

### CERTIFICATE OF APTITUDE FOR TEACHING STAFF OF SECONDARY EDUCATION (CAPES)

#### Main Language of Instruction:

French ☒ English ☐ Arabic ☐

Campus Where the Program Is Offered: CSH

#### OBJECTIVES

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The Certificate of Aptitude for Teaching Staff of Secondary Education strengthens students' skills in analyzing professional practices and implementing teaching approaches, educational guidance, and introductory research in diverse educational contexts, both formal and non-formal.

#### PROGRAM LEARNING OUTCOMES (COMPETENCIES)

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- Design and evaluation of educational programs tailored to learners' needs.
- Team management and support for change dynamics.
- Reflective and critical analysis of complex teaching situations, with an ethical and professional stance.

#### ADMISSION REQUIREMENTS

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Bachelor's degree in a discipline taught in schools.

#### COURSES/CREDITS GRANTED BY EQUIVALENCE

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After reviewing the participant's file, the number of credits awarded by equivalence shall not exceed half of the credits required for the CAPES.

#### PROGRAM REQUIREMENTS

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**Required courses (74 credits), Institution's elective courses (16 credits).**

##### Required Courses (74 Cr.)

Ethical Stance and Professional Ethics in Education (4 Cr.), Trends and Issues in Education (2 Cr.), Classroom Management and Group Dynamics (4 Cr.), Lebanese Educational System and Comparative Approaches (4 Cr.), 21<sup>st</sup> Century Essential Skills (4 Cr.), Neuroscience and Emotions in Education (2 Cr.), Neuroscience and Learning (2 Cr.), Interactive Digital Pedagogy and Active Methods (4 Cr.), Lesson and Unit Planning (4 Cr.), Teaching Specialization Course (Scientific or Literary Disciplines) (4 Cr.), Assessment, Remediation, and Differentiation (4 Cr.), Instructional Technology in the Realm of AI (4 Cr.), Internship Seminar in Teaching (4 Cr.), Internship Seminar in Teaching and Portfolio (4 Cr.), Teaching Internship (4 Cr.), Seminar and Portfolio in Pedagogical Supervision 1 (2 Cr.), Seminar and Portfolio in Pedagogical Supervision 2 (2 Cr.), Pedagogical Supervision Internship (4 Cr.), Strategies and Stance of the Pedagogical Advisor (4 Cr.), Reflective Analysis of Professional Practices 1 (4 Cr.), Reflective Analysis of Professional Practices 2 (4 Cr.).

##### INSTITUTION'S ELECTIVE COURSES (16 CR.), TO BE CHOSEN FROM THE LIST BELOW:

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University Work Methodology in Education (2 Cr.), Personal and Social Development Seminar (2 Cr.), French Education System: Challenges, Resources and Philosophy\* (4 Cr.), Mindfulness in Education (2 Cr.), Neuroscience and Mental Health in Education (2 Cr.), Inclusive Pedagogical Support for Students with Difficulties in Middle and High School (4 Cr.), Health Education for All (2 Cr.), Tutoring and Support in Education (2 Cr.), Panorama of Innovative Pedagogues (2 Cr.), Philosophy of Education (2 Cr.), Literature Review and Scientific Writing (2 Cr.).

\*This course is required to earn the "French Program Teaching Certification"

## SUGGESTED STUDY PLAN

The student must choose 16 credits from the Institution's elective courses list to be divided among the 4 semesters.

### Semester 1

Code	Course Name	Credits
070DEEEM1	Trends and Issues in Education	2
070PDEOM1	Ethical Stance and Professional Ethics in Education	4
070DIMAM1	Interactive Digital Pedagogy and Active Methods	4
070IGDDM1	Lesson and Unit Planning	4
070NUMEM2	Instructional Technology in the Realm of AI	4
070EDCLM1 or 070EDLTM1	Teaching Specialization Course (Scientific disciplines) or Teaching Specialization Course (Literary disciplines)	4
070SSP1M1	Internship Seminar in Teaching	4
	<b>Total</b>	<b>26</b>

### Semester 2

Code	Course Name	Credits
070DGGCM2	Classroom Management and Group Dynamics	4
070SYSEM1	Lebanese Educational System and Comparative Approaches	4
070EMOTM2	Neuroscience and Emotions in Education	2
070NSCAM2	Neuroscience and Learning	2
070CMPSM1	21 <sup>st</sup> Century Essential Skills	4
070EVRDM1	Assessment, Remediation, and Differentiation	4
070SSP2M2	Internship Seminar in Teaching and Portfolio	4
070SGEEM2	Teaching Internship	4
	<b>Total</b>	<b>28</b>

### Semester 3

Code	Course Name	Credits
070PCP1M3	Seminar and Portfolio in Pedagogical Supervision 1	2
070ARX1M3	Reflective Analysis of Professional Practices 1	4
070SPCPM3	Strategies and Stance of the Pedagogical Advisor	4
	<b>Total</b>	<b>10</b>

### Semester 4

Code	Course Name	Credits
070PCP2M2	Seminar and Portfolio in Pedagogical Supervision 2	2
070SGCPM4	Pedagogical Supervision Internship	4
070ARX2M4	Reflective Analysis of Professional Practices 2	4
	<b>Total</b>	<b>10</b>

## COURSE DESCRIPTION

### Required Courses

<b>070DEEEM1</b>	<b>Trends and Issues in Education</b>	<b>2 Cr.</b>
By the end of this course, learners should be able to design and implement measures to respond to the challenges and issues facing the educational world and more specifically the profession of education in Lebanon at the levels of teaching practices, governance of an educational institution, and management of the educational system.		
<b>070SYSEM1</b>	<b>Lebanese Educational System and Comparative Approaches</b>	<b>4 Cr.</b>
As part of this course, participants develop skills that enable them to get to know the functioning and characteristics of the Lebanese educational system where they are called to practice and develop. They will also be aware of the functioning and characteristics of foreign educational systems from which they can draw inspiration in their reflection and practice.		
<b>070DIMAM1</b>	<b>Interactive Digital Pedagogy and Active Methods</b>	<b>4 Cr.</b>
This course covers the integration of active teaching methods in educational interventions in the classroom and online. It aims to equip students with the means for concrete implementation of active teaching methods. Moving from traditional lecture-based teaching and passive transmission to the use of active methods is a major challenge in teacher training in the 21 <sup>st</sup> century. It is mainly about developing critical thinking in students so that they become aware of the choices made during the preparation of a pedagogical activity. In this course, several active teaching methods that can be applied in-person and remotely will be experienced and integrated. The main challenge remains the ability to choose and master the appropriate digital tools for the chosen active method.		
<b>070IGDDM1</b>	<b>Lesson and Unit Planning</b>	<b>4 Cr.</b>
This course aims to equip (future) teachers to engage in the culture of the competency-based and standard-based approach, a culture guaranteeing the quality of learning, and to design their teaching according to this culture.		
<b>070EVRDM1</b>	<b>Assessment, Remediation, and Differentiation</b>	<b>4 Cr.</b>
This course aims to train students in assessment practices best suited to an educational context where two distinct approaches—traditional and competency-based—coexist. It equips them to maintain consistency between the curricula taught and the assessments implemented. Remediation is a response to the learner's needs, and their success can only be ensured through a holistic understanding of the individual and through differentiated instruction. Differentiated instruction is a pedagogical approach that structures learning in a way that allows each student to develop their skills under conditions that best suit them, thereby promoting the success of all.		
<b>070NUMEM2</b>	<b>Instructional Technology in the Realm of AI</b>	<b>4 Cr .</b>
Artificial intelligence revolutionizes the use of digital tools in the classroom and more broadly in educational systems. It represents considerable potential for advancing education. This course aims to train students in educational technologies, particularly those arising from artificial intelligence, their application and integration into teaching/learning sequences, and their potential for the future.		
<b>070EDCLM1</b> <b>070EDLTM1</b>	<b>Teaching Specialization Course (Scientific disciplines)</b>	<b>4 Cr.</b>
Teaching Specialization Course (Literary disciplines) This course explores the concept of interdisciplinarity in teaching and learning, emphasizing the integration of multiple disciplines to create a comprehensive educational experience. It examines the theoretical foundations, pedagogical strategies, and practical applications of interdisciplinary teaching and learning across various educational settings. Participants will gain a deeper understanding of the benefits, challenges, and best practices associated with interdisciplinarity, enabling them to design and implement interdisciplinary approaches in their own teaching practices.		

<b>070DGGCM2</b>	<b>Classroom Management and Group Dynamics</b>	<b>4 Cr.</b>
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This course encourages future teachers to use appropriate teaching methods to ensure optimal performance. This posture would be impossible without rethinking the skills of teachers in terms of classroom management. Currently, the group-class dynamics is new, and the “teacher-student” relationship needs to be reconsidered. The relational dynamics in the classroom aim at the development of psychosocial skills. Classroom management is a complex activity involving the following axes: the relationship with the institution, the social context, learning strategies, group dynamics, conflict resolution, and non-violent communication. The student will thus be able to integrate the theories and challenges of classroom management and analyze problematic learning situations to prevent and/or remedy them. Building links between “integration of active teaching methods” and “self-management” for better “classroom management” is fundamental for quality teaching.

<b>070CMPSM1</b>	<b>21<sup>st</sup> Century Essential Skills</b>	<b>4 Cr.</b>
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This course aims to raise students’ awareness of the necessity to integrate 21<sup>st</sup> century skills into their teaching. It encourages them to develop teaching strategies to promote creativity, critical thinking, cooperation, and communication among learners. At the end of this course, students will be equipped with new professional practices allowing their learners to thrive in the 21<sup>st</sup> century world.\

<b>070EMOTM2</b>	<b>Neuroscience and Emotions in Education</b>	<b>2 Cr.</b>
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This course is based on scientific foundations to confirm the crucial role of emotions in the cognitive development of students, optimizing their intellectual and human training. In this course, students who are education professionals are invited to rethink their educational practices and their posture in light of neuroscientific data, serving a supportive and fulfilling school framework.

<b>070NSCAM2</b>	<b>Neuroscience and Learning</b>	<b>2 Cr.</b>
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This course aims to equip current or future teachers, school principals/head of cycles, and subject coordinators so that they can ensure optimal learning conditions for their students based on the contributions of neuroscience.

<b>070SSP1M1</b>	<b>Internship Seminar in Teaching</b>	<b>4 Cr.</b>
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<b>070SSP2M2</b>	<b>Internship Seminar in Teaching and Portfolio</b>	<b>4 Cr.</b>
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<b>070SGEEM2</b>	<b>Teaching Internship</b>	<b>4 Cr.</b>
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The teaching internship seminar groups interns and supports them during the two phases of observation and responsibility. Its function is to initiate reflection around the internship, to share practices, to share experiences, and to solve difficulties faced by participants. The teaching internship in the field involves the observation phase and the accompanied practice phase. Throughout the semester, the intern benefits from a support system under the responsibility of the internship supervisor with whom they hold regular meetings according to a provisional schedule

<b>070PCP1M3</b>	<b>Seminar and Portfolio in Pedagogical Supervision 1</b>	<b>2 Cr.</b>
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<b>070PCP2M2</b>	<b>Seminar and Portfolio in Pedagogical Supervision 2</b>	<b>2 Cr.</b>
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<b>070SGCPM4</b>	<b>Pedagogical Supervision Internship</b>	<b>4 Cr.</b>
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This seminar offers a training path for future pedagogical counselors so that they can act competently in certain professional situations inherent to their function. Based on knowledge of the role of the advisor and the accompaniment process and highlighting real work situations, the seminar aims to support, in a structured and practical way, the pedagogical counselors who pursue their professional development and the students who wish to become pedagogical advisors. The analysis of professional situations extracted from the field allows future pedagogical advisors to evolve the competencies developed in the “Strategies and Approaches in Pedagogical Counseling” course.

<b>070SMNEM2</b>	<b>Neuroscience and Mental Health in Education</b>	<b>2 Cr.</b>
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The “Neuroscience and Mental Health in Education” course introduces students to the contribution of cognitive neuroscience to education. As part of this course, participants develop skills that enable them to optimize their support of students to enhance their learning.

<b>070SPCPM3</b>	<b>Strategies and Stance of the Pedagogical Advisor</b>	<b>4 Cr.</b>
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This course aims to familiarize students with the role, functions of a pedagogical advisor, and the issues that arise from them. It enables them to analyze the complex task of an advisor as well as their role as a trainer and innovator with the team they lead. This course will prepare students to become future pedagogical advisors.

<b>070PDEOM1</b>	<b>Ethical Stance and Professional Ethics in Education</b>	<b>4 Cr.</b>
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This course examines the philosophical and regulatory foundations of ethics in education by integrating deontological principles with professional practices, through the study of codes of conduct and the legal responsibilities of educational stakeholders, the analysis of ethical dilemmas encountered in school and extracurricular settings, and concrete case studies designed to develop a critical and responsible stance; upon completion, students will be able to identify, prevent, and resolve value conflicts while fostering an atmosphere of trust and respect.

<b>070ARX1M3</b>	<b>Reflective Analysis of Professional Practices 1</b>	<b>4 Cr.</b>
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<b>070ARX2M4</b>	<b>Reflective Analysis of Professional Practices 2</b>	<b>4 Cr.</b>
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This course invites future education professionals to cultivate a deep reflective stance on their daily practices. Through the analysis of real-life situations, the study of theoretical models, and reflective journal sessions, students will learn to identify their decision-making processes, question their assumptions, and adjust their pedagogical actions. Emphasis is placed on critically evaluating employed methods, understanding classroom dynamics, and developing strategies for continuous improvement.

### **Institution’s Elective Courses**

<b>070STUNM1</b>	<b>University Work Methodology in Education</b>	<b>2 Cr.</b>
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This course provides students with linguistic and methodological tools that enable them to master the principles of oral and written communication in a university and professional environment. It also aims to develop general know-how or transversal skills necessary for their university career

<b>070SDPSM2</b>	<b>Personal and Social Development Seminar</b>	<b>2 Cr.</b>
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The aim of this course is to understand the effects of personal development on the professional and social success of individuals. It is aimed at people wishing to develop their performance in their professional and social activities. This course is an introduction to the dynamic of positive evolution, enabling each individual to find their own methods for improving effectiveness at work and in relationships.

<b>070SYEFM1</b>	<b>French Education System: Challenges, Resources and Philosophy</b>	<b>4 Cr.</b>
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This course prepares future teachers to take charge of French education in approved schools, and to apply a French-style pedagogy in Label FrancÉducation schools in order to integrate “the programmatic and pedagogical requirements of approval, particularly in cycles 3 and 4.” This course was created at the joint instigation of the French Embassy in Lebanon and the Faculty of Education at the Saint Joseph University of Beirut, to meet this initial training need. Its objectives and content are complementary to the training in French-language teaching provided by the Faculty.

<b>070MDFEM1</b>	<b>Mindfulness in Education</b>	<b>2 Cr.</b>
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This course is an introduction to the discipline and techniques of «mindfulness.» It aims to modify the automatic habits of the mind, to improve the vigilance of consciousness, and to free oneself from judgment through activities



and training exercises. Mindfulness allows better management of our feelings and emotions, an awareness for better hygiene of life, and lasting well-being.

<b>070IPCLM3</b>	<b>Inclusive Pedagogical Support for Students with Difficulties in Middle and High School</b>	<b>4 Cr.</b>
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This course explores pedagogical strategies aimed at promoting the integration and success of students experiencing academic difficulties or learning disorders. It proposes practical and theoretical approaches to support these students, focusing on inclusion, pedagogical differentiation, and the development of socio-emotional skills. Participants will learn to adapt their pedagogical approaches and develop Individualized Education Plans (IEP) to meet the needs of each student within the classroom.

<b>070ESTTM1</b>	<b>Health Education for All</b>	<b>2 Cr.</b>
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This course aims to develop among participants the skills necessary to integrate 21st-century health education into their teachings. It encourages them to develop teaching strategies to promote education for sustainable health, enabling future citizens to meet health and environmental challenges. At the end of this course, participants will be equipped to build a project integrating new classroom practices and promoting sustainable health for all among their learners.

<b>070ATUTM2</b>	<b>Tutoring and Support in Education</b>	<b>2 Cr.</b>
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This course aims to provide personalized support to students in the writing of their university papers (internship report, graded assignment, report) according to scientific and academic criteria. It trains them on the methodical work of reading and rewriting scientific writings in their field of specialty. It also trains them on oral presentation techniques.

<b>070PPINM2</b>	<b>Panorama of Innovative Pedagogues</b>	<b>2 Cr.</b>
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The “Panorama of Innovative Pedagogues” course aims to provide students with a solid foundation in pedagogical innovation, preparing them to analyze, apply, and contribute to future developments in education. This course offers an in-depth exploration of educators who have marked the history of education. By examining the ideas and approaches of these influential figures, students will have the opportunity to understand the theoretical foundations of pedagogical innovation and analyze their impact on current educational practices. The course will also address the challenges and opportunities related to the implementation of these theories in current educational contexts.

<b>070RLSCM1</b>	<b>Literature Review and Scientific Writing</b>	<b>2 Cr.</b>
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This course accompanies students in strengthening their scientific and technical writing skills respecting the standards of the APA 7th edition. This course also equips them to perform the analysis of a scientific text based on reflexivity to ensure an objective and balanced evaluation. The theoretical contributions and practical exercises will enable them to take a critical look at their writing from a constructive perspective.

<b>070PHEDM2</b>	<b>Philosophy of Education</b>	<b>2 Cr.</b>
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This course examines the philosophical foundations of education by comparing major schools of thought (idealism, realism, pragmatism, constructivism) and their implications for teaching practice. It invites students to analyze the aims of schooling, the concepts of knowledge and its transmission, and the ethical and political issues surrounding education in contemporary society. Through the study of key texts (Plato, Dewey, Freire, Noddings, etc.), students will develop a critical reflection on their own convictions and on the educational models they will be called upon to implement.

