

MASTER IN SPECIAL EDUCATION (ORTHOPEDAGOGY)

Main Language of Instruction:

French English Arabic

Campus Where the Program Is Offered: CSH

OBJECTIVES

The Master in Special Education (Orthopedagogy) trains professional orthopedagogues, specialists in remediation, and researchers committed to advancing educational practices tailored to the needs of learners experiencing difficulties. It focuses on orthopedagogical intervention, the reeducation of learning disorders, and the reinforcement of inclusive education in both mainstream and specialized educational settings. Graduates will be equipped to act as reflective practitioners and engaged advocates of school inclusion. They will be able to:

- Design and implement reeducation strategies in reading, writing, mathematics, autonomy, and socialization, adapted to the learner's capacities and motivational profile
- Collaborate with teachers and other education professionals to support learners with special educational needs in inclusive settings
- Establish pedagogical accommodations and co-teaching approaches to optimize learning pathways
- Carry out rigorous orthopedagogical evaluations and design individualized intervention plans
- Engage in a process of ongoing professional development and ethical reflection on their practice
- Participate in orthopedagogical research projects and contribute to innovation in the field of educational remediation.

PROGRAM LEARNING OUTCOMES (COMPETENCIES)

1. Theoretical Competencies

- Master theoretical knowledge

2. Professional Competencies Related to Areas of Intervention

- Assess individual and environmental factors that promote or hinder learning and academic success
- Implement reeducational orthopedagogical interventions using scientific approaches and appropriate tools
- Evaluate the educational pathways of learners with special educational needs (LSEN)

3. Ethical and Professional Competencies

- Adopt a professional stance aligned with the ethical principles of the profession
- Engage in continuous personal and professional development

4. Psychosocial Competencies

- Develop leadership skills
- Collaborate with members of the educational community
- Communicate effectively

5. Analytical and Research Competencies

- Conduct scientific research
- Develop innovative practices in orthopedagogy

ADMISSION REQUIREMENTS

- Hold a Bachelor's degree in Orthopedagogy, Educational Sciences, Pedagogy, Special Education, Psychology, or a teaching degree in a school subject.
- Candidates holding a degree in a field other than Orthopedagogy (or any other degree recognized as equivalent by the USJ Equivalence Commission) must complete preparatory courses as determined upon review of their application.

PROGRAM REQUIREMENTS

120 credits: Required courses (106 credits), Institution's elective courses (14 credits).

Required Courses (106 Cr.)

Issues in the Orthopedagogue Profession (2 Cr.), Analysis of Professional Practices – OP 2 (4 Cr.), Leadership and Management of Complex Situations (4 Cr.), Issues and Challenges of School Inclusion (4 Cr.), Development of Social Skills and Self-Regulation in Learners with Special Educational Needs (4 Cr.), Parenting and Co-Education for the Success of Learners with Special Educational Needs (4 Cr.), Professional Learning Communities (4 Cr.), Self-Determination and Motivation (4 Cr.), Orthopedagogical Reeducation: Foundations, Principles, and Modalities (2 Cr.), Learning Difficulties in Mathematics (2 Cr.), Orthodidactics of Reading and Writing (4 Cr.), Orthodidactics of Mathematics (4 Cr.), Methods and Tools for Orthopedagogical Assessment (4 Cr.), Neuropsychology of Learning (4 Cr.), Internship in Orthopedagogical Assessment and Intervention (10 Cr.), Research Methodology in Educational Sciences 1 (4 Cr.), Research Methodology in Educational Sciences 2 (4 Cr.), Methods and Tools in Quantitative Research French or Arabic (4 Cr.), Methods and Tools in Qualitative Research (French or Arabic) (4 Cr.), Thesis 1 in Orthopedagogy (4 Cr.), Thesis 2 in Orthopedagogy (10 Cr.), Thesis 3 in Orthopedagogy (16 Cr.)

Institution's elective courses (14 Cr.), to be chosen from the list below:

Coaching and Education (2 Cr.), Scientific Writing in Education (2 Cr.) Educational Policies and Curriculum Development (4 Cr.), The Lebanese Educational System and Comparative Approaches (4 Cr.), Digital Technology and Artificial Intelligence in Education (4 Cr.), Interdisciplinarity and Project-Based Pedagogy (4 Cr.), 21st Century Cross-Curricular Competencies (2 Cr.), Neurosciences and Learning (2 Cr.), Neurosciences and the Role of Emotions in Education (2 Cr.).

SUGGESTED STUDY PLAN

Semester 1

| Code | Course Name | Credits |
|-----------|---|-----------|
| 016ROFMM1 | Orthopedagogical Reeducation: Foundations, Principles, and Modalities | 2 |
| 016PPOPM1 | Issues in the Orthopedagogue Profession | 2 |
| 016DAMAM1 | Learning Difficulties in Mathematics | 2 |
| 016OPMAM1 | Orthodidactics of Mathematics | 4 |
| 016MRSEM1 | Research Methodology in Educational Sciences 1 | 4 |
| 016MEOEM1 | Methods and Tools for Orthopedagogical Assessment | 4 |
| 016ADMOM1 | Self-Determination and Motivation | 4 |
| | Institution's elective courses | 6 |
| | Total | 28 |

Semester 2

| Code | Course Name | Credits |
|--------------|---|-----------|
| 016OPDLM2 | Orthodidactics of Reading and Writing | 4 |
| 016DCSAM2 | Development of Social Skills and Self-Regulation in Learners with Special Educational Needs | 4 |
| 016MTR2M2 | Research Methodology in Educational Sciences 2 | 4 |
| 016M1OPM2 | Thesis 1 in Orthopedagogy | 4 |
| 016SAOPM2 | Internship in Orthopedagogical Assessment and Intervention | 10 |
| 016A2OPM2 | Analysis of Professional Practices – OP 2 | 4 |
| Total | | 30 |

Semester 3

| Code | Course Name | Credits |
|-------------------------------------|---|-----------|
| 070CQANM3 or 070QANGM3 | Methods and Tools in Quantitative Research – French or Methods and Tools in Quantitative Research – Arabic | 4 |
| 016M2OPM3 | Thesis 2 in Orthopedagogy | 10 |
| 016NPSAM1 | Neuropsychology of Learning | 4 |
| 013CAPRM3 | Professional Learning Communities | 4 |
| 016LGSCM3 | Leadership and Management of Complex Situations | 4 |
| | Institution's elective courses | 4 |
| Total | | 30 |

Semester 4

| Code | Course Name | Credits |
|--------------|---|-----------|
| 016M3OPM4 | Thesis 3 in Orthopedagogy | 16 |
| 070CQALM4 | Methods and Tools in Qualitative Research – French | |
| 070QALGM4 | Methods and Tools in Qualitative Research – Arabic | 4 |
| 016PCREM4 | Parenting and Co-Education for the Success of Learners with Special Educational Needs | 4 |
| 016PEISM4 | Issues and Challenges of School Inclusion | 4 |
| | Institution's elective courses | 4 |
| Total | | 32 |

COURSE DESCRIPTION

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| 016A2OPM2 | Analysis of Professional Practices – OP 2 | 4 Cr. |
| This course deepens the reflective practice approach by guiding students to critically and methodically analyze their professional actions. It engages them in an in-depth examination of the contextual, institutional, and relational factors that influence educational practice. Drawing on lived or observed experiences, students will learn to question their assumptions, apply theoretical frameworks to better understand their practice, and identify avenues for improvement or adjustment within a continuous professional development process. | | |
| 016ADMOM1 | Self-Determination and Motivation | 4 Cr. |
| This course explores the theories and mechanisms related to motivation and self-determination in learning contexts. It helps students understand the internal and external factors that influence the engagement of learners with special educational needs and analyze the conditions that promote the development of their autonomy, sense of competence, and sense of belonging. Based on concrete educational situations, students will learn to design pedagogical environments and orthopedagogical interventions that foster sustained motivation and self-determination, with the goal of strengthening learners' active participation and agency. | | |
| 016COEDM1 | Coaching and Education | 2 Cr. |
| This course introduces future educators to the principles of coaching as applied to education. It develops key skills such as emotional intelligence, active listening, compassionate communication, and the recognition of students' strengths. Through workshops, role-playing, and case studies, students will learn to create a motivating, safe, and collaborative educational environment. | | |
| 013CAPRM3 | Professional Learning Communities | 4 Cr. |
| This course provides foundational knowledge related to the concepts of collaboration, professional development, and partnership. It offers tools to help understand and evaluate the functioning of professional learning communities (PLCs), drawing on principles of cooperation, shared reflection, and collective engagement to enhance educational practices. | | |
| 070COMSM2 | 21st Century Cross-Curricular Competencies | 2 Cr. |
| This course aims to raise students' awareness of the importance of integrating 21 st -century competencies into their teaching. It encourages them to develop instructional strategies that promote creativity, critical thinking, collaboration, and communication among learners. By the end of the course, students will be equipped with new professional practices that enable their learners to thrive in the 21 st -century world. | | |
| 016DCSAM2 | Development of Social Skills and Self-Regulation in Learners with Special Educational Needs | 4 Cr. |
| This course equips students to support the development of social skills and self-regulation in learners with special educational needs (LSEN). Particular attention is given to the prevention of inappropriate behaviors, the explicit teaching of social and self-regulation skills, as well as positive reinforcement and school-family collaboration. Students will learn to design, adapt, and implement individualized and systematic educational interventions based on careful observation, measurable goals, and evidence-based strategies. | | |
| 016DAMAM1 | Learning Difficulties in Mathematics | 2 Cr. |
| This course addresses the main challenges learners face in acquiring mathematical skills at preschool and primary levels. It enables students to identify cognitive, emotional, and pedagogical obstacles to understanding basic mathematical concepts, as well as specific disorders such as dyscalculia. Through case analyses and teaching-learning situations, students will be guided to propose appropriate remediation strategies, use assessment tools, and design orthopedagogical interventions that support success in mathematics. | | |

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| 016LGSCM3 | Leadership and Management of Complex Situations | 4 Cr. |
| This course enables students to develop leadership skills in educational settings characterized by diversity and complexity. It prepares them to take on roles of support, coordination, or supervision within educational and multidisciplinary teams. Through the analysis of complex situations—such as relational tensions, institutional crises, ethical dilemmas, or resistance to change—students will learn to mobilize both individual and collective resources, adopt a reflective posture, and make informed decisions to support collaboration and innovation in educational environments. | | |
| 016M1OPM2 | Thesis 1 in Orthopedagogy | 4 Cr. |
| The Orthopedagogy thesis 1 represents a key stage of self-directed learning, allowing students to integrate the various components of their training in orthopedagogy. It engages them in conducting an applied research project focused on a problem related to special educational needs and orthopedagogical intervention or reeducation practices. The thesis fosters the development of a reflective stance, the mobilization of theoretical and methodological knowledge acquired throughout the master's program, and contributes to the advancement of practices in the field of orthopedagogy. | | |
| 016M2OPM3 | Thesis 2 in Orthopedagogy | 10 Cr. |
| The Orthopedagogy thesis 2 represents a key stage of self-directed learning, allowing students to integrate the various components of their training in orthopedagogy. It engages them in conducting an applied research project focused on a problem related to special educational needs and orthopedagogical intervention or reeducation practices. The thesis fosters the development of a reflective stance, the mobilization of theoretical and methodological knowledge acquired throughout the master's program, and contributes to the advancement of practices in the field of orthopedagogy. | | |
| 016M3OPM4 | Thesis 3 in Orthopedagogy | 16 Cr. |
| The Orthopedagogy thesis represents a key stage of self-directed learning, allowing students to integrate the various components of their training in orthopedagogy. It engages them in conducting an applied research project focused on a problem related to special educational needs and orthopedagogical intervention or reeducation practices. The thesis fosters the development of a reflective stance, the mobilization of theoretical and methodological knowledge acquired throughout the master's program, and contributes to the advancement of practices in the field of orthopedagogy. | | |
| 016MEOEM1 | Methods and Tools for Orthopedagogical Assessment | 4 Cr. |
| This course provides students with the theoretical and practical foundations of orthopedagogical assessment within a remediation framework. It presents various methods and tools used to analyze learning difficulties in reading, writing, mathematics, and cross-curricular competencies. Students will learn to design appropriate assessment tools, interpret results with precision and contextual understanding, and extract relevant information for the development of individualized intervention plans. Assessment is approached as a continuous process aimed at understanding the learner's profile and adjusting educational practices accordingly. | | |
| 070CQALM4 | Methods and Tools in Qualitative Research – French | 4 Cr. |
| This course is an introduction to qualitative methods. It highlights the value of a qualitative approach in the field of educational sciences and equips students with tools for collecting and processing qualitative data from individual interviews, focus groups, and direct or indirect observations. | | |
| 070QALGM4 | Methods and Tools in Qualitative Research – Arabic | 4 Cr. |
| This course is an introduction to qualitative methods. It highlights the value of a qualitative approach in the field of educational sciences and equips students with tools for collecting and processing qualitative data from individual interviews, focus groups, and direct or indirect observations. | | |
| 070CQANM3 | Methods and Tools in Quantitative Research – French | 4 Cr. |
| This course introduces students to the quantitative approach to research by presenting various techniques for | | |

data collection and analysis used in this field, particularly questionnaires and tests. It prepares students to design, test, validate, and administer a questionnaire or test to a target audience. The course also equips them with statistical methods and tools for analyzing the data collected in light of the research questions and hypotheses.

070QANGM3 Methods and Tools in Quantitative Research – Arabic

4 Cr.

This course introduces students to the quantitative approach to research by presenting various techniques for data collection and analysis used in this field, particularly questionnaires and tests. It prepares students to design, test, validate, and administer a questionnaire or test to a target audience. The course also equips them with statistical methods and tools for analyzing the data collected in light of the research questions and hypotheses.

016MRSEM1 Research Methodology in Educational Sciences 1

4 Cr.

This course introduces students to the methodological process of scientific research by guiding them through the main stages of a research project: efficient literature review, definition of a research problem and conceptual framework, formulation of objectives, and development of hypotheses. It also helps students identify different types of scientific research and integrate the ethical and procedural requirements essential to any rigorous and responsible research process.

016MTR2M2 Research Methodology in Educational Sciences 2

4 Cr.

This course introduces students to the various research approaches and methods applicable to the field of education. It provides insight into fundamental concepts related to educational research methodologies, including research stances, paradigms, and types of research, along with their main characteristics.

016NPSAM1 Neuropsychology of Learning

4 Cr.

This course introduces students to the foundations of cognitive neuropsychology, with a particular focus on learning processes and key cognitive functions such as executive functions, praxis, and the functional organization of language. It also addresses developmental disorders related to these functions, enabling students to better understand the potential neuropsychological causes of learning difficulties.

070NSCAM2 Neurosciences and Learning

2 Cr.

This course, common to all programs of the Faculty of Education, aims to equip students—current or future teachers, school or cycle leaders, and subject coordinators—with the knowledge and tools needed to provide their students with optimal learning conditions, drawing on insights from the neurosciences.

070EMOTM2 Neurosciences and the Role of Emotions in Education

2 Cr.

This course is grounded in scientific research confirming the essential role of emotions in students' cognitive development, enhancing both their intellectual and personal growth. Students will be invited to rethink their teaching practices and professional posture considering neuroscientific findings, placing them at the service of a supportive and fulfilling educational environment.

016OPDLM2 Orthodidactics of Reading and Writing

4 Cr.

This course explores the foundations of orthodidactics as applied to reading and writing acquisition, with a focus on learners with special educational needs. It enables students to analyze the processes involved in learning written language, identify the obstacles learners may encounter, and understand the interplay between language development, instructional approaches, and specific written language disorders. Students will learn to design differentiated learning situations, adapt materials, and implement targeted interventions to prevent or remediate difficulties, from an orthopedagogical perspective.

016OPMAM1 Orthodidactics of Mathematics

4 Cr.

This course addresses the orthodidactics of mathematics in relation to special educational needs. It enables students to analyze the learning processes involved in mathematical concepts, identify common sources of errors

or learning blocks, and understand the connections between instructional approaches, mental representations, and specific disorders such as dyscalculia. Students will be guided to design differentiated teaching and learning approaches, adapt pedagogical tools, and implement orthopedagogical intervention strategies that promote the acquisition of mathematical knowledge.

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| 016PCREM4 | Parenting and Co-Education for the Success of Learners with Special Educational Needs | 4 Cr. |
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This course explores the challenges related to parenting and co-education in supporting learners with special educational needs. It enables students to understand the role of families in a child's educational journey, identify enablers and barriers to school-family collaboration, and implement effective communication and partnership strategies. Emphasis is placed on building trusting relationships, respecting diverse family and cultural backgrounds, and co-constructing shared educational projects that promote success, inclusion, and learner well-being.

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| 070PEDCM1 | Educational Policies and Curriculum Development | 4 Cr. |
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This course aims to familiarize future teachers and educational leaders with curriculum design, particularly the structure of the Lebanese curriculum at the intermediate and secondary education levels. It provides an in-depth overview of the various stages involved in curriculum development and the approaches associated with them. The course also allows students to explore international trends in curriculum reform. Furthermore, it prepares them to analyze pedagogical alignment within programs to improve the quality of teaching and learning.

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| 016PPOPM1 | Issues in the Orthopedagogue Profession | 2 Cr. |
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This course offers a critical reflection on the current challenges facing the orthopedagogue profession in its various contexts of practice. It enables students to analyze the ethical, professional, institutional, and social dimensions of their role, as well as the tensions and challenges encountered in the field: professional recognition, interdisciplinary collaboration, scope of intervention, inclusive practices, and evaluation approaches. The course aims to strengthen the professional identity of future orthopedagogues by engaging them in a reflective process grounded in the realities of the profession and the evolving landscape of special education.

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| 016PEISM4 | Issues and Challenges of School Inclusion | 4 Cr. |
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This course enables students to analyze the multiple challenges surrounding the school inclusion of learners with special educational needs. It guides them in identifying the social, institutional, and individual barriers that influence the inclusion process and in proposing an operational approach to optimize inclusion outcomes in an equitable and sustainable perspective.

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| 016ROFMM1 | Orthopedagogical Reeducation: Foundations, Principles, and Modalities | 2 Cr. |
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This course presents the theoretical foundations, guiding principles, and practical modalities of orthopedagogical reeducation. It enables students to understand the specific nature of reeducational interventions in orthopedagogy, using an approach centered on the learner's needs, abilities, and learning pace. Based on various intervention models, students will learn to develop individualized approaches, adapt learning materials, and use appropriate tools to support learning in reading, writing, mathematics, and autonomy. Reeducation is viewed as an evolving process, combining observation, ongoing assessment, and pedagogical adjustments.

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| 016SAOPM2 | Internship in Orthopedagogical Assessment and Intervention | 10 Cr. |
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This internship is part of a progressive professionalization process and offers students the opportunity to apply, in the field, the principles and methods of orthopedagogical assessment and intervention. It enables them to mobilize the theoretical and practical knowledge acquired throughout their training in a real context, working with one child or a group of children with special educational needs. The internship involves close observation, contextualized analysis of difficulties, the development of a tailored intervention plan, and the implementation of reeducation strategies. It includes reflective supervision aimed at strengthening professional autonomy, ethical practice, and the ability to adapt interventions to identified needs.

070

SYSEM2 The Lebanese Educational System and Comparative Approaches

4 Cr.

This course examines the Lebanese educational system, providing students with a thorough understanding of its structure and characteristics. It then explores foreign systems, with a focus on French and American models, to highlight practices that may inform reflection and teaching strategies. Through comparative analysis, students will develop critical thinking and analytical skills, gain openness to diverse educational approaches, and learn to integrate effective strategies from other systems into their own practice.