and principles related to their area of specialization and its latest developments.
- Recognize major concepts and ideas in fields outside their specialization.
- Master educational knowledge and contemporary trends.
- Understand concepts of citizenship, human rights, sustainable development, civic education, and entrepreneurship.
- Be aware of the components of national cultural identity and other cultures.
- Comprehend the unity of knowledge and the interrelationships between different fields.
- Plan educational activities tailored to the diverse needs and abilities of learners.
- Innovate techniques and opportunities for teaching and learning to foster creativity, critical thinking, and problem-solving skills.
- Collaborate with peers in designing interdisciplinary educational activities that integrate different fields of knowledge.
- Provide and manage a safe, stimulating learning environment to achieve learning outcomes effectively.
- Employ teaching and learning strategies suitable for various contexts and educational stages.
- Promote learner-centered learning through active learning strategies within their specialization.

- Utilize scientific thinking skills and educational research findings in teaching and learning activities.
- Integrate communication and information technology in both classroom and extracurricular learning activities.
- Use valid and reliable assessment tools and methods to evaluate various aspects of learning, including assessment for learning.
- Identify and address issues affecting their professional performance.
- Critically analyze local and international educational studies related to their specialization.
- Conduct action research to solve professional challenges.
- Apply guidance and counseling techniques with peers and learners.
- Continuously develop professionally and build diverse, positive professional relationships.
- Actively participate in professional development programs and activities within and outside the school.
- Reflect on and strive to improve their professional practices.
- Communicate effectively with others through personal skills and technology.
- Competently manage communication and information technology, including social media networks.
- Communicate effectively, both orally and in writing, in proper Arabic.
- Communicate effectively, both orally and in writing, in a foreign language.
- Build positive relationships with peers, parents, and local community stakeholders.
- Adhere to human values, teaching ethics, and professional conduct in interactions with learners, colleagues, and stakeholders.
- Contribute to fostering values of national belonging, democracy, tolerance, and acceptance of others.
- Take pride in their teaching profession and demonstrate passion for it.
- Foster a sense of dignity and self-confidence in learners.
- Understand their role as an exemplary educational leader in the classroom, school, and local community.
- Possess the skills of teacher autonomy and play an active role in educational development and change management.

### Key Features of the Program:

Based on the program's foundational pillars, a set of distinctive features emerges that reflect its innovative aspects, distinguishing it from current teacher preparation programs. These features also reflect the specifications of graduates from the College of Education as outlined in the reference framework. Some of the most notable features include:

- **Mastery of Modern Knowledge:** Ensuring that the targeted teacher is proficient in the latest knowledge within their field of study, within the context of knowledge unity and interrelationships between different fields.
- **Broader Elective Course Options:** Providing a wider range of elective courses to cater to the diverse interests and aptitudes of student teachers, with particular attention given to the cultural component, both quantitatively (by increasing its proportion in the

program) and qualitatively (through courses supporting a comprehensive knowledge base, cultural identity, and global awareness).

- **Effective Communication Skills:** Emphasizing the student teacher's ability to communicate effectively in both proper Arabic and English, with the teaching of both languages occupying a prominent position in the program content.
- **Expanded Role of the Teacher:** Extending the teacher's role beyond traditional responsibilities to include that of a researcher who identifies challenges in their professional performance and conducts action research to address them. The program includes a course on educational research and action research, along with an integrated Capstone Course that represents the graduation project. This course trains student teachers in scientific research methodology through conducting action research in their field training schools.
- **Increased Field Training Component:** The field training component is increased to 11%, with a new system that strengthens the partnership between the College of Education and schools. Key changes in this system include the early start of training in the second semester, focusing on level four (10 credit hours), incorporating seminar discussions to analyze field training situations, and integrating mentorship into the training system with experienced teachers acting as mentors to help overcome the limited training opportunities available to student teachers in schools.
- **Active Learning and Learner-Centered Education:** Emphasizing active learning, learner-centered approaches, and the student teacher's engagement with modern and diverse knowledge sources, particularly those made accessible through the rapid advancements in communication and information technology.
- **Integration of Knowledge:** Ensuring the unity of knowledge by highlighting the interconnections between courses in the program and integrating them through teaching and learning strategies, including offering interdisciplinary courses.
- **Utilization of Information and Communication Technology:** Leveraging available technology, particularly digital libraries and online platforms, to facilitate blended learning and e-learning, enabling student teachers to effectively engage with these technologies.

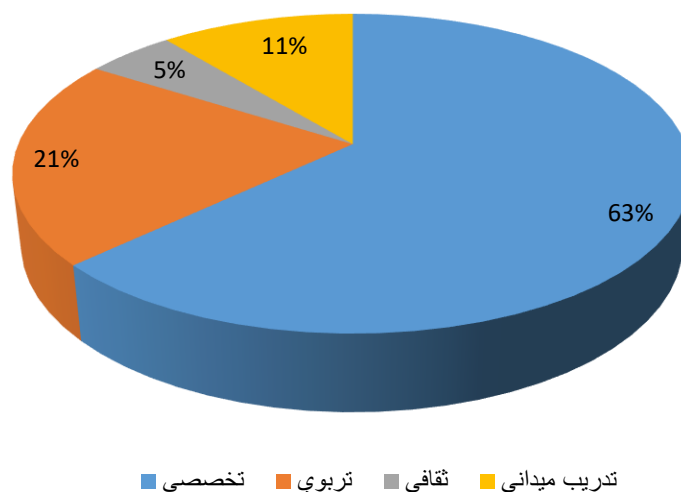
### Program Structure:

In line with the program's foundational pillars and key features, the teacher preparation program at the College of Education, Arab Open University, is designed based on a credit hour system (CH). The program includes study plans for various specializations and is structured as follows:

- **Total Program Credit Hours:** The program comprises 133 credit hours.
  - **Core Required Courses:** About 79% of the courses are compulsory, including specialized, educational, and field training courses.
  - **Elective Courses:** Around 21% of the courses are elective, covering specialized, educational, and cultural topics. These proportions align with the guidelines in the reference document for teacher preparation programs in Egyptian universities' colleges of education (Bachelor's/License degree under the credit hour system), issued by the Educational Studies Sector Committee of the Supreme Council of Universities, Ministerial Decree No. 1993, dated July 27, 2023.
- **Distribution of Credit Hours:** The credit hours for the program are divided among its core components: specialized courses, educational courses, cultural courses, and field training.

• **Percentage Breakdown of Credit Hours:** The approximate percentages for each component are as follows:

- Specialized: 63%
- Educational: 21%
- Cultural: 5%
- Field Training: 11%



### Nature of the Program:

#### 1. Total Credit Hours:

- The program consists of a total of **133 credit hours**. These include:
  - **84 credit hours** of required and elective specialized courses.
  - **28 credit hours** of required and elective educational courses.
  - **6 credit hours** of elective cultural courses.
  - **15 credit hours** for field training.

#### 2. Focus Areas:

- The program gives particular emphasis to **field training, graduation projects, and action research**. These areas are core to the content of the program, supporting both the practical and research aspects of teacher preparation.

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### Field Training:

#### 1. Importance:

- Field training holds a central position in the program, particularly in the **fourth year**, which spans two semesters (seventh and eighth semesters). This extended duration allows for an immersive learning experience in the school setting.

#### 2. Structure and Requirements:

- **15 credit hours** are allocated for field training.
  - Field training begins early in the first year with various forms of practical engagement such as **observations, mini-teaching, practical training, and seminars.**
  - By the end of the third year, the student teacher will have completed **5 credit hours** in field training, laying the foundation for their **graduation project** in the fourth year, which will utilize **action research.**
  - The final two semesters (seventh and eighth) include **10 credit hours** of field training that are more focused on immersion and mentorship.
3. **Field Training Evaluation:**
- The evaluation for field training is divided as follows:
    - **40%** by the **educational supervisor.**
    - **40%** by the **specialized supervisor.**
    - **20%** by the **school supervisor.**
4. **Administration:**
- The **Department of Curriculum and Teaching Methods** and the **Field Training Unit** at the college are responsible for managing the field training process, including:
    - Assigning specialized supervisors.
    - Creating field training manuals and evaluation tools.
    - Ensuring a seamless collaboration between academic and field training supervisors.
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## **Graduation Project:**

1. **Purpose and Structure:**
- The **Graduation Project** is a significant component of the program, contributing to the development of research skills in the student teacher. The project spans **3 credit hours**, distributed over two semesters (seventh and eighth semesters).
  - Students use the project to reflect on their teaching practices, identify issues they encounter, and engage in **action research** to find solutions.
2. **Evaluation:**
- The **graduation project** is evaluated over two semesters:
    - **25%** for the project plan and methodology.
    - **10%** for an oral exam in the first semester.
    - **45%** for the project report, including its results and recommendations.
    - **20%** for an oral exam in the second semester.
  - The project is assessed by a **panel of faculty members** based on **specific criteria** and **rubrics**, with an emphasis on the individual contribution of each student within group projects.
3. **Group Work:**
- The project is completed by teams of **3 to 7 students**, with each team assigned a faculty supervisor. The students begin selecting their project topics in the **seventh semester** and must submit their final work by the **first week after the eighth-semester exams.**
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## Action Research:

### 1. Purpose:

- **Action research** focuses on improving teaching practices and equipping students with the skills necessary to research and address issues within the educational context. It is a hands-on research methodology where student teachers identify and study real-life challenges they face during their field training.

### 2. Evaluation:

- **50 points** are allocated to each semester (seventh and eighth) for the action research component.
  - **10 points** for a mid-term written exam in the first semester.
  - **40 points** for a final written exam at the end of the first semester.
  - Students also develop a **portfolio** documenting their work, reflections, and assignments related to the research process. The portfolio is evaluated based on specific **rubrics** and contributes **40 points** to the final grade.
- Additionally, there is a **10-point oral exam** focused on the student's portfolio and achievements.

This structured approach ensures that the student teacher is well-prepared for both their theoretical understanding and practical teaching skills, aligned with modern pedagogical practices.

## The targeted learning outcomes and curricula for specialized programs:

### First: Bachelor's Program in Early Childhood and Education - Kindergarten Specialization

The targeted learning outcomes for the program:

In addition to the general learning outcomes targeted for the Bachelor's/License program in Science/Arts in Education, as indicated in Chapter Two, it is expected that upon completion of the requirements for the Bachelor's program in Early Childhood and Education (Kindergarten Specialization), the student will be able to:

1. **Knowledge and Understanding:** The student should have acquired the concepts, principles, and basic ideas related to the Kindergarten specialization, especially the following:
  - (1-1) Various aspects of child development.
  - (1-2) The needs and issues of children.
  - (1-3) Foundations of child education and its philosophies.
  - (1-4) Strategies and activities for developing various skills in children.
  - (1-5) Methods of teaching and nurturing values in children.
  - (1-6) Strategies for developing thinking and problem-solving skills in children.
  - (1-7) Children's literature and media.
  - (1-8) Motor skills and children's games.
  - (1-9) Concepts of parenting education and its principles.



- (1-10) Linguistic, religious, scientific, social, and ethical concepts.
- (1-11) General health rules, proper nutrition methods, and first aid.
- (1-12) Local, regional, and international laws, regulations, and conventions related to children.
- (1-13) Educational administration foundations, planning, and designing learning environments.
- (1-14) Curriculum: its components, structure, evaluation, and development.
- (1-15) Theories of teaching and learning and the characteristics of learners' developmental stages.
- (1-16) Teaching and learning strategies.
- (1-17) Foundations of educational technology and its applications.
- (1-18) Educational assessment and its theories.
- (1-19) Principles and areas of special education, strategies, and integrating children with special needs.
- (1-20) Theories of educational and psychological guidance, and entrepreneurship.
- (1-21) Philosophical, historical, and cultural dimensions related to society and education.
- (1-22) Components of personality development, strengthening cultural identity, and human rights.
- (1-23) Strategies for developing thinking and talent.
- (1-24) Research skills and action research.
- (1-25) Teamwork and community participation.
- (1-26) Approaches and systems of quality and accreditation.
- (1-27) Arabic language rules and basic English language rules.
- (1-28) Scientific, technological, and societal developments related to the specialization.
- (1-29) Interdisciplinary areas and integration between branches of knowledge.
- (1-30) Sources and requirements for professional relationships in education.
- (1-31) Professional development methods, self-learning, and its theories.
- (1-32) Ethics of the teaching profession, its regulations, and the rights and duties of teachers.

## **2. Practical and Professional Skills:**

- (2-1) Plans a program for child development using various arts and play tools.
- (2-2) Identifies children's problems and needs using appropriate tools and means.
- (2-3) Designs activities and produces tools that cater to the multiple intelligences of children.
- (2-4) Uses tools and media for early detection of children with special needs.
- (2-5) Communicates effectively with children using appropriate terminology and concepts.
- (2-6) Manages the learning environment while considering public health rules and proper nutrition methods.
- (2-7) Designs appropriate educational environments for teaching and learning.
- (2-8) Plans teaching and learning situations based on targeted learning outcomes.
- (2-9) Manages the classroom while considering individual differences among learners to achieve learning outcomes.
- (2-10) Integrates educational technology in teaching and learning processes.
- (2-11) Uses a variety of strategies for teaching and learning, both in-class and extracurricular activities.



- (2-12) Uses appropriate methods and tools to assess various aspects of learning.
- (2-13) Uses appropriate strategies and activities for children with special needs.
- (2-14) Utilizes educational and psychological counseling principles and entrepreneurship.
- (2-15) Uses field experiences to improve the school climate.
- (2-16) Uses formal Arabic in educational contexts.
- (2-17) Uses methods for building professional relationships with those concerned with education and society.
- (2-18) Engages in professional self-development through self-learning techniques.

### 3. Cognitive Skills:

- (3-1) Analyzes various problems faced by preschool children.
- (3-2) Infers the psychological effects of parenting styles on children.
- (3-3) Predicts the psychological effects of preschool children's activities and play.
- (3-4) Proposes suitable educational activities for children with special needs.
- (3-5) Predicts the behavior of children after acquiring different educational experiences.
- (3-6) Explains the philosophies and foundations of child education and teaching.
- (3-7) Generates new ideas for issues included in the curriculum content.
- (3-8) Interprets the results of learner assessments for improvement and development.
- (3-9) Evaluates their own professional performance and that of others.
- (3-10) Analyzes educational policies and systems.

### 4. General and Transferable Skills:

- (4-1) Works efficiently individually and as part of a team to achieve success.
- (4-2) Uses personal abilities and technological tools to communicate and search for information.
- (4-3) Deals positively with the pressures of the teaching profession.
- (4-4) Communicates effectively in correct Arabic and a foreign language when necessary.
- (4-5) Participates in addressing public societal issues and proposes solutions.

The following is the curriculum plan for the program, which outlines the distribution of its four components: specialized, educational, cultural, and field training, over eight semesters, including the course category, credit hours, code, nature (mandatory/optional), name, detailed teaching hours (theoretical, practical, or fieldwork), and evaluation methods (year-long work, mid-semester, practical, oral, and written assessments).

## Bachelor's Program in Early Childhood Education - Kindergarten Specialization (Credit Hour System) First Semester

Below is the outline of the first semester for the Bachelor's program in Early Childhood Education with a Kindergarten Specialization, following the credit hour system:

فئة المقرر	اسم المقرر	ساعات التدريس	درجات التقويم
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مجموع	تحرير	شفهي	عملي	أعمال السنة ومنتصف الفصل	مجموع	تدريب ميداني	تطبيقي/ عملي	نظري		طبيعة المقرر	الكود والمتطلب السابق	الساعات المعتمدة	
100	50	25	-	25	2		2	1	مدخل إلى الطفولة المبكرة	إجباري	CEF101	2	تخصص
100	50	-	25	25	3		2	2	الألعاب التربوية	إجباري	CEF102	3	
100	50	-	-	50	2		-	2	تشريح وفسولوجيا جسم الإنسان	إجباري	CEF103	2	
100	50	-	25	25	3		2	2	أنشطة الخلاء والترويح	إجباري	CEF104	3	
100	50	-	-	50	2		-	2	أساسيات مناهج وبرامج الطفولة المبكرة	إجباري	CEF105	2	
100	50	-	-	50	2		-	2	التربية الحسية	يختار الطالب	CEF106E	2	
100	50	-	-	50	2		-	2	التربية الصحية	مقرراً واحداً	CEF107E	2	
100	50	-	-	50	2		2	1	استراتيجيات التعلم النشط	إجباري	EDF108	2	تربوي
100	50	-	-	50	2		-	2	مهنة التعليم وأدوار المعلم	إجباري	EDF109	2	
100	50	-	-	50	3		-	3	تاريخ وحضارة المجتمع المصري	يختار الطالب	GR131	3	ثقافي
100	50	-	-	50	3		2	2	مهارات الاتصال في اللغة الإنجليزية (1)	مقرراً واحداً	EL111	3	
اجتياز	-	-	-	-	-		-	-	اللغة العربية	إجباري	ARBN	0	ثقافي إجباري بدون ساعات
مجموع عدد ساعات الفصل الدراسي 21 ساعة معتمدة													

The maximum grade for the semester work is 20 points, and the maximum grade for the midterm exam is 30 points. In the case of an oral exam as part of the course evaluation, the maximum grade for both parts is 10 points, with a total of 51 points respectively..

second semester

درجات التقويم					ساعات التدريس				اسم المقرر	طبيعة المقرر	الكود	الساعات المعتدة	فئة المقرر
مجموع	تحرير	شفهي	عملي	أعمال السنة ومنصف الفصل	مجموع	تدريب ميداني	تطبيقي/ عملي	نظري					
100	50	-	-	50	2		-	2	سيكولوجية اللعب عند الأطفال	إجباري	CES110	2	تخصص
100	50	-	25	25	3		2	2	التربية الفنية للطفل	إجباري	CES111	3	
100	50	-	-	50	2		-	2	صحة الطفل	إجباري	CES112	2	
100	50	-	-	50	2		-	2	المهارات اللغوية لطفل الروضة	إجباري	CES113	2	
100	50	-	25	25	3		2	2	أنشطة اللعب الحركي الموجه للأطفال	إجباري	CES114	3	
100	50	-	-	50	2		-	2	مكتبة الطفل	يختار الطالب مقررًا واحدًا	CES115E	2	
100	50	-	25	25	2		2	1	الألعاب الغنائية التعليمية		CES116E	2	
100	50	-	-	50	1		-	1	القيادة التربوية	إجباري	EDS117	1	تربوي
100	50	-	25	25	2		2	1	تكنولوجيا التعليم والتحول الرقمي	إجباري	EDS118	2	
100	50	-	-	50	3		-	3	مهارات الحياة والتعايش	يختار الطالب مقررًا واحدًا	GR118	3	ثقافي
100	50	-	-	50	3		2	2	مهارات الاتصال في اللغة الإنجليزية (2)		EL112 Prerequisite EL111	3	
100	-	-	-	-	1	4		-	تدريب ميداني 1	إجباري	FTS11	1	تدريب ميداني
اجتياز	-	-	-	-	-		-	-	اللغة الإنجليزية	إجباري	ENG11	0	ثقافي إجباري
مجموع عدد ساعات الفصل الدراسي 21 ساعة معتمدة													

The maximum grade for the semester work is 20 points, and the maximum grade for the midterm exam is 30 points. In the case of an oral exam as part of the course evaluation, the maximum grade for both parts is 10 points, with a total of 51 points respectively..

third semester

درجات التقويم					ساعات التدريس				اسم المقرر	طبيعة المقرر	الكود	الساعات المعتمدة	فئة المقرر
مجموع	تحريري	شفهي	عملي	أعمال السنة ومنتصف الفصل	مجموع	تدريب ميداني	تطبيقي/ عملي	نظري					
100	50	-	25	25	2		2	1	تحليل رسوم الأطفال	إجباري	CEF219	2	تخصص
100	50	-	25	25	3		2	2	التربية الموسيقية (1)	إجباري	CEF220	3	
100	50	-	25	25	2		2	1	الفنون والمهارات اليدوية للطفل	إجباري	CEF221	2	
100	50	-	-	50	2		-	2	تخطيط وتنظيم بيئة التعليم والتعلم	إجباري	CEF222	2	
100	50	-	25	25	2		2	1	التربية الحركية للطفل	إجباري	CEF223	2	
100	50	25	-	25	3		2	2	الأمراض النفسية-عصبية للأطفال	يختار الطالب مقررًا واحدًا	CEF224E	3	
100	50	-	25	25	3		2	2	التدوق الجمالي للطفل في العصر الرقمي		CEF225 E	3	
100	50	-	-	50	2		-	2	علم نفس النمو	إجباري	EDF226	2	تربوي
100	50	-	-	50	2		-	2	نظريات تربوية وإدارية	يختار الطالب مقررًا واحدًا	EDF227E	2	
100	50	-	-	50	2		-	2	تنمية الموهبة والإبداع		EDF228E	2	
100	50	-	-	50	2		-	2	مدخل إلى علم النفس الإيجابي		EDF229E	2	
100	-	-	50	50	1		2	-	تدريس مصغر (1)	إجباري	EDF230	1	تدريب ميداني
مجموع عدد ساعات الفصل الدراسي 19 ساعة معتمدة													

The maximum grade for the semester work is 20 points, and the maximum grade for the midterm exam is 30 points. In the case of an oral exam as part of the course evaluation, the maximum grade for both parts is 10 points, with a total of 51 points respectively.

fourth semester

درجات التقويم					ساعات التدريس				اسم المقرر	طبيعة المقرر	الكود	الساعات المعتمدة	فئة المقرر
مجموع	تحريري	شفهي	عملي	أعمال السنة ومنتصف الفصل	مجموع	تدريب دائم	تطبيقي/ عملي	نظري					
100	50	-	25	25	3		2	2	التربية الموسيقية (2)	إجباري	CES231 Prerequisite CEF220	3	تخصص
100	50	-	25	25	3		2	2	البرامج الحركية للطفل	إجباري	CES232 Prerequisite CEF223	3	
100	50	-	-	50	2		-	2	مهارات اللغة الأجنبية لطفل الروضة	إجباري	CES233	2	
100	50	25	-	25	2		2	1	قصص وحكايات الأطفال	إجباري	CES234	2	
100	50	-	-	50	2		-	2	أدب الأطفال	إجباري	CES235	2	
100	50	-	25	25	2		2	1	التطبيقات الذكية للطفل	يختار الطالب مقررًا واحدًا	CES236E	2	
100	50	-	-	50	2		-	2	استراتيجيات وبرامج الكشف والتدخل المبكر	يختار الطالب مقررًا واحدًا	CES237E	2	
100	50	-	-	50	2		-	2	تقديم التعلم	إجباري	EDS238	2	تربوي
100	50	-	-	50	2		-	2	الإرشاد النفسي والتربوي	يختار الطالب مقررًا واحدًا	EDS239E	2	
100	50	-	-	50	2		-	2	اتجاهات معاصرة في تدريس التخصص	يختار الطالب مقررًا واحدًا	EDS240E	2	
100	50	-	-	50	2		-	2	الشراكة بين الروضة والأسرة	يختار الطالب مقررًا واحدًا	EDS241E	2	
100	-	-	-	-	1		2	-	تدريس مصغر 2	إجباري	EDS242	1	تدريب ميداني
اجتياز	-	-	-	-	-		-	-	تقنيات المعلومات والاتصال في التعليم والبحث TEC	إجباري	TECN	0	ثقافي إجباري بدون ساعات
مجموع عدد ساعات الفصل الدراسي 19 ساعة معتمدة													

The maximum grade for the semester work is 20 points, and the maximum grade for the midterm exam is 30 points. In the case of an oral exam as part of the course evaluation, the maximum grade for both parts is 10 points, with a total of 51 points respectively..

### Fifth semester

درجات التقويم					ساعات التدريس				اسم المقرر	طبيعة المقرر	الكود	الساعات المعتمدة	فئة المقرر
مجموع	تحريري	شفهي	عملي	أعمال السنة ومنتصف الفصل	مجموع	تدريب ميداني	تطبيقي/ عملي	نظري					
100	50	-	-	50	2		-	2	أمراض الأطفال	إجباري	CEF343	2	تخصص
100	50	-	25	25	3		2	2	التربية الموسيقية (3)	إجباري	CEF344 Prerequisite CES231	3	
100	50	-	25	25	3		2	2	الفنون التشكيلية للطفل	إجباري	CEF345	3	
100	50	-	-	50	2		-	2	حقوق الطفل والمواطنة	إجباري	CEF346	2	
100	50	25	-	25	2		2	1	مبادئ وفلسفة منتسوري	إجباري	CEF347	2	
100	50	-	-	50	2		-	2	جودة الأداء والاعتماد في الطفولة المبكرة	يختار الطالب مقررًا واحدًا	CEF348E	2	
100	50	-	-	50	2		-	2	المشاركة المجتمعية في الطفولة المبكرة		CEF349E	2	
100	50	-	-	50	1		-	1	الاتجاهات المعاصرة في علم النفس	إجباري	EDF350	1	تربوي
100	50	-	-	50	1		-	1	دمج ذوي الاحتياجات الخاصة	إجباري	EDF351	1	
100	50	-	-	50	2		-	2	التقويم البديل وتطبيقاته	يختار الطالب مقررًا واحدًا	EDF352E	2	
100	50	-	-	50	2		-	2	التعليم وريادة الأعمال		EDF353E	2	
100	50	-	25	25	2		2	1	التعليم الإلكتروني		EDF354E	2	
100	-	-	-	-	1	4		-	تدريب ميداني 2	إجباري	FTF32	1	تدريب ميداني
مجموع عدد ساعات الفصل الدراسي 19 ساعة معتمدة													

The maximum grade for the semester work is 20 points, and the maximum grade for the midterm exam is 30 points. In the case of an oral exam as part of the course evaluation, the maximum grade for both parts is 10 points, with a total of 51 points respectively..

sixth semester

درجات التقويم					ساعات التدريس				اسم المقرر	طبيعة المقرر	الكود	الساعات المعتمدة	فئة المقرر
مجموع	تحريري	شفهي	عملي	أعمال السنة ومنتصف الفصل	مجموع	تدريب ميداني	تطبيقي/ عملي	نظري					
100	50	-	-	50	2		-	2	المفاهيم العلمية والرياضية لطفل الروضة	إجباري	CES355	2	تخصص
100	50	-	-	50	2		-	2	التربية المتحفية	إجباري	CES356	2	
100	50	-	-	50	2		-	2	تربية قوام الطفل	إجباري	CES357	2	
100	50	-	-	50	2		-	2	الإعلام وثقافة الطفل	إجباري	CES358	2	
100	50	25	-	25	3		2	2	المسرح والدراما في الطفولة المبكرة	إجباري	CES359	3	
100	50	-	-	50	3		-	3	التعلم الذاتي والتنمية المهنية في الطفولة المبكرة	يختار الطالب مقررًا واحدًا	CES360E	3	
100	50	25	-	25	3		2	2	المفاهيم والأنشطة التاريخية والجغرافية لطفل الروضة		CES361E	3	
100	50	-	-	50	1		-	1	التربية المقارنة الدولية	إجباري	EDS362	1	تربوي
100	50	-	-	50	1		-	1	المنهج المدرسي	إجباري	EDS363	1	
100	50	-	-	50	2		-	2	الإرشاد والتفكير في الممارسات المهنية	يختار الطالب مقررًا واحدًا	EDS364E	2	
100	50	-	-	50	2		-	2	التعليم القائم على التخصص والبيئة		EDS365E	2	
100	50	-	-	50	2		-	2	الذكاءات المتعددة		EDS366E	2	
100	-	-	-	-	1	4		-	تدريب ميداني 3	إجباري	FTS33	1	تدريب ميداني
مجموع عدد ساعات الفصل الدراسي 19 ساعة معتمدة													

The maximum grade for the semester work is 20 points, and the maximum grade for the midterm exam is 30 points. In the case of an oral exam as part of the course evaluation, the maximum grade for both parts is 10 points, with a total of 51 points respectively.

seventh semester

درجات التقويم				ساعات التدريس				اسم المقرر	الكود	الساعات	فئة المقرر
مجموع	تحريري (منتصف نهائي)	شفهي	تطبيقات	مجموع	تدريب ميداني	تطبيقي/ عملي	نظري				
35	-	10	25	1	-	2	-	مشروع تخرج (ممتد)	ED40F	1	مشروع تخرج
50	50 (40-10)	-	-	1	-	-	1	بحوث فعل (ممتد)	ED41F	1	بحوث الفعل
100	-	-	-	5	20	-	-	تدريب ميداني (4)	FTF44	5	تدريب ميداني
مجموع عدد ساعات الفصل الدراسي 7 ساعات معتمدة											

eighth semester

درجات التقويم				ساعات التدريس				اسم المقرر	الكود	الساعات	فئة المقرر
مجموع	تحريري (منتصف نهائي)	شفهي	تطبيقات	مجموع	تدريب ميداني	تطبيقي/ عملي	نظري				
65	-	20	45	2	-	4	-	مشروع تخرج (ممتد)	ED40S	2	مشروع تخرج
50	-	10	40	1	-	2	-	بحوث فعل (ممتد)	ED41S	1	بحوث الفعل
100	-	-	-	5	20	-	-	تدريب ميداني (5)	FTS45	5	تدريب ميداني
مجموع عدد ساعات الفصل الدراسي 8 ساعات معتمدة											

Field Training Courses

ملاحظات	متطلبات سابقة	ساعات معتمدة	مقررات إجبارية	م
		1	تدريس مصغر 1	1
	تدريس مصغر 1	1	تدريس مصغر 2	2
		1	تدريب ميداني 1	3
	تدريب ميداني 1	1	تدريب ميداني 2	4
	تدريب ميداني 2	1	تدريب ميداني 3	5
موزعة على مدار الأسبوع	تدريب ميداني 3	5	تدريب ميداني 4	6
موزعة على مدار الأسبوع	تدريب ميداني 4	5	تدريب ميداني 5	7
مجموع عدد ساعات مقررات التدريب الميداني 15 ساعة معتمدة				



## Second: Bachelor's Program in Arts and Education – Specialization in English Language

### Learning Outcomes for the Program:

In addition to the general learning outcomes targeted for the Bachelor's program in Arts/Education (as mentioned in Chapter 2), upon completion of the requirements for the Bachelor's in Arts and Education (Specialization in English Language), the student-teacher is expected to:

1. **Knowledge and Understanding:** The student-teacher should acquire fundamental concepts, principles, and ideas related to the English language specialization, particularly:
  - Grammar and syntax rules
  - Contents of various texts and their organization principles
  - Translations of creative works across different periods
  - Phonetic system characteristics, components, and functions
  - Writing processes, features, procedures, and products
  - Oral communication: its principles and skills
  - Rhetorical concepts and features
  - Literary criticism foundations and schools
  - Recitation requirements and quality standards
  - Poetry rules and meters
  - Characteristics of stories, plays, and their elements
  - Nature, cultural, and historical roots of the language
  - Correct translation requirements for the English language
  - The social function of the English language
  - Distinctive features of British and American literature and famous authors
  - Educational management principles, planning, and designing educational environments
  - Curriculum: components, construction, evaluation, and development
  - Learning and teaching theories, and characteristics of learner development stages
  - Instructional strategies and methods
  - Educational technology foundations and applications
  - Educational assessment theories
  - Special education principles, strategies, and integration of special needs students
  - Educational and psychological counseling theories, and entrepreneurship
  - Philosophical, historical, and cultural dimensions related to society and education
  - Personality development, cultural identity enhancement, and human rights
  - Strategies for developing thinking and talent
  - Research skills, and action research
  - Teamwork and community participation
  - Quality systems and accreditation approaches
  - Arabic and English grammar rules
  - Scientific, technological, and social developments relevant to the field
  - Interdisciplinary connections and integration of knowledge branches
  - Sources and professional relationships in the education field
  - Professional development methods and self-learning theories

- Educational ethics, related regulations, teacher rights and duties
- 2. **Practical and Professional Skills:** The student-teacher should be capable of:
  - Identifying the main idea and supporting details
  - Applying grammar, syntax, and rhetoric rules in understanding and writing texts
  - Using language rules to analyze, interpret, criticize, and appreciate texts
  - Expressing content and meaning of various texts in their own style
  - Writing correctly in different situations and purposes
  - Continuously updating and renewing linguistic knowledge
  - Communicating effectively in English in daily life situations
  - Applying literary criticism principles to support critical thinking skills
  - Using literary works to enhance moral and behavioral values
  - Designing appropriate educational environments for teaching and learning
  - Planning learning situations according to targeted learning outcomes
  - Managing the classroom, considering individual differences, to achieve learning outcomes
  - Applying educational technology in the teaching and learning process
  - Using diverse strategies for teaching, learning, and both in-class and extracurricular activities
  - Using suitable tools and methods to assess different learning aspects
  - Implementing appropriate strategies and activities for students with special needs
  - Applying educational counseling principles and entrepreneurship skills
  - Using field experiences to improve the school climate
  - Using formal Arabic in educational contexts
  - Building professional relationships with stakeholders in education and society
  - Enhancing professional self-development through self-learning techniques
- 3. **Cognitive Skills:** The student-teacher should be able to:
  - Analyze texts
  - Interpret the writer's purpose
  - Deduce vocabulary meanings in context
  - Infer implicit meanings
  - Explain relationships between concepts and linguistic knowledge
  - Analyze the emotional content of texts
  - Adapt language for various communication situations
  - Investigate the nature of the audience and their characteristics
  - Extract intellectual and moral content from various literary works
  - Provide new ideas for issues addressed in the curriculum
  - Interpret assessment results to improve and develop practices
  - Evaluate their own professional performance and others
  - Analyze educational policies and systems
- 4. **General and Transferable Skills:** The student-teacher should be able to:
  - Work effectively both individually and as part of a team to achieve goals
  - Use personal skills and technological tools for communication and information gathering
  - Handle the pressures of the teaching profession positively
  - Communicate effectively in both Arabic and foreign languages
  - Participate in addressing community issues and proposing solutions

The curriculum for this program includes the distribution of courses across the four components: specialization, pedagogy, cultural studies, and field training. This is spread over

eight semesters, detailing the course type, credit hours, code, nature (compulsory/elective), name, and teaching hours (theoretical, practical, fieldwork), along with assessment criteria (year works, mid-term, practical, oral, and written exams).

Let me know if you'd like more details or assistance with other aspects!

**The plan for the Bachelor of Arts and Education program, specializing in  
English Language and Literature  
First Semester**

درجات التقويم					ساعات التدريس				اسم المقرر	طبيعة المقرر	الكود والمتطلبات السابقة	الساعات المعتمدة	فئة المقرر
مجموع	تحريري	شفهي	عملي	أعمال السنة ومنتصف الفصل	مجموع	التدريب الميداني	تطبيقي/ عملي	نظري					
100	50	25	-	25	2		2	1	استماع وتحدث	إجباري	ENF101	2	تخصصي
100	50	25	-	25	2		-	2	أساليب القراءة والفهم	إجباري	ENF102	2	
100	50	25	-	25	2		2	1	صوتيات 1	إجباري	ENF103 Co requisite EL111	2	
100	50	-	-	50	2		-	2	مدخل إلى علم اللغة	إجباري	ENF104	2	
100	50	-	-	50	2		-	2	مدخل إلى الدراما والقصة	إجباري	ENF105 Corequisite EL111	2	
100	50	-	-	50	2		-	2	مبادئ الكتابة والترجمة التحريرية	إجباري	ENF106	2	
100	50	-	-	50	2		-	2	أدب الأطفال. وجهات نظر	يختار الطالب	ENF107E Corequisite EL111	2	
100	50	-	-	50	2		-	2	تاريخ الأدب الإنجليزي	مقرراً واحداً	ENF108E Corequisite EL111	2	
100	50	-	-	50	2		2	1	استراتيجيات التعلم النشط	إجباري	EDF108	2	تربوي
100	50	-	-	50	2		-	2	مهنة التعليم وأدوار المعلم	إجباري	EDF109	2	
100	50	-	-	50	3		-	3	تاريخ وحضارة المجتمع المصري	يختار الطالب	GR131	3	ثقافي
100	50	-	-	50	3		2	2	مهارات الاتصال في اللغة الإنجليزية (1)	مقرراً واحداً	EL111	3	
اجتياز	-	-	-	-	-		-	-	اللغة العربية	إجباري	ARBN	0	ثقافي إجباري بدون ساعات
مجموع عدد ساعات الفصل الدراسي 21 ساعة معتمدة													

The maximum grade for the semester work is 20 points, and the maximum grade for the midterm exam is 30 points. In the case of an oral exam as part of the course evaluation, the maximum grade for both parts is 10 points, with a total of 51 points respectively.

## Semester2

درجات التقويم					ساعات التدريس				اسم المقرر	طبيعة المقرر	الكود والمتطلبات السابقة	الساعات المعتمدة	فئة المقرر
مجموع	تحريري	شفهي	عملي	أعمال السنة ومنتصف الفصل	مجموع	تدريب ميداني	تطبيقي/ عملي	نظري					
100	50	-	-	50	2		-	2	مدخل إلى الشعر الإنجليزي	إجباري	ENS109	2	تخصصي
100	50	25	-	25	2		-	2	تدريبات لغوية 1	إجباري	ENS110	2	
100	50	-	-	50	2		-	2	كتابة (1) الوصفية والقصصية	إجباري	ENS111 Prerequisite ENF106	2	
100	50	-	-	50	1		-	1	مدخل إلى النقد الأدبي	إجباري	ENS112	1	
100	50	-	-	50	2		-	2	قواعد 1	إجباري	ENS113	2	
100	50	25	-	25	2		2	1	صوتيات (2)	إجباري	ENS114 Prerequisite ENF103	2	
100	50	-	-	50	2		-	2	الخطاب الصحفي والإعلامي	يختار الطالب مقررًا واحدًا	ENS115E Prerequisite EL111	2	
100	50	-	-	50	2		-	2	مهارات لغوية متكاملة		ENS116E Prerequisite EL111	2	تربوي
100	50	-	-	50	1		-	1	القيادة التربوية	إجباري	EDS117	1	
100	50	-	25	25	2		2	1	تكنولوجيا التعليم والتحول الرقمي	إجباري	EDS118	2	ثقافي
100	50	-	-	50	3			3	مهارات الحياة والتعايش	يختار الطالب مقررًا واحدًا	GR118	3	
100	50	-	-	50	3		2	2	مهارات الاتصال في اللغة الإنجليزية (2)		EL112 Prerequisite EL111	3	تدريب ميداني
100	-	-	-	-	1	4		-	تدريب ميداني 1	إجباري	FTS11	1	
اجتياز	-	-	-	-	-		-	-	اللغة الإنجليزية	إجباري	ENGN	0	ثقافي إجباري بدون ساعات
مجموع عدد ساعات الفصل الدراسي 20 ساعة معتمدة													

The maximum grade for the semester work is 20 points, and the maximum grade for the midterm exam is 30 points. In the case of an oral exam as part of the course evaluation, the maximum grade for both parts is 10 points, with a total of 51 points respectively.

Semester3													
درجات التقويم					ساعات التدريس				اسم المقرر	طبيعة المقرر	الكود والمتطلبات السابقة	الساعات المعتمدة	فئة المقرر
مجموع	تحريري	شفهي	عملي	أعمال السنة ومنتصف الفصل	مجموع	تدريب ميداني	تطبيقي/ عملي	نظري					
100	50	25	-	25	2		2	1	قواعد وتدريبات لغوية (2)	إجباري	ENF217 Prerequisite ENS110& ENS113	2	تخصصي
100	50	-	-	50	2		-	2	علم الصرف والتركيب	إجباري	ENF218	2	
100	50	-	-	50	2		-	2	كتابة (2) الجدلية	إجباري	ENF219 Prerequisite ENS111	2	
100	50	-	-	50	2		-	2	فن القصة	إجباري	ENF220	2	
100	50	-	-	50	2		-	2	دراما	إجباري	ENF221 Prerequisite ENF105	2	
100	50	25	-	25	2		-	2	العرض الشفهي	إجباري	ENF222	2	
100	50	-	-	50	2		-	2	القراءة وكتابة المقالات	يختار الطالب	ENF223E	2	
100	50	-	-	50	2		-	2	مقدمة في اللغويات	مقرراً واحداً	ENF224E	2	
100	50	-	-	50	2		-	2	علم نفس النمو	إجباري	EDF226	2	تربوي
100	50	-	-	50	2		-	2	نظريات تربوية وإدارية	يختار الطالب مقرراً واحداً	EDF227E	2	
100	50	-	-	50	2		-	2	تنمية الموهبة والإبداع		EDF228E	2	
100	50	-	-	50	2		-	2	التعليم من أجل التنمية المستدامة		EDF231E	2	
100	-	-	50	50	1		2	-	تدريس مصغر 1	إجباري	ED2113	1	تدريب ميداني
مجموع عدد ساعات الفصل الدراسي 19 ساعة معتمدة													

The maximum grade for the semester work is 20 points, and the maximum grade for the midterm exam is 30 points. In the case of an oral exam as part of the course evaluation, the maximum grade for both parts is 10 points, with a total of 51 points respectively.

## Semester4

درجات التقويم					ساعات التدريس				اسم المقرر	طبيعة المقرر	الكود والمتطلبات السابقة	الساعات المعتمدة	فئة المقرر
مجموع	تحريري	شفهي	عملي	أعمال السنة ومنتصف الفصل	مجموع	تدريب ميداني	تطبيقي/ عملي	نظري					
100	50	-	-	50	2		-	2	شكسبير	إجباري	ENS225 Prerequisite ENF105	2	تخصصي
100	50	-	-	50	2		-	2	الترجمة إلى العربية	إجباري	ENS226 Prerequisite ENF106	2	
100	50	-	-	50	2		-	2	قراءة نقدية	إجباري	ENS227	2	
100	50	-	-	50	2		-	2	الشعر الرومانسي والفيكتوري	إجباري	ENS228 Prerequisite ENS109	2	
100	50	-	-	50	2		-	2	تحليل تقابلي وتحليل أخطاء	إجباري	ENS229	2	
100	50	-	-	50	2		-	2	رواية القرن التاسع عشر	إجباري	ENS230	2	
100	50	-	-	50	2		-	2	البلاغة والتكوين	يختار الطالب	ENS231E	2	
100	50	-	-	50	2		-	2	الحضارة الغربية	مقرراً واحداً	ENS232E	2	
100	50	-	-	50	2		-	2	تقييم التعلم	إجباري	EDS238	2	تربوي
100	50	-	-	50	2		-	2	الإرشاد النفسي والتربوي	يختار الطالب مقرراً واحداً	EDS239E	2	
100	50	-	-	50	2		-	2	اتجاهات معاصرة في تدريس التخصص		EDS240E	2	
100	50	-	-	50	2		-	2	المنظمات الدولية وتطوير التعليم		EDS243E	2	
100	-	-	-	-	1		2	-	تدريس مصغر 2	إجباري	EDS242	1	تدريب ميداني
اجتياز	-	-	-	-	-		-	-	تقنيات المعلومات والاتصال في التعليم والبحث TEC	إجباري	TECN	0	ثقافي إجباري بدون ساعات
مجموع عدد ساعات الفصل الدراسي 19 ساعة معتمدة													

The maximum grade for the semester work is 20 points, and the maximum grade for the midterm exam is 30 points. In the case of an oral exam as part of the course evaluation, the maximum grade for both parts is 10 points, with a total of 51 points respectively.

## Semester5

درجات التقويم					ساعات التدريس				اسم المقرر	طبيعة المقرر	الكود والمتطلبات السابقة	الساعات المعتمدة	فئة المقرر
مجموع	تحرير	شفهي	عملي	أعمال السنة ومنتصف الفصل	مجموع	التدريب الميداني	تطبيقي/ عملي	نظري					
100	50	-	-	50	2		-	2	قراءة تحليلية	إجباري	ENF333	2	تخصصي
100	50	-	-	50	2		-	2	الترجمة إلى الإنجليزية	إجباري	ENF334	2	
100	50	-	-	50	2		-	2	الشعر الحديث والمعاصر	إجباري	ENF335	2	
100	50	-	-	50	2		-	2	علم اللغة النفسي والاجتماعي	إجباري	ENF336	2	
100	50	-	-	50	2		-	2	تحليل الخطاب	إجباري	ENF337	2	
100	50	-	-	50	2		-	2	علم الأساليب	إجباري	ENF338	2	
100	50	25	-	25	3		-	3	أدب أمريكي/ بريطاني متعدد الثقافات	يختار الطالب مقررًا واحدًا	ENF339E	3	
100	50	25	-	25	3		-	3	تاريخ اللغة الإنجليزية		ENF340E	3	
100	50	-	-	50	1		-	1	الاتجاهات المعاصرة في علم النفس	إجباري	EDF350	1	تربوي
100	50	-	-	50	1		-	1	دمج ذوي الاحتياجات الخاصة	إجباري	EDF351	1	
100	50	-	-	50	2		-	2	التقويم البديل وتطبيقاته	يختار الطالب مقررًا واحدًا	EDF352E	2	
100	50	-	-	50	2		-	2	التعليم وريادة الأعمال		EDF353E	2	
100	50	-	-	50	2		-	2	التعليم الإلكتروني		EDF354E	2	
100	-	-	-	-	1	4		-	تدريب ميداني 2	إجباري	FTF32	1	تدريب ميداني
مجموع عدد ساعات الفصل الدراسي 20 ساعة معتمدة													

The maximum grade for the semester work is 20 points, and the maximum grade for the midterm exam is 30 points. In the case of an oral exam as part of the course evaluation, the maximum grade for both parts is 10 points, with a total of 51 points respectively.



## Semester6

درجات التقويم					ساعات التدريس				اسم المقرر	طبيعة المقرر	الكود والمتطلبات السابقة	الساعات المعتمدة	فئة المقرر
مجموع	تحريري	شفهي	عملي	أعمال السنة ومنتصف الفصل	مجموع	تدريب ميداني	تطبيقي/ عملي	نظري					
100	50	-	-	50	2		-	2	الكتابة المتقدمة	إجباري	ENS341	2	تخصصي
100	50	-	-	50	2		-	2	أدب مقارن	إجباري	ENS342	2	
100	50	-	-	50	2		-	2	دراما القرن العشرين	إجباري	ENS343	2	
100	50	-	-	50	2		-	2	الدلالة والتداولية	إجباري	ENS344	2	
100	50	-	-	50	1		-	1	نقد حديث	إجباري	ENS345 Prerequisite ENS112	1	
100	50	-	-	50	2		-	2	الرواية الحديثة والمعاصرة	إجباري	ENS346	2	
100	50	-	-	50	3		-	3	قواعد متقدمة	يفتار الطالب مقرراً واحداً	ENS347E Prerequisite ENF217	3	
100	50	-	-	50	3		-	3	اللغويات التطبيقية		ENS348E Prerequisite ENF217	3	
100	50	-	-	50	1		-	1	التربية المقارنة والدولية	إجباري	EDS362	1	تربوي
100	50	-	-	50	1		-	1	المنهج المدرسي	إجباري	EDS363	1	
100	50	-	-	50	2		-	2	الإرشاد والتفكير في الممارسات المهنية	يفتار الطالب مقرراً واحداً	EDS364E	2	
100	50	-	-	50	2		-	2	التعليم القائم على التخصص المعرفي والبيئية		EDS365E	2	
100	50	-	-	50	2		-	2	الذكاءات المتعددة		EDS366E	2	
100	-	-	-	-	1	4		-	تدريب ميداني 3	إجباري	FTS33	1	تدريب ميداني
مجموع عدد ساعات الفصل الدراسي 19 ساعة معتمدة													

The maximum grade for the semester work is 20 points, and the maximum grade for the midterm exam is 30 points. In the case of an oral exam as part of the course evaluation, the maximum grade for both parts is 10 points, with a total of 51 points respectively.

### Semester7

درجات التقويم				ساعات التدريس				اسم المقرر	الكود	الساعات	فئة المقرر
مجموع	تحريري (منتصف - نهائي)	شفهي	تطبيقات	مجموع	تدريب ميداني	تطبيقي/ عملي	نظري				
35	-	10	25	1	-	2	-	مشروع تخرج (ممتد)	ED40F	1	مشروع تخرج
50	50 (40-10)	-	-	1	-	-	1	بحوث فعل (ممتد)	ED41F	1	بحوث الفعل
100	-	-	-	5	20	-	-	تدريب ميداني 4	FTF44	5	تدريب ميداني
مجموع عدد ساعات الفصل الدراسي 7 ساعات معتمدة											

### Semester8

درجات التقويم				ساعات التدريس				اسم المقرر	الكود	الساعات	فئة المقرر
مجموع	تحريري (منتصف - نهائي)	شفهي	تطبيقات	مجموع	تدريب ميداني	تطبيقي/ عملي	نظري				
65	-	20	45	2	-	4	-	مشروع تخرج (ممتد)	ED40S	2	مشروع تخرج
50	-	10	40	1	-	2	-	بحوث فعل (ممتد)	ED41S	1	بحوث الفعل
100	-	-	-	5	20	-	-	تدريب ميداني 5	FTS45	5	تدريب ميداني
مجموع عدد ساعات الفصل الدراسي 8 ساعات معتمدة											

### Field Training Courses

ملاحظات	متطلبات سابقة	ساعات معتمدة	مقررات إجبارية	الفصل الدراسي
		1	تدريس مصغر 1	الثالث
	تدريس مصغر 1	1	تدريس مصغر 2	الرابع
		1	تدريب ميداني 1	الثاني
	تدريب ميداني 1	1	تدريب ميداني 2	الخامس
	تدريب ميداني 2	1	تدريب ميداني 3	السادس
موزعة على مدار الأسبوع	تدريب ميداني 3	5	تدريب ميداني 4	السابع
موزعة على مدار الأسبوع	تدريب ميداني 4	5	تدريب ميداني 5	الثامن
مجموع عدد ساعات التدريب الميداني 15 ساعة معتمدة				

## Brief Course Descriptions and Program Matrices





### Brief Course Descriptions and Program Matrices

#### Brief Descriptions of Courses and Program Matrices

Below are brief descriptions of the courses for each specialized program in teacher preparation at the bachelor's level (Kindergarten, English Language, Mathematics), followed by the program matrix that highlights the relationship between these courses and the learning outcomes targeted by the program.

It is worth noting that:

- The course descriptions are brief, focusing on the general objective of each course and its key content aspects, based on the unified regulations prepared by the Educational Studies Sector Committee for teacher preparation under the credit-hour system (2023).
- Given the diversity of learning outcomes targeted by each specialized program, it was appropriate to organize the program matrix into two sections according to these outcomes: the first for specialized learning outcomes and the second for non-specialized learning outcomes.
- The targeted learning outcomes in each of the program matrices have been highlighted with specific colors as follows:

- **Knowledge and Understanding** 
- **Practical and Professional Skills** 
- **Intellectual Skills** 
- **General and Transferable Skills** 

**Bachelor's Program in Childhood and Education - Specialization in Early Childhood – 1**  
**Education**  
(Alphabetically Arranged)

**Course Name: Children's Literature (CES235)**

**Course Type:** Mandatory

**Credit Hours:** 2

**Course Objectives:**

The course aims to introduce children's literature in terms of its origin, importance, types, characteristics, forms, and presentation requirements.

**Course Content:**

- The origin and development of children's literature globally and locally.
- The concept, objectives, and importance of children's literature.
- Characteristics of children's literature.
- Study of children's literary arts.
- Folklore: its concept, performance, and influence on children.
- Study of different forms of children's literature.

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**Course Name: Fundamentals of Early Childhood Curricula and Programs (CEF105)**

**Course Type:** Mandatory

**Credit Hours:** 2

**Course Objectives:**

The course aims to familiarize students with the foundations of designing early childhood programs and curricula in line with modern global trends.

**Course Content:**

- The concept, components, organization, and importance of the curriculum.
- The concept of curriculum theory, its models, historical development, and applications.
- Modern global trends in children's education curricula.
- The concept of child programs and their philosophy according to various scholars.
- Foundations of designing children's programs.
- Expected roles in planning, implementing, and evaluating children's programs.

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**Course Name: Strategies and Programs for Early Detection and Intervention (CES237E)**

**Course Type:** Elective

**Credit Hours:** 2

**Course Objectives:**

The course aims to provide knowledge and concepts regarding strategies and programs for early detection and intervention in light of contemporary educational trends. It also seeks to identify the goals, importance, components, types, and scientific foundations of early detection and intervention programs, as well as their design and evaluation.

**Course Content:**

- The concept of early detection and intervention.
- The importance, justification, and fields of early intervention.
- Target groups for early intervention.
- Early intervention services.
- Obstacles to early intervention.
- The intervention team in early intervention programs.
- Forms and characteristics of the early intervention team.
- Indicators of early detection of disabilities.
- Major issues related to early detection.
- Use of advanced technology in early detection of disabilities and early intervention to address them.

- **Course Name: Media and Child Culture (CES358)**

**Type:** Mandatory

**Credit Hours:** 2

The course aims to: Understand the impact of communication media on children's culture and all aspects of their development.

Content: The concept of culture, media-culture, media, and the child's personality, the impact of culture and media on growth, social institutions and their role in educating children, the role of media in children's education, electronic games, and their impact on children's culture.

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- **Course Name: Educational Games (CEF102)**

**Type:** Mandatory

**Credit Hours:** 3

The course aims to: Understand the importance of educational games, their impact on children's learning, and how to produce them.

Content: Educational games and their historical development, goals, functions, types, and their relationship with the child's reality at home, kindergarten, school, and other institutions serving children, the role of the teacher, parents, and caregivers in educational games, stages of implementation, the effect of educational games on learning patterns, proposed models for designing and producing educational games suited to the child's age.

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- **Course Name: Educational Singing Games (CES116E)**

**Type:** Elective

**Credit Hours:** 2

The course aims to: Understand educational singing games, their goals, types, applications, and preparing teachers to select appropriate games for children, along with applications of these games at home, daycare, kindergarten, and children's external environments.

Content: Introduction to educational singing games, definitions, goals, types,

presentation methods, and using singing games in the educational and pedagogical process, selecting appropriate games for children, developing skills in using educational singing games for kindergarten children, and applying some of these games in various settings.

- 
- **Course Name: Neuro-Psychological Disorders in Children (CEF224E)**  
**Type:** Elective  
**Credit Hours:** 3  
The course aims to: Understand neuro-psychological disorders in children and common treatments.  
Content: Concepts of mental health and mental illness, common mental disorders in children from birth (anxiety, separation anxiety, stranger anxiety, ADHD, autism spectrum disorder, selective mutism, language and speech disorders, cognitive deficits), and common treatments; the caregiver's role in implementing treatments (school therapy, behavioral therapy, family therapy, play therapy).
- 
- **Course Name: Motor Programs for Children (CES232)**  
**Type:** Mandatory  
**Credit Hours:** 3  
The course aims to: Understand the objectives of daily motor programs for children and how to design them according to contemporary educational trends.  
Content: Introduction to child programs within contemporary educational trends, objectives and importance of child programs, philosophical foundations of child programs, motor programs for children, and their components, principles, and goals, the integrated experience curriculum, daily programs for children, and the teacher's role in each segment, designing and evaluating children's programs.
- 
- **Course Name: Aesthetic Appreciation for Children in the Digital Age (CEF225E)**  
**Type:** Elective  
**Credit Hours:** 3  
The course aims to: Understand the psychology of artistic and aesthetic appreciation, ways to develop a child's aesthetic sense, and research skills using the internet for spreading aesthetic and artistic awareness.  
Content: The psychology of aesthetic and artistic appreciation, theories of aesthetic and artistic taste, training on methods and ways to develop the child's aesthetic sense, the role of sensory experience, developing research skills using the internet, and communicating to raise awareness about aesthetic values.
- 
- **Course Name: Motor Education for Children (CEF223)**  
**Type:** Mandatory  
**Credit Hours:** 2  
The course aims to: Understand the concept, goals, standards, and safety factors of motor education for children.  
Content: The concept and goals of motor education, scientific foundations of motor education, components and issues in motor education, criteria for preparing teachers and educators for motor education, characteristics of educators, preparing motor stories and sports presentations, safety and security factors in motor learning.
-

- **Course Name: Sensory Education (CEF106E)**

**Type:** Elective

**Credit Hours:** 2

The course aims to: Understand sensory skills, goals, and children's senses, and explore global and local practices in sensory and sensory-motor education.

Content: Concepts and goals of sensory education, functions of senses, major sensory skills (visual, auditory, olfactory, tactile, and taste differentiation), children's self-awareness related to their senses and body, and studying the relationship between physical education, fine arts, and sensory education.

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- **Course Name: Artistic Education for Children (CES111)**

**Type:** Mandatory

**Credit Hours:** 3

The course aims to: Understand the importance of manual skills, how to use materials, and develop children's abilities in shaping and drawing.

Content: Concepts of artistic skills, the importance of manual skills, the importance of artistic education for children, developing artistic skills, stages of children's drawing development, elements of shape formation in artistic activities, and developing skills in drawing, coloring, design, printing, and using materials creatively.

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- **Course Name: Museum Education (CES356)**

**Type:** Mandatory

**Credit Hours:** 2

The course aims to: Understand the role of museum education in increasing children's awareness and culture by exploring the design of children's museums for both regular children and those with special needs.

Content: Definition of museums, their history and development, types and importance of museums, principles of museum design for children and those with special needs, examples of local and international museums, museum education and its role in promoting cultural and archaeological awareness for children, educational goals in museum settings.

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- These are translations for a few of the courses. If you need more, let me know and I'll continue translating the remaining ones!

- **Course Name: Music Education (1) (CEF220)**

**Type:** Mandatory

**Credit Hours:** 3

The course aims to: Understand the concept of musical activities, methods of teaching music, and their uses with children to develop necessary musical skills, improve instrumental playing skills, execute songs, design musical performances, and use rhythmic movements.

Content: Concept of music education, its importance, functions, and components – Study of musical activities – Methods of teaching music to children in early stages – Training on musical skills – Definition of musical skill, types of musical skills (listening, music appreciation) – Different melodic stimuli (strong and weak, fast and slow, discrete and continuous, sharp and dull).

Practical training: Singing musical scales, participation in music exercises for beginners, performing songs for beginners, designing a musical performance for a group, using rhythmic movement in performances and musical activities.

- 
- **Course Name: Music Education (2) (CES231)**  
**Type:** Mandatory  
**Credit Hours:** 3  
 The course aims to: Recognize the importance, goals, and characteristics of children's songs, methods of teaching them, reading musical notation, and playing them.  
 Content: The importance of children's songs according to philosophers, educators, and musicians – Goals of children's songs – Child's response to songs and music – Reading simple musical notations – Solfeggio skills for simple musical notations – Characteristics of children's songs and methods of teaching them – Distinction between children's songs and other musical activities – Correct singing skills – Playing some children's songs on a musical instrument with simple accompaniment – Criteria for selecting children's songs – Addressing singing issues in children – Acquiring skills in teaching children's songs – Identifying talented children in singing – Global music rules.
- 
- **Course Name: Music Education (3) (CEF344)**  
**Type:** Mandatory  
**Credit Hours:** 3  
 The course aims to: Recognize rhythmic instruments, the rules for reading and writing simple music for playing, and accompanying songs.  
 Content: Percussion instruments in a band – General and specific objectives for teaching percussion instruments in early childhood – How to introduce percussion instruments to children – Difficulties faced in performing with percussion instruments – Description and clarification of each percussion instrument and its role in performance – How to select musical pieces for accompaniment and teaching guidelines – Rules for reading and writing simple music for playing and accompanying songs.
- 
- **Course Name: Smart Applications for Children (CES236E)**  
**Type:** Elective  
**Credit Hours:** 2  
 The course aims to: Acquire knowledge, skills, and positive attitudes towards using technology with various smart applications suitable for children, understand the principles of their use, their importance, impact on children's learning, and how to produce them.  
 Content: Importance of smart applications for children, types, and how to use them – Presentation of smart application models such as digital stories, educational electronic games, and educational media – Multimedia programs for children – Children's websites, their importance, and their impact on developing children's skills – Principles of effective educational communication and its relationship with educational technology – Study of games, digital stories, their history, goals, functions, and types – The role of the teacher and caregivers in educational games – Suggested models for designing and producing games and digital stories.
- 
- **Course Name: Visual Arts for Children (CEF345)**  
**Type:** Mandatory  
**Credit Hours:** 3  
 The course aims to: Understand visual arts and how to use different materials from the environment and nature in artistic creation.  
 Content: Concepts of visual arts such as printing, textile works, fabric shaping, collage,



decoupage, puppetry, and clay molding – Skills in planning and implementing educational activities based on aesthetic practices in visual arts to develop children's discovery and creativity – Arts corner – Identifying types of tools and their uses such as brushes, colors, dyes, printing tools, sponges, and natural and manufactured art materials – Using different materials from the environment and nature in artistic creation inspired by artists' works – Integration in art activities and child activities at home, daycare, and kindergarten.

- 
- **Course Name: Arts and Handicrafts for Children (CEF221)**  
**Type:** Mandatory  
**Credit Hours:** 2  
 The course aims to: Understand the nature of artistic and manual skills, types of artistic expression, how to use various materials for artistic expression, and evaluate artistic and manual skills.  
 Content: Stages of development of artistic expression in children – Nature of manual and artistic skills, their importance, and types – Various environmental materials used in artistic activities – Artistic work and its development in children – Methods of teaching artistic and manual skills – Evaluating artistic and manual skills – Applications of basic manual and artistic skills required in early childhood.
- 
- **Course Name: Theater and Drama in Early Childhood (CES359)**  
**Type:** Mandatory  
**Credit Hours:** 3  
 The course aims to: Understand the role of drama in shaping children's education, building children's theater, its types, performance, and stage direction.  
 Content: Theater as a form of human expression – Theater, its function, and nature – The emergence and development of theater arts – Basic theatrical performance methods – Topics highlighting the role of drama in nurturing and refining children's talents – Writing stage scripts – Elements of constructing a play – History of children's theater – Types of children's theater – Basics of stage direction – Complementary elements of a theater performance – Models of educational plays.
- 
- **Course Name: Scientific and Mathematical Concepts for Preschool Children (CES355)**  
**Type:** Mandatory  
**Credit Hours:** 2  
 The course aims to: Understand the development of scientific and mathematical concepts in children based on theories, factors influencing their growth, learning mechanisms, and evaluation.  
 Content: Introduction to concepts in education – Theories of conceptual development and their stages in children – Factors affecting conceptual growth in children – Teaching strategies based on modern learning theories for teaching concepts – Approaches to selecting and evaluating concepts – Basic scientific and mathematical concepts and skills – Tools for evaluating scientific and mathematical concepts – Scientific and mathematical concepts related to children's growth.

**Course Name: Historical and Geographical Concepts and Activities for Kindergarten Children (CES361E)**

- **Course Type:** Elective
- **Credit Hours:** 3
- **Course Objective:** To acquire skills for developing historical and geographical concepts in kindergarten children, based on theories, influencing factors, learning mechanisms, and how to evaluate and design appropriate activities for development and evaluation, as well as their relationship with thinking.
- **Course Content:** Concepts and theories addressing the growth of concepts and their stages in children – factors influencing concept development in children – educational strategies based on modern learning theories for teaching concepts – approaches for selecting and evaluating concepts – appropriate educational activities for early childhood – designing activities to develop historical and geographical concepts and evaluating them – the role of historical and geographical concepts in child development.

#### **Course Name: Language Skills for Kindergarten Children (CES113)**

- **Course Type:** Compulsory
- **Credit Hours:** 2
- **Course Objective:** To understand language, its forms, skills, and design activities to develop language skills and evaluate them, along with their relationship to thinking.
- **Course Content:** The nature and forms of language – pre-reading and pre-writing skills, and appropriate educational activities for early childhood – designing activities to develop reading and writing skills, and the relationship between care environments (home, nursery, kindergarten, school) in language development – the relationship between language and thinking – preparing appropriate evaluation tools to assess language development and reading and writing skills in early childhood – historical development of reading and writing, issues related to reading and writing, and proper practices for teaching functional reading and writing.

#### **Course Name: Children's Diseases (ECF343)**

- **Course Type:** Compulsory
- **Credit Hours:** 2
- **Course Objective:** To learn about common children's diseases, their causes, complications, and how to handle sick children.
- **Course Content:** Health and disease – causes of diseases – ways diseases spread and their complications – care for sick children – infectious diseases (1) diseases spread through droplets (measles, mumps, chickenpox) – (2) diseases spread through contaminated food and drink (gastroenteritis) – (3) diseases spread through blood (malaria) – (4) diseases spread by contact (scabies, lice) – non-infectious diseases: respiratory diseases (asthma), endocrine disorders (diabetes, hypothyroidism) – common neurological diseases (cerebral palsy, epilepsy) – cancer – vitiligo – common symptoms in children and how to manage them.

#### **Course Name: Outdoor and Recreational Activities (CEF104)**

- **Course Type:** Compulsory
- **Credit Hours:** 3

- **Course Objective:** To understand recreational education for children as a goal of modern education, its impact on children's growth in all aspects, and how to build an outdoor program and camps.
- **Course Content:** Modern child education – the concept of recreation – the relationship between education and recreation – levels of participation in recreational activities – goals of recreation and key characteristics of recreational activities – social and psychological effects of recreational activities – outdoor recreation – social factors promoting outdoor recreation – benefits of outdoor activities – forms of outdoor recreational activities – outdoor schools – outdoor programs – outdoor activities and risks – philosophical foundations of camps – goals, types, and ethics of camps.

#### **Course Name: Directed Physical Play Activities for Children (CES114)**

- **Course Type:** Compulsory
- **Credit Hours:** 3
- **Course Objective:** To understand the concept of physical play, its goals, types, stages, applications, and its effects on children's growth in all aspects.
- **Course Content:** The concept of physical play and its importance for children – goals of physical play – stages of physical play – types of physical play – functions of physical play – physical characteristics of children – learning methods through physical play – the effect of physical play on children's development (physically, motorically, psychologically, mentally) – basic motor skills – fitness components (strength, speed, flexibility, agility, endurance, balance) – classification of motor skills (stages) – applications of physical play.

#### **Course Name: Analyzing Children's Drawings (CEF219)**

- **Course Type:** Compulsory
- **Credit Hours:** 2
- **Course Objective:** To learn the theoretical foundations of children's drawings, the stages of their development, the motives for artistic expression in both typical and special-needs children, and methods for analyzing children's drawings.
- **Course Content:** Study of the theoretical foundations of children's drawings – historical development of children's drawing studies – motives for artistic expression in children (psychological, social, biological) – levels of emotional expression – educational theories explaining children's drawings – development stages of children's drawings, tests (drawing a person, drawing a family) – analysis of children's drawings, analysis of spontaneous drawings, and geometric drawings – psychological interpretations of children's drawings – drawings by special-needs children.

#### **Course Name: Planning and Organizing the Learning Environment (CEF222)**

- **Course Type:** Compulsory
- **Credit Hours:** 2
- **Course Objective:** To understand the learning environment for children, its impact on their growth and thinking, and how to plan, organize, manage, and evaluate it based on necessary scientific principles.
- **Course Content:** Educational environment, classification, and its impact on children's growth and thinking – managing the activity hall, ensuring safety for the child's learning

environment – scientific principles for organizing a child's learning environment – organizing educational corners – time management strategies – standards for evaluating the child's learning environment – organizing a child's learning environment using educational technology and multimedia.

**Course Name: Child Posture Education (CES357)**

- **Course Type:** Compulsory
- **Credit Hours:** 2
- **Course Objective:** To learn the standards of good posture, causes of posture deformities and corrective programs, and the role of both the mother and teacher in correcting children's posture.
- **Course Content:** The concept of posture and its importance – standards for good posture – causes of posture deformities and the mother's role in caring for children's posture – teacher's role in caring for children's posture (feet, spine, upper limbs, lower limbs) – therapeutic and preventive exercises, and tools and devices used to detect posture deformities.

**Course Name: Human Body Anatomy and Physiology (CEF103)**

- **Course Type:** Compulsory
- **Credit Hours:** 2
- **Course Objective:** To understand the structure of the human body, its organs, cells, functions, and physiological changes as applied to human anatomy.
- **Course Content:** Introduction to human anatomy – the anatomy of body systems and their growth from birth – body composition of various elements – the structure of living cells – the components and functions of blood – the structure and functions of the circulatory system – the structure and functions of the digestive system – the structure and functions of the nervous system – the structure and functions of the urinary system – applications of anatomy and human body functions (physiological changes during physical fitness training – cleft lip).

**Course Name: Child Rights and Citizenship (CEF346)**

- **Course Type:** Compulsory
- **Credit Hours:** 2
- **Course Objective:** To understand the legislation and laws that protect children's rights in Egyptian society.
- **Course Content:** The concept of rights and children's rights – historical development of children's rights – international conventions and agreements regarding children's rights – types of rights according to child law – laws regulating children's rights in Egypt – the concept of citizenship, its dimensions, and components – the role of community institutions in instilling values of citizenship in young children.

**Course Name: Psychology of Play in Children (CES110)**

- **Course Type:** Compulsory
- **Credit Hours:** 2

- **Course Objective:** To understand the importance of play for children, its types, effects, and the impact of technological games.
- **Course Content:** The concept of play and its importance for children – play in psychological theories – types of play – characteristics of play – play and growth – play and learning – individual differences in play – play therapy – play and technology – play and talent – technological games and their effects on children's development.

#### **Course Name: Child Health (CES112)**

- **Course Type:** Compulsory
- **Credit Hours:** 2
- **Course Objective:** To understand child health in Egyptian law, growth indicators up to 8 years old, and the importance of monitoring and evaluating children's needs.
- **Course Content:** Child health in Egyptian law – growth and development standards from birth to 8 years (physical, psychological, social, motor, mental growth) – importance of monitoring (height, weight, head circumference) from birth, and applying this up to age 8 – growth in children with special needs – maternal health and child growth – child nutrition – nutritional guidance for children (programs for children and caregivers) – evaluating children's nutritional needs – school nutrition – applied nutrition – malnutrition diseases – misconceptions about children's health – emergency health issues and how to manage them – school health environment – teacher health and child safety – child-friendly schools.
- **Course Name:** Children's Stories and Tales (CES234)  
**Course Type:** Compulsory  
**Credit Hours:** 2  
 The course aims to: Understand children's stories and tales, their characteristics in storytelling, utilize environmental materials in the preparation of stories and tales, and develop students' skills in creating children's stories, along with applying some stories. The course content includes: An introduction to children's stories and tales, the concept of stories, the concept of tales, the importance of stories, their objectives, and types, stories and child development, how to tell stories to children and types of storytelling, characteristics of children's stories and their relationship with the child's age stage, the art of storytelling, using environmental materials in preparing stories and tales, developing skills in preparing appropriate stories and tales for young children, and applying them.
- **Course Name:** Montessori Principles and Philosophy (CEF347)  
**Course Type:** Compulsory  
**Credit Hours:** 2  
 The course aims to: Understand the philosophy of Montessori, its objectives, characteristics, tools, and the characteristics of a Montessori environment. The course content includes: The philosophy of Montessori, the objectives of Montessori, characteristics of a Montessori classroom, the child in the context of Montessori (from 0-3, from 3-6, and from 6-9), the principles of directed Montessori, Montessori tools and how children use them, Montessori and children's life skills, preparing children for language, and Montessori methods of teaching basic math.
- **Course Name:** Introduction to Early Childhood (CEF101)  
**Course Type:** Compulsory  
**Credit Hours:** 2  
 The course aims to: Understand early childhood, its philosophy, curriculum, programs,

goals, importance, and stages of child development.

The course content includes: The concept of early childhood, its objectives, and importance, the historical development of early childhood over the ages, pioneers in early childhood education, stages of child development, the teacher's role and characteristics, the caregiver's role and characteristics, the reality of early childhood education in Egypt and the Arab world, the relationship between the teacher/caregiver and the family, and key programs and experiences in early childhood development in Arab and international contexts.

- Course Name: Foreign Language Skills for Kindergarten Children (CES233)

Course Type: Compulsory

Credit Hours: 2

The course aims to: Understand the components of teaching a foreign language to kindergarten children.

The course content includes: The nature of foreign language skills for children, appropriate educational activities for children, designing activities to develop these skills, understanding the practical content of the foreign language curriculum in the kindergarten syllabus, preparing suitable assessment tools to evaluate foreign language proficiency, and challenges in teaching foreign languages to children.

Bachelor's Program in Arts and Education – English Language and Literature Specialization –2  
(Alphabetically Ordered)

Children's Literature: Perspectives (ENF107E)

Course Type: Elective

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues associated with children's literature (perspectives).

Course Content: Concept of children's literature, its origins, development, and analysis of literary texts in English for children, evaluating them according to text selection criteria, objectives, and extracting educational values from literary texts.

American/British Multicultural Literature (ENF339E)

Course Type: Elective

Credit Hours: 3

Course Objective: To understand the concepts, ideas, and issues related to American and British multicultural literature.

Course Content: Definition of American and British multicultural literature (theater, novel, and poetry), its origins, development, study of various literary terms, analysis of literary texts from American and British multicultural literature, and understanding the interaction between cultures and world literatures.

Comparative Literature (ENS342)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to comparative literature.

Course Content: Concept of comparative literature, its fields, importance, history, trends, and the interaction between different world literatures, with a focus on Arab literature's position in it; exploring the importance of mutual influence between cultures and literatures.

Reading and Comprehension Techniques (ENF102)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to reading and comprehension techniques.

Course Content: Concept of reading, its stages, types, importance, characteristics of a good reader, definition of comprehension, its importance, reading strategies, skills, differences between speed reading and detailed reading, and analysis of reading excerpts.

Listening and Speaking (ENF101)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to listening and speaking techniques.

Course Content: Communication through correct language use, application of life situations and daily conversations in listening skills, and understanding oral excerpts through listening to recorded materials.



### Rhetoric and Composition (ENS231E)

Course Type: Elective

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to rhetoric and composition.

Course Content: Importance of rhetoric and its rules, the artistic features of literary texts, basic skills in speech, text, utterance, and the concept of textual cohesion, its tools, semantic and logical coherence, and speech acts theory.

### History of English Literature (ENF108E)

Course Type: Elective

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to the history of English literature.

Course Content: The nature of studying English literature (theater, novel, poetry), its roots, and historical cultural origins.

### History of the English Language (ENF340E)

Course Type: Elective

Credit Hours: 3

Course Objective: To understand the concepts, ideas, and issues related to the history of the English language.

Course Content: The nature of the English language, its cultural and historical origins.

### Discourse Analysis (ENF337)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to discourse analysis.

Course Content: Basic concepts of discourse, text, utterance, and speech, the introduction to textual cohesion, its tools, semantic and logical coherence, and speech acts theory.

### Contrastive Analysis and Error Analysis (ENS229)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to contrastive analysis and error analysis.

Course Content: Contrastive linguistic theory versus error analysis, the role of each in foreign language teaching, their importance to foreign language teachers, causes of errors in foreign languages in general, and Arabic in particular, and applications of error analysis in teaching Arabic to speakers of other languages.

### Linguistic Exercises (1) (ENS110)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to linguistic exercises.

Course Content: Use of English vocabulary and structures through exercises to ensure correct use of vocabulary, phrases, and idiomatic expressions in English, and to improve writing and speaking skills.



#### Translation to English (ENF334)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to translation into English.

Course Content: Features of English texts, the main principles of translation from Arabic to English, and their applications, including simultaneous and oral translation, translation of scientific, literary, and journalistic texts from Arabic to English, and translation difficulties.

#### Translation to Arabic (ENS226)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to translation into Arabic.

Course Content: Features of the Arabic language, the main principles of translation from English to Arabic and their applications, including simultaneous and oral translation, translation of scientific, literary, and journalistic texts from English to Arabic, and translation difficulties.

#### Western Civilization (ENS232E)

Course Type: Elective

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to the study of Western civilization.

Course Content: Study of the political, social, economic, and cultural developments in Western society during the 19th and 20th centuries, and understanding the factors that influenced poetry, storytelling, and drama during these periods.

#### Journalistic and Media Discourse (ENS115E)

Course Type: Elective

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to journalistic and media discourse.

Course Content: Components of media discourse, its characteristics, schools of media discourse, its tools and challenges, with applications through examples.

#### Drama (ENF221)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to the art of drama.

Course Content: Features of classical theater and its elements, study of several dramatic texts, and the literary style of Shakespeare's plays.

#### 20th Century Drama (ENS343)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to 20th-century drama.

Course Content: Introduction to modern 20th-century theater, its different schools such as Absurd Theater and Symbolist Theater, and the evolution of modern drama.

### Semantics and Pragmatics (ENS344)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to semantics and pragmatics.

Course Content: The field of semantics—its origins and development—its relationship with other linguistic sciences, and its position in the levels of linguistic analysis. Study of types of linguistic meanings (phonetic, morphological, syntactic, lexical, and contextual) and pragmatic meaning, and its relation to social and cultural context.

### Modern and Contemporary Novels (ENS346)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to modern and contemporary novels.

Course Content: Concept of the novel, modern and contemporary novels, essential elements of the novel, analysis of 20th-century novels, and modern English and American literature. Study of literary trends in contemporary novel writing, with new forms of novels using myths to address modern themes in a unique, engaging manner.

### 19th Century Novels (ENS230)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to 19th-century novels.

Course Content: Novels from the 19th century, analysis of literary trends in 19th-century novels, and training on analyzing literary themes, its artistic components, and methods of application.

### Modern and Contemporary Poetry (ENF335)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to modern and contemporary poetry.

Course Content: 20th-century poetry, its characteristics, major poets of the period, the influences that shaped their works and ideas, and examples of poems that reflect the 20th century and its poetic schools.

### Romantic and Victorian Poetry (ENS228)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to Romantic and Victorian poetry.

Course Content: Romantic and Victorian poetry in the 19th century, its characteristics, major poets of the period, the influences on their writings and ideas, and study of examples of poems from this period.

### Shakespeare (ENS225)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to the works of Shakespeare.

Course Content: Study of the renowned English writer Shakespeare, through a selection of his comedies, tragedies, and historical plays. Exploration of his approach to constructing plays, characters, and ideas, along with the social, political, and cultural contexts that contributed to his genius. Study of his famous poems.

Phonetics (1) (ENF103)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to phonetics (1).

Course Content: Definition of phonetics, its importance, and its need in various fields. Study of sound articulation, analysis of linguistic sounds, and the classification of sounds based on their articulation, manner, and vocal cord state. Training on reproducing words and sentences using phonetic symbols.

Phonetics (2) (ENS114)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to phonetics (2).

Course Content: The concept of syllables, types of syllables, their writing, the nature of diphthongs, their classification, and the features distinguishing them from vowels. Intonation and its types.

Oral Presentation (ENF222)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to oral presentations.

Course Content: Concept of oral presentation, its foundations, objectives, forms, skills of spontaneous speaking, presentation skills, conversations, and group discussion sessions.

Stylistics (ENF338)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to stylistics.

Course Content: Basic concepts in stylistics, the relationship between language and context, and applications of stylistic analysis of various texts from different fields.

Morphology and Syntax (ENF218)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to morphology and syntax.

Course Content: Concept of morphemes, their types (roots, prefixes, suffixes), and derivational systems. Study of morphological and syntactic systems in English.

Psycholinguistics and Sociolinguistics (ENF336)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to psycholinguistics and sociolinguistics.

Course Content: Foundations of sociolinguistics, its methods, and fields, focusing on linguistic variations and the relationship between structure, function, ideas, age, and social and cultural contexts. Concepts in psycholinguistics, including the relationship between linguistic behavior and psychology, and language acquisition stages.

Art of Storytelling (ENF220)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to the art of storytelling.

Course Content: Literary trends in storytelling in the 18th century, through novels by selected authors, and literary critique of novels.

Analytical Reading (ENF333)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to analytical reading.

Course Content: Concept of analytical reading, its skills, importance, strategies, and techniques for inferring facts and viewpoints presented in texts.

Critical Reading (ENS227)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to critical reading.

Course Content: Skills for critical reading, analyzing what a text says, describes, and means by examining its writing style, structure, content, and language.

Reading and Writing Essays (ENF223E)

Course Type: Elective

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to reading and writing essays.

Course Content: Skills for inferring facts, viewpoints, and writing analytical and argumentative essays with coherence and logical structure, while using scientific and literary methods of writing.

Grammar (1) (ENS113)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to grammar (1).

Course Content: Key rules of English syntax, morphology, basic sentence structures, nominal and adverbial phrases, and different tenses.

Advanced Grammar (ENS347E)

Course Type: Elective

Credit Hours: 3

Course Objective: To understand the concepts, ideas, and issues related to advanced grammar.

Course Content: Study of advanced English syntax and morphology rules, along with both basic and advanced syntactic structures, nominal and adverbial phrases, and tenses.

#### Grammar and Linguistic Practice (2) (ENF217)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to grammar and linguistic practice (2).

Course Content: Communication skills in English: its foundations, techniques, and correct communication practices.

#### Writing (1) (Descriptive and Narrative) (ENS111)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to writing (1) (descriptive and narrative).

Course Content: Concept of descriptive and narrative writing, writing grammatically correct and coherent sentences, and professionally handling data and scientific information in English.

#### Writing (2) (Argumentative) (ENF219)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to writing (2) (argumentative).

Course Content: Concept of argumentative writing, writing analytical and argumentative essays with cohesion and structure. Application of skills for logically organizing thoughts using scientific and literary methods, referencing sources appropriately, and professionally handling data and information in English.

#### Advanced Writing (ENS341)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to advanced writing.

Course Content: Foundations of writing, its goals, importance, fields, and stages of compositional writing. Applications for writing cohesive, well-organized essays with a scientific and literary methodology, including training on proper citation practices.

#### Applied Linguistics (ENS348E)

Course Type: Elective

Credit Hours: 3

Course Objective: To understand the concepts, ideas, and issues related to applied linguistics.

Course Content: Study of applied linguistics concepts, communication skills in English, their foundations, techniques, and applications for proper language communication.

#### Principles of Writing and Translation (ENF106)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to the principles of writing and translation.

Course Content: Key principles and stages of writing, sentence structures, types of sentences and phrases, punctuation, and principles of translation. Includes translating various texts in multiple fields from and into English.

#### Introduction to Drama and Storytelling (ENF105)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to the art of drama and storytelling.

Course Content: Definition and characteristics of plays, their distinction from novels and poetry, elements of dramatic texts, prose and its forms, and history in English literature. Applications related to the literary elements of storytelling.

#### Introduction to English Poetry (ENS109)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to English poetry.

Course Content: Key terms related to English poetry, the history of English poetry, different forms of poetry, and their distinctions. Analysis of poetic texts from notable poets.

#### Introduction to Literary Criticism (ENS112)

Course Type: Mandatory

Credit Hours: 1

Course Objective: To understand the concepts, ideas, and issues related to literary criticism.

Course Content: Concept of literary criticism, essential terms, and their distinctions. Analysis of the basic changes in criticism through prominent critics and theorists throughout history.

#### Introduction to Linguistics (ENF104)

Course Type: Mandatory

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to linguistics.

Course Content: Definition, history, and nature of language. Study of human language and its components, linguistic conflict, its causes and effects, and various fields of linguistics with foundational concepts in each area.

#### Introduction to Linguistics (ENF224E)

Course Type: Elective

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to the introduction to linguistics.

Course Content: Origin and nature of linguistics, human language and its components, various fields of linguistics, and key concepts in each field.

#### Integrated Language Skills (ENS116E)

Course Type: Elective

Credit Hours: 2

Course Objective: To understand the concepts, ideas, and issues related to integrated language skills.

Course Content: Study of integrated language skills, English communication skills, and training students in practical foundations for correct English communication.

Modern Criticism (ENS345)

Course Type: Mandatory

Credit Hours: 1

Course Objective: To understand the concepts, ideas, and issues related to modern literary criticism.

Course Content: Concept of literary criticism in the modern (20th century) and contemporary periods, key terms, and distinctions in modern criticism. Analysis of fundamental changes in literary criticism, highlighting active critics, theorists, and their directions.

## Brief description of non-specialized courses (educational courses, and field training)

### **Course Name: Contemporary Trends in Psychology (EDF350)**

*Course: Compulsory*

*Credit Hours: 1*

The course aims to: Understand the scientific interpretation of learning in light of some contemporary trends in psychology.

The course content includes: Some contemporary trends in psychology, such as the information processing theory of memory, cognitive styles and learning methods, different models of education like cognitive learning: Ausubel, Bruner-Gagne, and cognitive social learning models: Rotter, Bandura, the role of cognitive processes in innovation, contemporary theories in educational psychology, mastery learning skills and innovation, and the application of psychometric theories in daily life.

### **Course Name: Contemporary Trends in Teaching the Specialization (EDS240E)**

*Course: Elective*

*Credit Hours: 2*

The course aims to: Understand the latest teaching trends emerging from various learning theories, explain the principles on which they are based, teaching strategies supporting them, the role of the teacher and the learner in each, and acquire concepts and principles related to applying modern teaching strategies and new technological applications in teaching the specialization.

The course content includes: Modern trends in teaching the specialization and their relationship to different learning theories: behavioral theory, cognitive theory, social theory, teaching strategies related to contemporary educational trends and their application in teaching the specialization, assessment, the role of the teacher and the learner in integrated teaching and learning processes, types of digital and interactive learning resources and their use, augmented reality technology in education, artificial intelligence applications in education, ethics of technology, and scientific standards for dealing with technology.

### **Course Name: Psychological and Educational Counseling (EDS239E)**

*Course: Elective*

*Credit Hours: 2*

The course aims to: Understand the theories in psychological counseling, including historical background, development, general principles, main counseling and therapeutic methods from each theory, strengths and weaknesses of each theory, and examples of applications of these theories.

The course content includes: The origins of counseling psychology, its fields and educational applications, its relationship with student guidance and counseling, the process of psychological counseling and its importance, the skills involved, stages of the counseling process, identifying and diagnosing cases that require counseling assistance, and how to handle them.

### **Course Name: Counseling and Reflective Practice in Professional Practices (EDS364E)**

*Course: Elective*

*Credit Hours: 2*

Counseling and reflection are important strategies for reflective practice in professional development, revealing how thinking, scenarios, questions, and stories can be used as



experiences for professional development and helping to develop knowledge and skills. This demonstrates the importance of reflection in helping teachers understand and maximize their professional experiences.

The course aims to: Understand the basic concepts and essential strategies for reflective practice in professional development and how to help peers recognize and develop their professional selves.

The course content includes: The concept of reflection, reflective practice, its importance, models, methods, and tools, its relationship with metacognition, creative solutions to professional problems, improving professional performance, the concept of mentorship, its importance in professional development, its fields, stages, methods, skills and roles of the mentor, roles of the mentee, challenges in counseling, and how to face them.

### **Course Name: Active Learning Strategies (EDF108)**

*Course: Compulsory*

*Credit Hours: 2*

The course aims to: Understand the concept of active learning and related concepts, its relationship with constructivist theory, its objectives, importance, characteristics, strategies, and challenges in its implementation in teaching and learning processes.

The course content includes: The concept of active learning, its theoretical foundations, objectives, importance, and characteristics - models of active learning strategies, and techniques such as discussion, brainstorming, cooperative learning, inquiry, scaffolding, educational games, and educational drama.

### **Course Name: Action Research – Extended Course (ED41S) and (ED41F)**

*Course: Compulsory*

*Credit Hours: 2*

The course aims to: Connect student teachers with the educational and social context of the school, diagnose real educational and learning problems, and provide them with research skills, particularly the ability to conduct action research to solve these problems, emphasizing school-based reform.

The course content includes: The concept of educational research, its skills, the concept of action research, its origins, importance, characteristics, types, differences between action research and other types of research, models of action research, the role of reflection in each stage, challenges in action research, how to face them, and examples of action research fields.

### **Course Name: Field Training (1) (FTS11)**

*Course: Compulsory*

*Credit Hours: 1*

The course aims to: Connect student teachers with the school's educational and learning environment, through becoming familiar with its main features in the school's educational, teaching, and administrative reality, and awareness of the factors affecting it.

The practices of the course may include: Observing teaching and learning situations, school activities, evaluating them, interacting with teachers, school management, and students, discussing and analyzing experiences resulting from reflecting on the reality of the school, interacting with it, and participating in some of its activities.

(If necessary, course practices may involve micro-teaching, or watching videos centered around teaching, discussing, and analyzing them through seminar sessions).

**Course Name: Field Training (2) (FTF32), Field Training (3) (FTS33), Field Training (4) (FTF44), Field Training (5) (FTS45)**

*Course: Compulsory*

*Credit Hours: 2*

The course aims to: Gain awareness of curricula in the field of specialization, acquire planning skills for teaching its content, use appropriate strategies and techniques in its implementation, assess the learning resulting from it, and develop positive attitudes towards the teaching profession and its ethics.

The course practices include: Analyzing textbooks in the field of specialization, referring to relevant resources, preparing daily lesson plans, choosing educational and learning media, learning assessment tools, participating in school activities, collaborating with colleagues, interacting with students, teachers, and school management, reflecting on field training practices, and participating in discussion sessions to evaluate their effectiveness, as well as positively responding to field training supervisors' guidelines.

**Course Name: Microteaching (1) (EDF230)**

**Course Type:** Compulsory

**Credits:** 1

**Course Objective:** To understand the nature, goals, and significance of microteaching in teacher development, its types, stages, and to develop skills in planning to teach the subject area.

**Course Content:** The concept of microteaching, its difference from regular teaching, its significance, its types and stages, teaching skills such as planning, implementation, and evaluation, the concept of lesson planning, its levels, lesson plan elements, content analysis techniques, writing learning objectives in the specialty area, and preparing daily lesson plans.

**Course Name: Microteaching (2) (EDS242)**

**Course Type:** Compulsory

**Credits:** 1

**Course Objective:** To develop skills and techniques in implementing subject-specific teaching and its evaluation.

**Course Content:** Orientation and its types, significance, differences from preparation, types of explanations, varying stimuli, verbal and non-verbal interaction, motivation, questioning techniques, levels of questions, use of educational media, learning evaluation and its types, methods, and tools.

**Course Name: Comparative and International Education (EDS362)**

**Course Type:** Compulsory

**Credits:** 1

**Course Objective:** To understand the concept of comparative education, its goals, importance, and development stages, research methods, and analyze cultural, social, and economic factors influencing education systems.

**Course Content:** The origin of comparative education, its development, major figures in the field, its goals, and areas of application, research methods, factors affecting educational policies, and the relationship between educational systems and societies.

**Course Name:** E-learning (EDF354E)

**Course Type:** Elective

**Credits:** 2

**Course Objective:** To understand concepts and skills related to e-learning, and to develop knowledge about the use of technology in education.

**Course Content:** The concept of e-learning, learning sources, technological innovations, characteristics, types, classifications, and their challenges in education, distance learning, instructional design, social networks, educational platforms, smart learning environments, and their applications in teaching and learning.

**Course Name:** Specialized and Interdisciplinary Education (EDS365E)

**Course Type:** Elective

**Credits:** 2

**Course Objective:** To develop the ability to integrate different academic specialties to study or solve problems from various perspectives.

**Course Content:** The concept of interdisciplinary education, its importance, characteristics, strategies for its application, and activities related to specialized and interdisciplinary education.

**Course Name:** Education for Sustainable Development (EDF231E)

**Course Type:** Elective

**Credits:** 2

**Course Objective:** To understand the basic concepts of education for sustainable development and to develop skills for addressing global challenges.

**Course Content:** The concepts of sustainable development, its goals, the challenges such as climate change, environmental degradation, poverty, inequality, and how to make informed decisions for societal change.

**Course Name:** Education and Entrepreneurship (EDF353E)

**Course Type:** Elective

**Credits:** 2

**Course Objective:** To understand concepts and issues related to entrepreneurship, and to learn how to transform ideas and innovations into practical projects.

**Course Content:** Introduction to entrepreneurship, creativity, project identification, business planning, market research, project marketing, financial planning, and modern trends in entrepreneurship.

**Course Name:** Alternative Assessment and Its Applications (EDF352E)

**Course Type:** Elective

**Credits:** 2

**Course Objective:** To understand the basic concepts of alternative assessment, its types, tools, and applications in the subject area.

**Course Content:** The concept of alternative assessment, its difference from traditional assessments, strategies, and tools like student portfolios, performance-based assessments, observation, concept maps, project-based assessments, and grading scales.

**Course Name:** Learning Evaluation (EDS238)

**Course Type:** Compulsory

**Credits:** 2

**Course Objective:** To understand evaluation strategies, practices, and the tools for assessing

cognitive, skill-based, and affective aspects of learning.

**Course Content:** Evaluation as part of teaching and learning, its importance, types of assessments, reliability, validity, objective and subjective assessments, formative and summative evaluation, and the use of electronic tests.

**Course Name:** Educational Technology and Digital Transformation (EDS118)

**Course Type:** Compulsory

**Credits:** 2

**Course Objective:** To understand the concepts and skills related to educational technology and digital transformation, and the use of technology in teaching the subject area.

**Course Content:** The concept of educational technology, learning resources, innovations, distance education, instructional design, social media, and online learning environments.

**Course Name:** Talent and Creativity Development (EDF228E)

**Course Type:** Elective

**Credits:** 2

**Course Objective:** To understand concepts and approaches for developing talent and creativity and identifying gifted individuals.

**Course Content:** The distinction between terms related to talent and creativity, behavioral traits of gifted individuals, factors influencing talent development, models of talent and creativity, and methods of identifying gifted students.

**Course Name:** Integration of Special Needs Education (EDF351)

**Course Type:** Compulsory

**Credits:** 1

**Course Objective:** To understand concepts related to special education, integration methods, teaching strategies, and evaluation techniques for inclusive education.

**Course Content:** Introduction to special education, types of disabilities, integration strategies, adaptive activities, and assessment methods for inclusive teaching.

**Course Name:** Multiple Intelligences (EDS366E)

**Course Type:** Elective

**Credits:** 2

**Course Objective:** To understand the concept of multiple intelligences and how it can improve learning outcomes.

**Course Content:** Multiple intelligences theory, types of intelligences such as linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and strategies for identifying and enhancing them in students.

**Course Name:** Partnership Between Kindergarten and Family (EDS241E)

**Course Type:** Elective

**Credits:** 2

**Course Objective:** To understand the basic concepts of parental education and how to strengthen the partnership between family and kindergarten to ensure the child's development.

**Course Content:** Concepts related to parental education, the importance of family-kindergarten partnerships, strategies, obstacles, and support systems for families.

**Course Name:** Developmental Psychology (EDF226)

**Course Type:** Compulsory

**Credits:** 2

**Course Objective:** To understand the psychological characteristics of children from pregnancy to late childhood.

**Course Content:** Developmental psychology concepts, stages of development, and theories related to growth such as Piaget's and Erikson's theories, as well as addressing common issues in childhood and adolescence.

**Course Name:** Educational Leadership (EDS117)

**Course Type:** Compulsory

**Credits:** 1

**Course Objective:** To understand educational leadership concepts, leadership behavior, strategic thinking skills, conflict management, decision-making, and negotiation.

**Course Content:** Educational leadership concepts, leadership styles, managerial activities, motivational concepts, and decision-making strategies in educational settings.

**Course Name:** Introduction to Positive Psychology (EDF229E)

**Course Type:** Elective

**Credits:** 2

**Course Objective:** To understand the basic concepts of positive psychology and its significance.

**Course Content:** Concepts of positive emotions, self-efficacy, happiness, emotional intelligence, well-being, and their application to education and personal growth.

**Course Name:** Graduation Project (ED40S) & (ED40F)

**Course Type:** Compulsory

**Credits:** 3

**Course Objective:** To enhance research skills and contribute to the professional development culture by designing and implementing a graduation project based on a field-based educational issue.

**Course Content:** The graduation project, its purpose, methodology, and reporting the results based on fieldwork and data collection.

**Course Name:** International Organizations and Educational Development (EDS243E)

**Course Type:** Elective

**Credits:** 2

**Course Objective:** To understand the role of international organizations in educational development and analyze educational indicators across different countries.

**Course Content:** The role of organizations like UNESCO, UNICEF, and the World Bank in education, global initiatives, and the monitoring of educational progress.

**Course Name:** School Curriculum (EDS363)

**Course Type:** Compulsory

**Credits:** 1

**Course Objective:** To understand the concept of the curriculum, its construction principles, components, and theoretical applications.

**Course Content:** Theories of curriculum design, types of curriculum, and current trends in global educational curricula.

**Course Name:** The Teaching Profession and Teacher Roles (EDF109)

**Course Type:** Compulsory

**Credits:** 2

**Course Objective:** To understand the concepts, skills, ethics, and professional values required for the teaching profession.

**Course Content:** The history of the teaching profession, the teacher's role in society, professional ethics, and the future of teaching in the digital age.

**Course Name:** Educational and Administrative Theories (EDF227E)

**Course Type:** Elective

**Credits:** 2

**Course Objective:** To understand educational learning theories, conditions, emotional influences, and individual differences in learning.

**Course Content:** Educational theories, individual learning differences, social interaction, and classroom management strategies.

### Brief description of the non-specialized courses (cultural courses) (alphabetically ordered)

**Course Name:** History and Civilization of Egyptian Society GR131

**Course Type:** Elective

**Credit Hours:** 3

The course aims to familiarize the student with various aspects of Egyptian society, historically, culturally, value-wise, and development-wise. It emphasizes the importance of understanding the surrounding society and connecting the present with the past and the cultural and value characteristics of the Egyptian people through the ages. This prepares students to channel their energy into playing an active role in building the society, correcting its shortcomings, and participating in the process of construction and development, drawing inspiration from the history of their ancestors and the opportunity for noble learning aimed at serving Egyptian society and advancing it.

**Course Content:** Ancient Egyptian civilization, highlighting the basic features of social, scientific, and cultural life in ancient Egypt, the political challenges faced by Egyptians from ancient times to the modern era, and shedding light on their struggle against colonial forces seeking to control their land. It also addresses the cultural capital in Egyptian society, the pillars, elements, and manifestations of Egyptian culture, and introduces the concepts of social capital and sustainable development, development maps, and development paths. The course also clarifies the role of youth, the state, and the entities responsible for implementing development maps, such as universities, the media, and civil society, linking all of this to the practical reality of Egyptian society.



**Course Name:** Information and Communication Technology in Education and Research TECN  
**Course Type:** Mandatory  
**Credit Hours:** 0

The course aims to educate the student and provide the basic knowledge in the field of information and communication technology and its applications in education, preparing them for further academic studies. It helps in the development of their academic skills and enhances their understanding of basic computer systems and big data applications, introduces basic information technology concepts such as the internet, web, systems, and the use of technology in self-learning and research, and familiarizes students with the concepts of security and ethics.

**Course Content:** Principles of computer science, concepts of e-learning, interaction with university learning platforms (LMS), student information systems (SIS), enhancing their skills to communicate effectively online, completing academic tasks, understanding artificial intelligence, the internet of things, and cybersecurity, in addition to using the internet in education and research.

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**Course Name:** English Language ENGN  
**Course Type:** Mandatory  
**Credit Hours:** 0

The course aims to develop the four language skills: listening, speaking, reading, and writing. It is expected that students will increase their vocabulary usage and improve their grammar.

**Course Content:** Basic grammar, writing formal and informal letters, paragraphs using linking words and relative clauses, reviewing books and postcards. The course also covers communication in social situations, shopping, answering the phone, and the ability to express themselves using common English expressions for daily situations, familiar words, and basic language phrases.

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**Course Name:** Arabic Language ARBN  
**Course Type:** Mandatory  
**Credit Hours:** 0

The course aims to prepare students to use the Arabic language efficiently and correctly at all levels: morphological, syntactic, spelling, and text analysis. The goal is to enable the student to achieve a high level of reading, writing, and communication skills without making spelling, morphological, syntactic, stylistic, or grammatical errors, and to develop their expressive abilities, expand their vocabulary, and train them to use appropriate expressions clearly.

**Course Content:** Teaching students Arabic grammar, morphology, and syntax, including original and secondary case markers, verbal and nominal sentences, subject and predicate, the verb "to be" and its derivatives, linking words, pronouns, relative pronouns, and others. It also includes spelling rules, Arabic handwriting, and analysis of some literary texts.

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**Course Name:** Communication Skills in English (1) EL111

**Course Type:** Elective

**Credit Hours:** 3

The course aims to develop communication skills in English for beginners, helping them communicate correctly and improve their four skills (listening, speaking, reading, and writing) in English.

**Course Content:** Introduction to simple self-presentation and using basic greeting phrases. It includes exercises, conversations, examples, and useful activities. Students will also learn fundamental English grammar (such as the verb "to be," present simple, present continuous, simple past), vocabulary, and commonly used expressions.

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**Course Name:** Communication Skills in English (2) EL112

**Course Type:** Elective

**Credit Hours:** 3

The course aims to enhance the student's proficiency to the level where they can communicate easily and confidently, utilizing English in their academic studies and building their confidence in expressing themselves in English without making unacceptable mistakes.

**Course Content:** Studying basic language rules, conversations, writing techniques in English, and reading topics through which students acquire new vocabulary that helps in their linguistic growth. This enables them to master all English language skills, ensuring that they reach an advanced level that supports them in writing and speaking.

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**Course Name:** Life Skills and Coexistence GR118

**Course Type:** Elective

**Credit Hours:** 3

The course aims to assist the student in building an effective and balanced personality by introducing them to a set of life skills necessary for success on personal, psychological, self-development, professional, and social levels. It applies a methodology for change to improve both the general and private aspects of life and covers important concepts such as human rights, women's rights, valuing belonging, accepting others, maintaining identity in diversity, the importance of social peace, coexistence, democracy, tolerance, and accepting others.

**Course Content:** Self-awareness skills, self-confidence, decision-making skills, confrontation, time management, effective leadership, effective communication skills, handling psychological pressures, leadership, building teamwork, human rights, women's rights, democracy, pluralism, and constructive thinking strategies.





# Matrix of the Bachelor's Program in Childhood and Education - Early Childhood Education Specialization (Credit Hour System)" (1)

## "Specialized Learning Outcomes"

نواتج التعلم التخصصية لبرنامج البكالوريوس في الطفولة والتربية - تخصص رياض الأطفال (بنظام الساعات المعتمدة)																							المقررات الدراسية
المظاهر المختلفة لنمو الطفل	احتياجات الطفل ومشكلاته	أسس تربية الطفل وفلسفته	استراتيجيات وأنشطة تنمية المهارات المختلفة لدى الطفل	أساليب تعليم القيم وتنميتها لدى الطفل	استراتيجيات تنمية التفكير وحل المشكلات لدى الطفل	فنون أدب الطفل ووسائطه	المهارات الحركية والعب للطفل.	مفاهيم التربية الوالدية ومبادئها	المفاهيم اللغوية والدينية، والعلمية، والاجتماعية، والخلاقية	قواعد الصحة العامة، وطرق التغذية السليمة، والإسعافات الأولية	القوانين والتشريعات المحلية والإقليمية والدولية الخاصة بالطفل	يخطط برنامجا لتنمية الطفل مستخدما الفنون وأدوات اللعب المختلفة	يكتشف مشكلات الطفل، ويحدد احتياجاته المختلفة، مستخدما الأدوات والوسائل المناسبة	يصمم أنشطة، وينتج أدوات تخاطب ثكائنات الأطفال المتعددة	يستخدم أدوات ووسائط الاكتشاف المبكر للأطفال ذوي الاحتياجات الخاصة	يتواصل باغلبية مع الأطفال عبر المصطلحات والمفاهيم المناسبة	يدبر بيئة التظيم والتعلم مراعيًا قواعد الصحة العامة وطرق التغذية السليمة	يحل المشكلات المختلفة لطفل الروضة	يستنتج الآثار النفسية المترتبة على أساليب التنشئة الأسرية للطفل	يتوقع الآثار النفسية للنشاط طفل الروضة والعابه	يقترح أنشطة تربوية مناسبة؛ لعلاج الأطفال ذوي الاحتياجات الخاصة	يتوقع سلوك الطفل بعد اكتساب خبرات تربوية مختلفة	يفسر فلسفات وأسس تربية الطفل وتعليمه
		X									X		X					X					مدخل الى الطفولة المبكرة
							X					X									X		الالعب التربوية
										X							X						تشريح وقسيولوجيا جسم الإنسان
							X					X								X			أنشطة الخلاء والترويج
												X	X									X	أساسيات مناهج وبرامج الطفولة المبكرة
													X	X							X		التربية الحسية
										X					X			X					التربية الصحية
												X			X						X		استراتيجيات التعلم النشط
											X						X	X			X		مهنة التعليم وأدوار المعلم
											X						X						تاريخ وحضارة المجتمع المصري
																	X						مهارات الاتصال في اللغة الانجليزية (1)
																	X						اللغة العربية
												X									X		سيكولوجية اللعب عند الأطفال
												X									X		التربية الفنية للطفل
										X							X						صحة الطفل

نواتج التعلم التخصصية لبرنامج البكالوريوس في الطفولة والتربية - تخصص رياض الأطفال (بنظام الساعات المعتمدة)																							المقررات الدراسية
المظاهر المختلفة لنمو الطفل	احتياجات الطفل ومشكلاته	أسس تربية الطفل وفلسفته	استراتيجيات وأنشطة تنمية المهارات لدى الطفل	أساليب تعليم القيم وتنميتها لدى الطفل	استراتيجيات تنمية التفكير وحل المشكلات لدى الطفل	فنون أدب الطفل ووسائطه	المهارات الحركية واللعب للطفل	مفاهيم التربية الوالدية ومبادئها	المفاهيم اللغوية العامة، الدينية، الاجتماعية، الأخلاقية، والإسعافات الأولية	قواعد الصحة العامة، وطرق والتشريعات المحلية والإقليمية والدولية الخاصة بالطفل	القوانين والتشريعات والمواثيق المحلية والإقليمية والدولية الخاصة بالطفل	يخطط برنامجاً لتنمية الطفل مستخدماً الفنون وأدوات اللعب المختلفة	يكتشف مشكلات الطفل، ويحدد احتياجاته المختلفة، مستخدماً الأدوات والوسائل المناسبة	يصمم أنشطة، وينتج أدوات تخاطب ذكاءات الأطفال المتعددة	يستخدم أدوات ووسائط الاكتشاف المبكر للأطفال ذوي الاحتياجات الخاصة	يتواصل بفاعلية مع الأطفال عبر المصطلحات والمفاهيم المناسبة	يدير بيئة التعليم والتعلم مراعيًا قواعد الصحة العامة وطرق التغذية السليمة	يحلل المشكلات المختلفة لطفل الروضة الأسرية للطفل	يستنتج الآثار النفسية المترتبة على أساليب التنشئة الأسرية للطفل	يتوقع الآثار النفسية لنشاط طفل الروضة والعابه	يقترح أنشطة تربوية مناسبة: لعلاج الأطفال ذوي الاحتياجات الخاصة	يتوقع سلوك الطفل بعد اكتساب خبرات تربوية مختلفة	يقسر فلسفات وأسس تربية الطفل وتعليمه
			X					X								X		X					المهارات اللغوية لطفل الروضة
							X					X								X	X		أنشطة اللعب الحركي الموجه للأطفال
									X							X						X	مكتبة الطفل
							X		X			X									X	X	الألعاب الغنائية التعليمية
																	X	X					القيادة التربوية
							X	X				X	X	X									تكنولوجيا التعليم والتحول الرقمي
												X									X	X	مهارات الحياة والتعايش
									X							X							مهارات الاتصال في اللغة الانجليزية (2)
							X		X	X						X							تدريب ميداني 1
									X							X							اللغة الإنجليزية
									X			X	X	X				X					تحليل رسوم الأطفال
												X	X	X						X	X		التربية الموسيقية 1
													X	X						X	X		الفنون والمهارات البدوية للطفل
												X	X	X			X					X	تخطيط وتنظيم بيئة التعليم والتعلم
												X	X	X						X			التربية الحركية للطفل
														X						X	X		الأمراض النفس-عصبية للأطفال

المقررات الدراسية	نواتج التعلم التخصصية لبرنامج البكالوريوس في الطفولة والتربية –تخصص رياض الأطفال (بمنظام الساعات المعتمدة)																							
	المظاهر المختلفة لنمو الطفل	احتياجات الطفل ومشكلاته	أسس التربية الطفل وفلسفاته	استراتيجيات وأنشطة تنمية المهارات المختلفة لدى الطفل	أساليب تعليم القيم وتنميتها لدى الطفل	استراتيجيات تنمية التفكير وحل المشكلات لدى الطفل	فنون أدب الطفل ووسائطه	المهارات الحركية والعباب للطفل.	مفاهيم التربية الوالدية ومبادئها	المفاهيم اللغوية والدينية،والعلمية،والاجتماعية، والخلاقية	قواعد الصحة العامة، وطرق التغذية السليمة، الأولية	القوانين والتشريعات والمواثيق المحلية والأقليمية والدولية الخاصة بالطفل	يخطط برنامجا لتنمية الطفل مستخدما الفنون المختلفة وأدوات اللعب المختلفة	يكتشف مشكلات الطفل، ويحدد احتياجاته المختلفة، مستخدما الأدوات والوسائل المناسبة	يصمم أنشطة، وينتج أدوات تخاطب ذكاءات الأطفال المتعددة	يستخدم أدوات ووسائط الاكتشاف المبكر للأطفال ذوي الاحتياجات الخاصة	يتواصل بأعالية مع الأطفال عبر المصطلحات والمفاهيم المناسبة	يدير بيئة التعليم مراعيًا قواعد الصحة العامة وطرق التغذية السليمة	يحلّ المشكلات المختلفة لطفل الروضة	يستنتج الآثار النفسية المترتبة على أساليب التنشئة الأسرية للطفل	يتوقع الآثار النفسية لتنشيط طفل الروضة والعابها الخاصة	يتوقع سلوك الطفل بعد اكتساب خبرات تربوية مختلفة	يفسر فلسفات وأسس تربية الطفل وتعليمه	
التذوق الجمالي للطفل في العصر الرقمي		X		X				X					X	X	X							X		
علم نفس النمو	X	X	X										X											
نظريات تربوية وإدارية													X											
تنمية الموهبة والإبداع	X												X	X										
مدخل إلى علم النفس الإيجابي																								
تدريس مصغر 1																								
التربية الموسيقية 2																								
البرامج الحركية للطفل																								
مهارات اللغة الأجنبية لطفل الروضة																								
قصص وحكايات الأطفال																								
أدب الأطفال																								
التطبيقات الذكية للطفل																								
استراتيجيات وبرامج الكشف والتدخل المبكر																								
تقييم التعلم																								
الإرشاد النفسي والتربوي																								
تجاهات معاصرة في تدريس التخصص																								
الشراكة بين الروضة والأسرة																								

نواتج التعلم التخصصية لبرنامج البكالوريوس في الطفولة والتربية –تخصص رياض الأطفال (بنظام الساعات المعتمدة)																							المقررات الدراسية																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
المظاهر المختلفة لنمو الطفل	احتياجات الطفل ومشكلاته	اسس تربية الطفل وفلسفته	استراتيجيات وأنشطة تنمية المهارات لدى الطفل	أساليب تعليم القيم وتنميتها لدى الطفل	استراتيجيات تنمية التفكير وحل المشكلات لدى الطفل	فنون أدب الطفل ووسائله	المهارات الحركية والعاب الطفل.	مفاهيم التربية الوالدية ومبادئها	المفاهيم اللغوية والدينية،والعلمية، والاجتماعية، والخلفية	قواعد الصحة العامة، وطرق التغذية السليمة، والإسعافات الأولية	القوانين والتشريعات والمواثيق المحلية والإقليمية والدولية الخاصة بالطفل	يخطط برنامجا لتنمية الطفل مستخدما الفنون وأدوات اللعب المختلفة	يكتشف مشكلات الطفل، ويحدد احتياجاته المختلفة، مستخدما الأدوات والوسائل المناسبة	يصمم أنشطة، وينتج أدوات تخاطب ذكاءات الأطفال المتعددة	يستخدم أدوات ووسائل: الاكتشاف المبكر للأطفال ذوي الاحتياجات الخاصة	يتواصل بفاعلية مع الأطفال عبر المصطلحات والمفاهيم المناسبة	يدبر بيئة التعليم والتعلم مراعياً قواعد الصحة العامة وطرق التغذية السليمة	يحلل المشكلات المختلفة لطفل الروضة الأسرية للطفل	يستنتج الآثار النفسية المتربطة على أساليب التنشئة والعاب	يتوقع الآثار النفسية لتنشيط طفل الروضة والعاب	يقترح أنشطة تربوية مناسبة، لعلاج الأطفال ذوي الاحتياجات الخاصة	يتوقع سلوك الطفل بعد اكتساب خبرات تربوية مختلفة		يفسر فلسفات وأسس تربية الطفل وتعليمه																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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نواتج التعلم التخصصية لبرنامج البكالوريوس في الطفولة والتربية –تخصص رياض الأطفال (بنظام الساعات المعتمدة)																							المقررات الدراسية			
المظاهر المختلفة لنمو الطفل	احتياجات الطفل ومشكلاته	أسس تربية الطفل وفلسفاته	أنشطة تنمية المهارات لدى الطفل	استراتيجيات تنمية التفكير وحل المشكلات لدى الطفل	استراتيجيات تعليم القيم وتنميتها لدى الطفل	أساليب تنمية التفكير وحل المشكلات لدى الطفل	فنون ادب الطفل ووسائطه	المهارات الحركية واللعب للطفل.	مفاهيم التربية الوالدية ومبادئها	المفاهيم اللغوية والدينية، والعلمية، والاجتماعية، والخلفية الأولية	قواعد الصحة العامة، وطرق التغذية السليمة، والإسعافات الأولية	القوانين والتشريعات والمواثيق المحلية والإقليمية والدولية الخاصة بالطفل	يخطط برنامجاً لتنمية الطفل مستخدماً الفنون وأدوات اللعب المختلفة	يكتشف مشكلات الطفل، ويحدد احتياجاته المختلفة، مستخدماً الأدوات والوسائل المناسبة	يصمم أنشطة، وينتج أدوات تخاطب ذكاءات الأطفال المتعددة	يستخدم أدوات ووسائط، ويستكشف المبرك للأطفال ذوي الاحتياجات الخاصة	يتواصل بفاعلية مع الأطفال عبر المصطلحات والمفاهيم المناسبة	يدبر بيئة التعليم والتعلم مراعيًا قواعد الصحة العامة وطرق التغذية السليمة	يحل المشكلات المختلفة لطفل الروضة	يستنتج الآثار المترتبة على أساليب التنشئة الأسرية للطفل	يتوقع الآثار النفسية لتشاط طفل الروضة وأعباه	يقترح أنشطة تربوية مناسبة؛ لعلاج الأطفال ذوي الاحتياجات الخاصة		يتوقع سلوك الطفل بعد اكتساب خبرات تربوية مختلفة	يقسر فلسفات وأسس تربية الطفل وتعليمه	
										X							X								لمفاهيم العلمية الرياضية لطفل الروضة	
X						X	X										X								تربية المتحفية	
			X					X					X												تربية قوام الطفل	
X	X			X	X									X				X	X					X	X	الإعلام وثقافة الطفل
X	X		X		X					X	X	X														مسرح والدراما في الطفولة المبكرة
X										X																التعلم الذاتي التنمية المهنية في الطفولة المبكرة
																	X									المفاهيم والأنشطة التاريخية الجغرافية لطفل الروضة
																										التربية المقارنة والدولية
			X											X												المنهج المدرسي
X						X																				الإرشاد والتفكير في الممارسات المهنية
X									X																	التعليم القائم على التخصص والبيئية
X									X																	الذكاوات المتعددة
	X					X	X		X																	تدريب ميداني 3
					X					X																مشروع تخرج(ممتد)
					X					X																بحوث فعل (ممتد)

المقررات الدراسية	نواتج التعلم التخصصية لبرنامج البكالوريوس في الطفولة والتربية -تخصص رياض الأطفال (بنظام الساعات المعتمدة)																								
	المظاهر المختلفة لنمو الطفل	احتياجات الطفل ومشكلاته	أسس تربية الطفل وفلسفاته	استراتيجيات وأنشطة تنمية المهارات لدى الطفل	أساليب تعليم القيم وتنميتها لدى الطفل	استراتيجيات تنمية التفكير والمشكلات لدى الطفل	فنون ادب الطفل ووسائطه	المهارات الحركية والعاب الطفل.	مفاهيم التربية الوالدية ومبادئها	المفاهيم اللغوية والدينية،والعلم مبية،والاجتماع والخلفية الأولية	قواعد الصحة العامية، وطرق التغذية السليمة، والإسعافات الأولية	القوانين والتشريعات والمواثيق المحلية والإقليمية والدولية الخاصة بالطفل	يخطط برنامجا لتنمية الطفل مستخدما الفنون وأدوات اللعب المختلفة	يكتشف مشكلات الطفل، ويحدد احتياجاته المختلفة، مستخدما الأدوات والوسائل المناسبة	يصمم أنشطة، وينتج أدوات تخاطب تحتايات الأطفال المتعددة	يستخدم أدوات ووسائط، الاكتشاف المبكر للأطفال لدى الاحتياجات الخاصة	يتواصل بفاعلية مع الأطفال عبر المصطلحات والمفاهيم المناسبة	يدبر بيئة التعليم والتعلم مراعيا قواعد الصحة العامة لطف الروضة السليمة	يحل المشكلات المختلفة على أساليب التشدد الأسرية للطفل	يستنتج الآثار النفسية المتربة على أساليب التنشئة الأسرية للطفل	يتوقع الآثار النفسية لنشاط طفل الروضة والعاب	يقترح أنشطة تربوية مناسبة، لعلاج الأطفال لدى الاحتياجات الخاصة	يتوقع سلوك الطفل بعد اكتساب خبرات تربوية مختلفة	يفسر فلسفات وأسس تربية الطفل وتعليمه	
تدريب ميداني 4		X	X	X	X	X								X			X	X						X	
مشروع تخرج (ممتد)			X	X	X	X								X					X						
بحوث فعل(ممتد)			X	X	X	X								X					X						
تدريب ميداني 5		X	X	X	X	X									X		X	X						X	

## The Matrix of the Bachelor's Program in Childhood and Education - Early Childhood Education Major (Credit Hour System)

### "Non-specialized Learning Outcomes"

نواتج التعلم غير التخصصية لبرنامج البكالوريوس في الطفولة والتربية- تخصص رياض الأطفال (بنظام الساعات المعتمدة)																										المقررات
الدراسية																										
أسس الإدارة التربوية والتخطيط وتصميم البيئات التعليمية	المنهج الدراسي والتعليم والتعلم والتقييم والتطوير	استراتيجيات التعليم والتعلم	أسس تكنولوجيا التعليم وتطبيقاتها	التقويم التربوي ونظرياته	مبادئ التربية الخاصة والإرشاد التربوي والنقسي وريادة الأعمال	نظريات الفلسفية، التاريخية، والثقافية والمرتبطة بالمجتمع والتعليم	الأبعاد الشخصية، وتعزيز الهوية الثقافية، وحقوق الإنسان.	معلومات أساسية، شخصية، مهنية، وموالية	استراتيجيات تنمية التفكير والموهبة	مهارات البحث العلمي وبحث الفن	العمل الفردي والمشاركة المجتمعية	مداخل ونظم الجودة والاعتماد	مداخل ونظم الجودة والاعتماد	قواعد التكنولوجيا والمجتمعية ذات العلاقة بالتحخصص	التطورات العلمية والتكنولوجية والمجتمعية	البيئية ومجالات التكامل بين فروع المعرفة	مصادر ومطلوبات العملية المهنية والتشريعات ذات الصلة ونظرياته	أساليب التنمية المهنية والتأني ونظرياته	أخلاقيات مهنة التعليم والتعلم	صمم بيئات تعليمية منظمة للتعليم والتعلم المستهدف	خطط مواءم للتعليم في الفروع الفرعية بين التخصصات، مستخدمين نواتج التعلم	يدبر الصف مراعي الفروقات الفردية بين المتعلمين، نواتج التعلم	يوظف تكنولوجيا التعليم في التعليم والتعلم	استراتيجيات أساليب وأدوات وأساليب وأس		

Arab Open University, College of Education, Bachelor's Degree / Licence in  
Science / Arts and Education.



[illegible]

Arab Open University, College of Education, Bachelor's Degree / Licence in  
Science / Arts and Education.





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نواتج التعلم غير التخصصية لبرنامج البكالوريوس في الطفولة والتربية- تخصص رياض الأطفال (بنظام الساعات المعتمدة)																														المقررات الدراسية		
أسس الإدارة التربوية والتخطيط وتنظيم وتنفيذ وتطوير برامج التعليم والتعلم.	أسس التعليم والتعلم.	أسس التكنولوجيا التعليمية وتطبيقاتها.	التقويم التربوي ونظرياته.	مبادئ التربية الخاصة والإرشاد التربوي ومجالاتها.	نظريات واستراتيجياتها، والنفسية والأخصا	الأمراض النفسية، والتاريخية، والثقافية المرتبطة بالمشكلات، والتأهيل والتعليم.	مفاهيم بناء الشخصية، وتعزيز الهوية الثقافية، وحقوق الإنسان.	استراتيجيات تنمية التفكير والموهبة.	مهارات البحث العلمي وبحث الفعل.	العمل المشترك والإعتماد المتبادل.	مداخل ونظم الجودة في التعليم.	قواعد وآليات العمل الجماعي والتعاونية.	التقنيات الحديثة في التعليم والتعلم.	مصادر ومحتويات المعرفة.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.	الأساليب المهنية والتأهيل والتدريب.

(2) Matrix of the Bachelor's Program in Arts and Education - Specialization in English Language and Literature (Credit Hour System)"  
(Specialized Learning Outcomes)

نواتج التعلم التخصصية لبرنامج الليسانس في الآداب والتربية- تخصص اللغة الإنجليزية وآدابها(نظام الساعات المعتمدة)																												المقررات الدراسية				
القواعد النحوية والصرفية	مضامين النصوص المختلفة وأسس تنظيمها	تراجم المبدعين في العصور المختلفة	سمات الجهاز الصوتي، ومكوناته، ووظيفته	عمليات الكتابة، وخصائصها، وإجراءاتها، ومهاراتها	عملية التواصل الشفوي، وسماتها	أنواع المقاهيم البلاغية، وسماتها	أسس النقد الأدبي، ومدارسه	متطلبات الإلقاء، وشروط جودته	قواعد الشعر والنص المسرحي، وخصائصه	طبيعة اللغة، وأصولها الحضارية والتاريخية	متطلبات الترجمة الصحيحة للغة الإنجليزية	الوظيفة الاجتماعية للغة الإنجليزية	السمات المميزة للآداب الرئيسية، والأفكار والأمريكي التفصيلية	يحدد قواعد النحو والصرف، والبلاغة في فهم النص، وكتابه	يستخدم قواعد اللغة في تحليل النص، وفهمه، وتدقيقه	يعبر بأسلوبه عن مضامين النصوص المختلفة، ومعارفها	يكتب بلغة سليمة في مواقف مختلفة	يجدد معارفه اللغوية، ويحدثها بصفة مستمرة	يثراصيلها، على اللغة الإنجليزية، في مواقف الحياة اليومية	يستخدم قواعد النقد الأدبي في دعم المهارات التفكير الناقد	يوظف مضامين الأعمال الأدبية في تدعيم القيم الخلقية والسلوكية	يحلل النصوص المكتوبة	يفسر العلاقات بين المقاهيم والمعارف اللغوية	يستنبط المعنى الضمني بالمسياق	يستنتج معاني المقدرات الضمنية	يفسر غرض الكاتب	يرتجل اللغة في مواقف متنوعة	يستكشف طبيعة المتلقي، وخصائصه	يستنبط مضامين الفكرية والأخلاقية من الأعمال الأدبية المختلفة			
				X				X																					X			استماع وتحدث
	X											X													X	X				X		أساليب القراءة والفهم صوتيات 1
									X																					X		مدخل إلى علم اللغة
											X							X														مدخل إلى الدراما والقصة
															X																	مبادئ الكتابة والترجمة التحريرية
	X															X	X															أدب الأطفال، وجهات نظر
	X													X																		تاريخ الآداب الإنجليزي
	X																															استراتيجيات التعلم النشط
																																مهنة التعليم وأدوار المعلم
																																تاريخ وحضارة المجتمع المصري
																																مهارات الاتصال في اللغة الإنجليزية (1)
																																اللغة العربية
																																مدخل إلى الشعر الإنجليزي

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[illegible]

# Matrix of the Bachelor's Program in Arts and Education - Major in English Language and Literature (Credit Hour System)"

## Non-specialized Learning Outcomes

نواتج التعلم غير التخصصية لبرنامج الليسانس في الآداب والتربية - تخصص اللغة الإنجليزية وآدابها (نظام الساعات المعتمدة)																																المقررات الدراسية
استماع وتحدث																																
أساليب القراءة والفهم																																
صوتيات 1																																
مدخل إلى علم اللغة																																
مدخل إلى الدراما والقصة																																
مبادئ الكتابة والترجمة التحريرية																																
آداب الأطفال وجهات نظر																																
تاريخ الأدب الإنجليزي																																
استراتيجيات التعلم النشط																																
مهنة التعليم وأدوار المعلم																																
تاريخ وحضارة المجتمع المصري																																
مهارات الاتصال في																																

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																																						علم الصرف والتركيب
																																						كتابة (2) الجدلية
																																						فن القصة
																																						دراما
																																						العرض الشفهي
																																						القراءة وكتابة المقالات
																																						مقدمة في اللغويات
																																						علم نفس النمو
																																						نظريات تربوية وإدارية
																																						تنمية الموهبة والإبداع
																																						التعليم من أجل التنمية المستدامة
																																						تدريس I مصغر
																																						شكسبير
																																						الترجمة إلى العربية
																																						قراءة نقدية
																																						الشعر الرومانسي والفيكتور
																																						تحليل تقائلي وتحليل أخطاء
																																						رواية القرن التاسع عشر
																																						البلاغة والتكوين

[illegible]





