

# The NDU Gazette

*A publication covering decisions taken at the BOD and UC meetings*

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**B  
O  
D**

## *Table of Contents*

**D  
E  
C  
I  
S  
I  
O  
N  
S**

1. FBAE: DHTM New Minor - Events Management .....2
2. FH: New Major – MA in Clinical Psychology .....3  
4 new courses: PES 462, EDU 101, EDU 203& EDU 358 ..... 6  
BA Translation & Int., MA Translation & MA Int.: amendments were approved
3. FNAS: 3 new Math Courses + 1 new course CSC 317 .....12  
+ 2 new Chemistry courses CHM 205 & 270 .....14
4. FNHS: 4 new courses – NTR 101, NHS 203, 204 & 205 .....15  
2 new majors: BS in Food Safety and Quality Mgt. .... 18  
MS in Food Safety and Quality Mgt. .... 24
5. FPSPAD: New Minor in Gender Studies ..... 30  
2 new courses: POS 215 & 225 + other changes ..... 32

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## Faculty of Business Administration & Economics

### DHTM – New Minor in Events Management

Approved by the UCC on April 30, 2012

Approved by the BOD on May 9, 2012

The minor in events management offers a solid introduction and understanding of the events management industry. It allows students enrolled in other undergraduate programs at NDU to broaden their educational experiences by developing the knowledge and skills to plan and execute a wide range of social, cultural, educational, business, entertainment and fundraising events within a local, regional and international context.

After the completion of this minor the student should:

- Have a general understanding of the functioning of the event management industry.
- Have a basic comprehension of the operations of the main stakeholders in the industry.
- Have learned the basic principles, concepts and skills pertaining to this particular branch in the event industry.

Students are required to use the following table:

Course #	Title	Cr.	Prerequisite
HVM 201	Introduction to the International Events Industry.	3	
HVM 301	Events Management Operations and Logistics.	3	
HVM 311	Events Sponsorship, Fundraising and Partnership.	3	HVM201
HVM 382	Internship	1	
<b>CHOOSE TWO OF THE FOLLOWING</b>			
HVM 401	Contemporary Issues and Best Practices in Events Management	3	HVM201
HVM 414	Events Production and Technical issues	3	
HVM 416	Risk and Safety in Events Management	3	HVM201
HVM 420	Protocol and Etiquette in Events Management	3	
HVM 422	M.I.C.E (meetings, incentives, conferences, & exhibitions) MGT	3	HVM201
HVM 425	Casino and Entertainment Management	3	
HVM 430	Recreational, Leisure and Sports Events Management	3	
HVM 431	Event Management Project	3	HVM201
<b>Total</b>		<b>16 r.</b>	

#### **Suggested Program:**

*First semester*

HVM 201 Introduction to The International Events Industry

HVM 301 Events Management Operations and Logistics

*Second semester*

HVM 311 Events Sponsorship, Fundraising and Partnership

Choice of one minor elective

*Third semester*

Choice of one minor elective

HVM 382 Internship III: Travel Agency & Tour Operations

# Faculty of Humanities – DSBS

## Master of Arts in Clinical Psychology

Approved by the UCC on Jan. 27, 2012

Approved by the BOD on Feb. 8, 2012

### Mission Statement of the Program

The M.A. program in Psychology at NDU proposed by the Department of Social and Behavioral Sciences in the Faculty of Humanities is designed to offer students with a theoretical and practical understanding of the principles of psychology within the framework of the area of concentration. Consequently, it trains the students to perform psychological services so as to function competently in a variety of applied settings such as to work in community health units, healthcare organizations, hospitals, schools, universities, industries, medical systems, counseling centers, governmental agencies, and military services.

NDU proposes to offer an M.A. in Clinical Psychology:

- **Masters in Clinical Psychology:** A program that prepares individuals for the independent professional practice of clinical psychology, involving the analysis, diagnosis, and clinical treatment of psychological disorders and behavioral pathologies.

### Requirements for Admission

The minimum requirements for admission to the M.A. program in clinical psychology are:

1. A Bachelor's degree in psychology or its equivalent from an accredited university; a Bachelor degree in any other major will be evaluated separately.
2. A cumulative undergraduate grade point average of a minimum GPA 2.75, as long as they satisfy the general admission requirements for graduate studies of NDU.
3. A personal statement of background, goals and values.
4. Three professional recommendations from instructors of the student's B.A. program.
5. A personal interview at the discretion of the department.

### Graduation Requirements

To satisfy the requirements for the Masters of Arts in Psychology, the student must complete a total of 36 credits with an overall average of 3.0/4.0.

The program is distinguished in that each concentration involves two options: a *Thesis (research track)* or *Non-Thesis (applied track)*; both tracks will lead to fulfillment of the requirements to an M.A. degree in psychology.

Thesis: may be described as a master's degree that requires a minimum of 30 credits plus 6-credit thesis. For some students--especially students who intend to pursue PhD study--the M.A. thesis track is required.

Non-Thesis: may be described as a master's degree that requires a minimum of 30 credits plus 6 credits practicum and a comprehensive exit examination.

### Program Structure

The program is structured into core courses (9crs), concentration courses (21crs), and the track option (6crs). The elective course may be taken from any of the two other concentration courses.

#### Core courses

9crs

PSL 601 Professional Counseling Skills	3cr
PSL 602 Assessment & Psychometric Methods	3cr
PSL 609 Research Methods and Design	3cr

**Track Option****6crs**

• <b>Research track;</b>	<b>6cr</b>
PSL 699 Thesis	6cr

OR

• <b>Applied track;</b>	<b>6cr</b>
PSL 691 Practicum II – Clinical	3cr
PSL 694 Practicum III- Clinical	3cr

**Clinical Psychology Major Courses****21crs**

PSL 610 Developmental Psychology	3cr
PSL 621 Advanced Psychopathology	3cr
PSL 630 Diagnostic and Therapeutic Interview	3cr
PSL 641 Practicum I- Clinical	3cr
PSL 661 Clinical Intervention and treatment	3cr
PSL 681 Seminar in Clinical Psychology	3cr
PSL 6XX Elective	3cr

**Course Description**

PSL 601 **Professional Counseling Skills. (3.0); 3cr.** The course provides Practical experience in developing basic clinical skills, such as effective inquiry, empathic listening, helping responses, and interpretation. Emphasis on matching therapist style with client characteristics; students are trained to work with clients of diverse backgrounds and in different settings.

PSL 602 **Assessment & Psychometric Methods. (3.0); 3cr.** The course reviews the fundamentals of testing and assessment skills in administering and interpreting standardized tests in the areas of personality assessment and intelligence testing. Special emphasis will be on Rorschach, TAT, MMPI, WAIS-III, WISC-III-R and Kauffman ABC.

PSL 609 **Research Method and Designs. (3.0); 3cr.** This course will provide training in the application of research techniques to problems in psychology and human services with the goal of gaining competence in critical evaluation of published research. Quantitative and Qualitative research design, conducting, reporting and analyzing assessment and program evaluation.

PSL 610 **Developmental Psychology. (3.0); 3cr.** The course studies the human lifespan development; a foundation for understanding principles and concepts of physical, cognitive, personality, emotional and social development from conception through death. It also explores developmental disabilities.

PSL 621 **Advanced Psychopathology. (3.0); 3cr.** The course reviews theoretical and empirical literature definitions and systems of classifying deviant behavior patterns. The coverage of specific areas of pathology including situational reactions, emotional disorders, substance abuse, chronic disorders, and family dysfunction, with an investigation of the psycho-social and biological precipitating factors according to DSM-IV-TR.

**PSL 630 Diagnostic and Therapeutic Interview. (3.0); 3cr.** This course provides students with theoretical and practical models on Clinical Interviewing, Listening and Diagnostic and Observation skills using the Structured Clinical Interview and other instruments.

**PSL 641 Practicum I – 3.0); 3cr.** Clinical Psychology (to be approved by the advisor)

**PSL 661 Clinical Intervention and Treatment. (3.0); 3cr.** The course is intended to provide mastery of techniques in individual, group and family interventions. It reviews historical perspectives, popular treatment techniques, empirical evidence on treatment efficacy, and ethical and legal issues. Topics include community relations, burnout prevention, and evaluation of intervention. Areas of study covered include suicide, bereavement, accidents, sexuality, and addiction. *Prerequisite PSL 630*

**PSL 681 Seminar in Clinical Psychology. (3.0); 3cr.** This course is a forum for students to synthesize knowledge and ideas across the subdisciplines of psychology and provide an impetus for expansion of thinking. It includes, but is not limited to:

- *Psychopharmacology* the effects of drugs on the central nervous system and resulting effects on behavior.
- *Self and Identity*, it includes self- knowledge, self-evaluation and regulation, gender role sexuality...
- *Therapeutic Techniques* introduction to different therapeutic practices in clinical settings such as non-verbal communication, art therapy, dance therapy...
- *Principles and Systems of Psychotherapy*
- *Professional Ethics* client's rights and professional orientation to ethical and state regulations

**PSL 691 Practicum II, (3.0); 3cr.** - Clinical Psychology (**No. of hours** to be approved by the advisor)

**PSL 694 Practicum III, (3.0); 3cr.** - Clinical Psychology (**No. of hours** to be approved by the advisor)

Through work in an appropriate supervised setting, the goal of these capstone-training courses is to provide an advanced scaffold in which graduate students who have selected the non-thesis track option can incorporate theory into practice. Students must meet with their advisor prior to registering for these courses.

**PSL 699 Thesis, 6crs,** to be approved by the advisor. The student will do research on any question directly related to the field of clinical psychology with a fieldwork study.

## **Faculty of Humanities – DETE**

### **PES 462 Teaching Practicum Secondary**

Approved by the UCC on Jan. 27, 2012

Approved by the BOD on Feb. 8, 2012

**Proposal:** The Department of English, Translation, and Education (DETE) proposes introducing a new practicum course, PES 462 *Teaching Practicum Secondary*, to replace EDU 470 as a requirement for completing the Bachelor degree in Physical Education and Sports (PES).

**Rationale:** The DETE offers a Teaching Diploma in Physical Education and Sports in line with the NDU mission “to prepare students to be future leaders.” This diploma has already been approved by the Ministry of Education for 21 credits. Originally, the DETE has offered EDU 470 - Elementary Teaching Practicum II (3 credits) as the second practicum course for lack of a second practicum course for PES. However, the DETE has found that EDU 470 does not provide the PES TD candidates with the necessary tools and approaches since it is limited to elementary education (Grades 1-9). It is important to note that the biological and physiological changes of adolescents are major factors in teaching physical education. Therefore, future PES teachers need a course that addresses specific requirements in the physical education of secondary school pupils.

**Course description:** PES 462 **Teaching Practicum Secondary (1.2); 3 cr.** Application of physical education and sport methods in secondary schools. Aims at preparing candidates to address the requirements, needs, and issues in the physical education of secondary school pupils. The course will provide hands-on experience, observed and evaluated by the course instructor. *Prerequisite:* PES 461.

#### **Textbook and/or Suggested readings**

Darst, P. and Pangrazi, R. (2008), *Dynamic physical education for secondary school students*. Benjamin Cummings.

## Faculty of Humanities – DETE New Course - EDU 101

Approved by the UCC on March 28, 2012  
Approved by the BOD on April 4, 2012

**Proposal:** The DETE proposes a new 3-credit course to the Freshman curriculum, **EDU 101: Introduction to Education** as an elective for Humanities.

### **Rationale:**

Educational issues are ever more present in our daily lives and growing communities. This course introduces Freshman students, at an early stage in their tertiary education, to education as an interdisciplinary and disciplinary field.

Students pursuing majors across all faculties at NDU will be able to develop an additional lens that is grounded in educational principles and practices. Some include Political Science and Philosophy (aims of education), Psychology (models of learning) and Mathematics (promoting inclusive schools through the building of ramps). Moreover, this introductory course will also introduce wider and more universal aims such as ethics (in assessment) and research (using evidence to support ideas).

As a discipline in its own right, *EDU 101* would give the opportunity to revisit the field of education as a whole and reflect on educational issues that concern and surround them. Furthermore, students at NDU will discover the opportunity to obtain a teaching diploma in addition to their major degree. This diploma will facilitate opportunities for teaching aside from their professional career.

Those who complete this course will begin to develop a certain attitude and examine basic approaches that will allow them to take responsibility of their professional development at the workplace, thus, becoming better lifelong learners.

### **Course description:** EDU 101 Education for life (3.0); 3

As an introductory course in education, students will discuss and write about aims of education, curriculum development, learning and teaching, and assessment. Topics will also consider cultural, historical, and philosophical dimensions. Activities aim to promote critical thinking, reflection, and dialogue. For Freshman students only.

### **Textbook and/or Suggested readings**

Main textbook:

Bates, J. & Lewis, S. (2009). *The study of education: An introduction*. London: Continuum.

For further reading:

Black, P., & Wiliam, D. (1998). *Inside the Black Box: Raising standards through classroom assessment*. London: King's College.

Dennison, B., & Kirk, R. (1990). *Do, Review, Learn, Apply: A simple guide to experiential learning*. Oxford: Blackwell.

Dewey, J. (1897). My pedagogic creed. *The School Journal*, 54(3), 77-80.

Moore, A. (2000). *Teaching and learning: Pedagogy, curriculum and culture*. London: RoutledgeFalmer.

Watkins, C., Carnell, E., & Lodge, C. (2007). *Effective learning in classrooms*. London: Paul Chapman.

### **Appendix: Course Description for Proposed EDU 101**

#### ***Course description***

The introductory course to education available for freshman-level students aims to expose university students to education matters and, as a result, raise the profile of education as a discipline of study. In finding the range of learning aims, activities, and purposes of the course, education major students and

department staff were consulted. Based on their comments, it appears that a freshman-level course would be most effective if it provides a significant amount of experiential learning inside the classroom covering basic skills in planning, learning, and assessment.

Topics	Suggested activities and readings
Aims	Discussions on aims of education in relation to the needs of communities, the individual, and the relationship between the two; (Dewey, 1897).
Pedagogy	Identify principles of Skinner, Piaget, and Vygotsky and examine meanings and dimensions of effective learning; (Moore, 2000; Watkins, Carnell, & Lodge, 2007).
Assessment	Look at examples of how assessment of learning (summative) and for learning (formative) are used in schools; (Black & Wiliam, 1998).
Curriculum	Use templates of lesson plans to design learning objectives, activities, and assessment tools; (Wiggins & McTighe, 2005).
Teacher development	Reflect on experiential learning cycle “Do, Review, Learn, Apply” for the workplace; (Dennison & Kirk, 1990).

### ***Aims and student learning outcomes***

The overall aims of the course are to provide students with the opportunities to:

- Review basic skills and themes covered in the education major including planning, assessment, learning, and teaching
- Engage in various methodologies that can be used in the classroom to promote active learning

By completing the requirements of this course, students will be able to:

- Describe aims and purposes of education with focus on promoting democracy
- Review basic principles of learning and approaches to working in small groups
- Discuss basic components of summative and formative assessment with an introduction to assessment for learning
- Examine how aims, pedagogies, and assessment can be planned for classroom learning
- Explore approaches for continuous professional development

### ***Methodology***

Due to the nature of the course, the classroom pedagogies will model many of the concepts and practices that the students will learn about. Students will be expected to work individually, in pairs, and groups. Occasionally, there will be time to reflect on their learning and, at times, share their reflections.

### ***References***

- Black, P., & Wiliam, D. (1998). *Inside the Black Box: Raising standards through classroom assessment*. London: King's College.
- Dennison, B., & Kirk, R. (1990). *Do, Review, Learn, Apply: A simple guide to experiential learning*. Oxford: Blackwell.
- Dewey, J. (1897). My pedagogic creed. *The School Journal*, 54(3), 77-80.
- Moore, A. (2000). *Teaching and learning: Pedagogy, curriculum and culture*. London: RoutledgeFalmer.
- Watkins, C., Carnell, E., & Lodge, C. (2007). *Effective learning in classrooms*. London: Paul Chapman.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Second ed.). Alexandria, VA: Association for Supervision and Curriculum Development.



**Faculty of Humanities - DETE**  
**EDU 203 - Lebanese Arabic Sign Language I**

Approved by the UCC on Jan. 27, 2012

Approved by the BOD on Feb. 8, 2012

**Proposal:** The Department of English, Translation and Education (DETE) in the Faculty of Humanities (FH) proposes the introduction of an elective course designed to teach Lebanese Arabic Sign Language. The intended audience is first of all, students majoring in Education, as well as the general NDU student body who are interested in the subject.

**Rationale:** NDU is one of the first universities in Lebanon to have welcomed students with hearing impairment to our mainstream classes. The students have contributed to the diversity at NDU and have excelled in their academic programs. In addition, the DETE offers a BA in Education with a concentration in Special Needs. The introduction of a course, which teaches Lebanese Arabic sign language, would be an asset to graduates communicating with people who have hearing difficulties in Lebanon and the Arabic speaking communities in the Arab region. The NDU Mission statement provides that an “authentic academic community” be established which would “promote diversity, respect for human dignity and rights”; the present course proposal would help fulfill that mission. EDU 203 will help familiarize NDU students with a language that allows them to communicate with hearing-impaired people to better promote inclusive communities.

**Course Description:** EDU 203 Lebanese Arabic Sign Language I (3.0); 3cr. This course introduces the student to basic Lebanese Arabic sign language communication. The history of sign language will be covered as well as the important aspects of hearing impaired culture. Students will learn basic sign vocabulary, finger spelling, and numbers. Fluency in spoken Arabic language is required.

**Some Suggested Textbooks:** To be decided upon by the professor teaching the course; the textbooks listed are those used in present university courses in Lebanon.

- انطوان رومانوس و حسين اسماعيل ، اللغة اللبنانية للإشارة: تراكييها و قواعد بنائها، منهج تعليمي المستوى الاساسي ١ ، بيروت ٢٠٠٨
- انطوان رومانوس و حسين اسماعيل ، اللغة اللبنانية للإشارة: تراكييها و قواعد بنائها، منهج تعليمي المستوى المتوسط ٢ ، بيروت ٢٠٠٨
- انطوان رومانوس و حسين اسماعيل ، دراسة الاستراتيجيات الاشارية التي يستعملها الصم اللبنانيون في التواصل، بيروت ٢٠٠٦

## **Faculty of Humanities - DETE New Education Course – EDU 358**

Approved by the UCC on March 28, 2012

Approved by the BOD on April 25, 2012

**EDU 358 Educating for Peace** (3.0); 3 cr.

Co-requisite: EDU 201

### **Rationale**

A huge body of research shows that violence and peace are a result of a lifetime education rather than a result of a biological need or a genetic predisposition. As a result, peace education has emerged worldwide as a new trend calling for peace through education, a concept which has triggered the founding of many organizations, along with the establishment of many conventions, whose main concern has become the promotion of educating for peace. Moreover, most studies on peace and peace education were developed in the West and represent Western views on this issue; however, researchers emphasize the importance of contextualizing any attempt to introduce peace education programs into any culture.

The violent history of Lebanon is proof that we, as educators, have failed to train learners to critically think about the world around them and to peacefully resolve conflicts. In other words, we have failed to appropriately introduce components of peace education into our curricula. As such, a peace education program might be the only hope in helping the younger generation understand their rights as citizens rather than followers and that there are other peaceful alternatives to war.

Therefore, peace education programs have become imperative in the region. However, such programs are relatively new to our educational institutions, and their establishment and implementation require proper leadership.

How is this course a positive addition to our education program at NDU? First of all, our education program at NDU does not offer any course that has peace education as its main focus. However, traces of peace education are found in the following education courses:

- **EDU 412 Gender and Human Interaction** (3.0); 3 cr. Examines gender and communication and the relationship of gender to self-disclosure, self assertion, listening and empathy, and
- **EDU 401 Intercultural Communication** (3.0); 3 cr. Introduces the comparative study of communication variables that influence interaction between persons of different social groups.

Both courses have “communication” as the main focus, which is not enough to introduce future educators to educating for peace. In fact, education for peace will address many themes, as well as the themes of the above mentioned courses, the reason why this course could replace any of them.

Second, this course has to be part of the Education Program in the Faculty of Humanities since it not only explores peace education but rather provides students with the appropriate methodologies to integrate peace education components within their daily lesson plans and curricula. Such a course is part of Education Programs of universities such as Cincinnati University and Teachers College, Columbia University.

Finally, this course complies with NDU’s Mission Statement since it promotes “diversity, respect for human dignity and rights, and concern for the common good.” Moreover, the main objective of this course is “to prepare its students to be future leaders who can exercise reason upon knowledge and shape a world of truth, justice, love and freedom.”

### **Course Description**

The main focus of the course will be a study of the educator’s responsibility in educating for peace and in appropriately integrating peace components into Lebanese schools’ curricula. Students will identify the premises and challenges of peace education programs, especially within the Lebanese culture.

## **Course Objectives**

At the end of this course, students will be able to:

1. Differentiate between various concepts of peace (positive peace and negative peace) as opposed to concepts of violence
2. Identify mass media's and religion's role in the promotion of peace and/or war
3. Discuss the influence of past and present various national and international non-violent movements
4. Demonstrate ability to use various methods to resolve conflicts (conflict resolution skills)
5. Apply theories of peace in education
6. Integrate components of peace education such as democracy, service learning, human rights, environment awareness, health and safety, and conflict resolution into school curricula

## **Suggested Textbook**

Harris, I. & Morrison, M. (2003). Peace Education. New York, NY: McFarland & Co.

# Faculty of Humanities - DETE

## BA Translation & Interpretation

Approved by the UCC on Jan. 27, 2012  
Approved by the BOD on Feb. 8, 2012

### **Rationale for modifications:**

In Lebanon, NDU has an advantage over other universities as it is the only university which offers a BA in Translation and Interpretation with English as the B Language rather than French.

Graduates with a BA in Translation/ Interpretation with a heavy concentration in interpreting skills are in great demand on the market locally and regionally. The BA Translation/Interpretation must be kept up to date; to do so focus should be put on offering more technical courses, among which are legal, technical, scientific and medical as well as ensuring that translation students are also offered the opportunity to acquire the basis of the areas of study they are called upon to translate.

To accommodate these realities, an adhoc committee, composed of translation and interpretation instructors, the advisor of the BA and MA Translation and Interpretation students, and the Dean of the faculty was formed. Below are the modifications that have been suggested by the committee:

### **Overview:**

#### **Proposal #1: The addition of 1 credit for the English & French Legal Translation courses.**

TRA 311 Translation of English Legal Documents formerly 3 credits will become a 4 credit course.

TRA 312 Translation of French Legal Documents formerly 3 credits will become a 4 credit course.

**Rationale for increasing to 4 credits is due to the need to include units concerning the legal systems in the course syllabi.**

#### **Proposal #2: The merging of the two movie translation courses into one new course of two credits.**

TRA 411 and TRA 412 will no longer be taught as separate courses.

**Rationale for one course of three credits is that students need to learn the skill of doing subtitling and then to practice using the two languages. This can be done in one course.**

**TRA 413 (2.0); 2 cr.** Focuses on the translation of the literature and language (English, French and Arabic) of motion pictures and television. Students will learn the software required for subtitling. Field visits to television stations will be organized. *Prerequisite:* TRA 301.

#### **Proposal #3: The addition of 1 credit for TRA 431 and TRA 432**

TRA 431 and TRA 432 will become 4 credit courses:

**Rationale for increasing to 4 credits is that students will no longer be obliged to take 4 cultural courses as such. The 6 credits will be distributed over other courses.**

#### **Proposal #4: The addition of one medical translation course of four credits in the following three combinations (English- French and Arabic)**

TRA 440 (4.0); 4 credits. Translation of Scientific and Medical Texts. Trains students to translate English French and Arabic texts. The course will cover themes that are the most frequently dealt with in contemporary medical and scientific literature. Students will develop a resource base on the themes studied.

**Rationale for the addition of this course is the necessity for students to take one course in scientific and medical texts since much translation work involves these two fields.**

#### **Proposal #5: The addition of 4 interpreting courses:**

**\*INT 437** Interpreting: Arabic-English II (3.0); 3 cr. Aims to help students develop competence in simultaneous interpretation needed at international conferences. Correct language is emphasized. General themes are covered. Accuracy is emphasized. Students spend time both in class and in the booth. *Prerequisite:* INT 431.

**\*INT 438** Interpreting: Arabic-English III (3.0); 3 cr. Aims to help students develop competence in simultaneous interpretation needed at international conferences. Students practice on specialized tests in economics, political science, humanities. Students spend time both in class and in the booth. *Prerequisite:* INT 437.

**\*INT 439** Interpreting: English-Arabic III (3.0); 3 cr. Aims to help students develop competence in simultaneous interpretation needed at international conferences. Technical texts are covered. Students spend time both in class and in the booth. *Prerequisite:* INT 434.

**\*INT 440** Interpreting: Arabic-English III (3.0); 3 cr. Aims to help students develop competence in simultaneous interpretation needed at international conferences. Technical texts are covered. Students spend time both in class and in the booth. *Prerequisite:* INT 438.

**Rationale for the addition of these particular courses is to augment the English Arabic interpreting competencies of the students. One of the main reasons the program is being modified is to ensure students have enough exposure to simultaneous interpretation.**

#### **Proposal #6**

Deletion of the TRA 332 Mechanical Translation and Interpretation since the TRA 331 is enough for translation students of translation concentration. We suggest this course to be replaced by TRA 403 Translation Practicum (3.0) due to the fact that this is the only French / English course offered.

#### **Proposal # 7**

Addition of French to the INT 431 course Rationale for adding French is that students learn the skills involved in Terminology and then would practice using the three languages. French is the C language but students would gain practice in developing their French terminology.

#### **Proposal # 8**

Addition of ENL to the INT 432 course Rationale for adding English is that students learn the skills involved in Terminology and then would practice using the three languages. English is the B language, thus students would gain practice in developing their trilingual terminology.

#### **Proposal # 9**

The FRC 223 course used to exist in the previous program should be kept because translation students should work on their fluency in Arabic (A language), English as a (B language) as well as on their French as a C language.

#### **The textbooks the assigned for the above- mentioned courses are:**

**I.** INT 437: 1. Andrew Gillies, *Note-Taking for Consecutive Interpreting - A Short Course*. Manchester, St. Jerome Publishing, 2005, 239 pages.

2. A Systematic Approach to Teaching Interpretation by Danica Seleskovitch, Marianne Lederer

**II.** INT 438 : 1. Andrew Gillies, *Note-Taking for Consecutive Interpreting - A Short Course*. Manchester, St. Jerome Publishing, 2005, 239 pages.

2. Mikkelson, Holly, *Introduction to Court Interpreting*, Manchester, St. Jerome Publishing

**III.** INT 439: 1. . Andrew Gillies, *Note-Taking for Consecutive Interpreting - A Short Course*. Manchester, St. Jerome Publishing, 2005, 239 pages.

2. Interpreting for International Conferences: Problems of Language and Communication (2nd Edition) by Danica Seleskovitch

**IV.** INT 440 A Systematic Approach to Teaching Interpretation by Danica Seleskovitch, Marianne Lederer

***Suggested Program BA Translation and Interpretation 108 credits***

**General Education Requirements: 33 credits, as per NDU catalog**

## **Core Requirements 55cr.**

TRA 201, TRA 211, TRA 212, TRA 301, TRA 302, TRA 311, TRA 312, TRA 331, TRA 403, TRA 401, TRA 402, TRA 411, TRA 421, TRA 422, INT 431, FRC 223, ENL 314, ARB 302

## **Translation Emphasis Requirements 13cr**

TRA 431, TRA 432, TRA 440, TRA 480,  
or

## **Interpretation Emphasis Requirements 19 cr.**

INT 432, INT 437, INT 438, INT 439, INT 440, INT 480

And 3 credits from the following: INT 434 or INT 433 or INT 435 or INT 436

**Electives 7 cr for Translation Emphasis and 4 cr. For Interpretation Emphasis students.**

## **Course Descriptions**

**TRA 201 Translation Theory and Methodology (3.0); 3 cr.** Provides students with a firm foundation of both translation and methodology. Students will study the major contributors to translation theory and will practice translation using the various methodologies.

**TRA 211 Translation of English Contemporary Texts (3.0); 3 cr.** Familiarizes students with different genres and contemporary literature English/Arabic. Students will be required to begin to develop a personal lexicon. *Corequisite:* TRA 201, *Prerequisite:* ENL 213.

**TRA 212 Translation of French Contemporary Texts (3.0); 3 cr.** Familiarizes students with different genres and features of contemporary literature. Students will be required to begin develop a personal lexicon. French/Arabic. *Corequisite:* TRA 201.

**TRA 301 Translation of English Documents (3.2); 4 cr.** Develops competence in translating official, legal, and judicial English/Arabic texts. Emphasis is on United Nations documents. Basic research and translation of data will be covered. Students will be exposed to UN agencies; guest speakers and field trips will be required. *Corequisite:* TRA 212.

**TRA 302 Translation of French Documents (3.2); 4 cr.** Trains students in translating official, legal, and judicial French/Arabic texts. United Nations documents area emphasized. Students will be exposed to UN agencies; guest speakers and field trips will be required. *Prerequisite:* TRA 212.

**TRA 311 Translation of English Legal Documents (4.0); 4 cr.** Trains students in interpreting and translating English and Arabic texts which cover diverse areas of law. English/American legal system will be studied. Students will carry out basic comparative research on both systems. *Prerequisite:* TRA 301.

**TRA 312 Translation of French Legal Documents (4.0); 4 cr.** Trains students in interpreting and translating French and Arabic texts which cover diverse areas of law. Students will carry out basic comparative research on French and Lebanese systems of law. *Prerequisite:* TRA 302.

**TRA 331 Mechanical Translation and Interpretation (3.0); 3 cr.** Use of modern equipment in the field of translation and interpretation. *Prerequisites:* TRA 301 and TRA 302.

**TRA 403 Translation Practicum (3.0); cr.** Offers intensive practice in translating contemporary English into French and vice versa. *Prerequisites:* TRA 402

**TRA 401 Translation of English Business Texts (3.0); 3 cr.** Aims to train students in interpreting and translating English and Arabic texts which cover diverse areas of business, economics, accounting, banking. *Prerequisite:* TRA 301.

**TRA 402 Translation of French Business Texts (3.0); 3 cr.** Trains students in interpreting and translating French and Arabic texts which cover diverse areas of business, economics, accounting, banking. *Prerequisite:* TRA 302.

**TRA 413 Translation of English and French Films (2.0); 2cr.** Focuses on the translation of the literature and language (English, French and Arabic) of motion pictures and television. Students will learn the software required for subtitling. Field visits to television stations will be organized. *Prerequisite:* TRA 301.

**TRA 421 Translation of English Literature (2.0); 2 cr.** Offers intensive practice in translating English literary and artistic texts into Arabic. *Prerequisite:* TRA 301.

**TRA 422 Translation of French Literature (2.0); 2 cr.** Offers intensive practice in translating French literary and artistic texts into Arabic. *Prerequisite:* TRA 302.

**TRA 431 Translation of Cultural Texts I (4.0); 4 cr.** Focuses on intensive practice in translating Arabic cultural texts (historical, religious, philosophical, political, and contemporary ) into English and vice versa. *Corequisite:* TRA 421.

**TRA 432 Translation of Cultural Texts III (4.0); 4 cr.** Focuses on intensive practice in translating Arabic cultural texts (historical, religious, philosophical, political and contemporary) into French and vice versa. *Corequisite:* TRA 422.

**TRA 440 Translation of Scientific and Medical Texts (4.0); 4 cr.** Trains students translating English French and Arabic texts which cover diverse areas of Science and Medicine. *Prerequisites:* TRA 401- TRA 402.

**TRA 480 Translation Internship (1.0); 1 cr.** Practical training in a professional setting supervised by the instructor. *Corequisite:* TRA 422.

**ENL 314 English Vocabulary (3.0); 3 cr.** A detailed study of meaning relationships with a study of borrowings from other languages. *Corequisite:* ENL 213.

**INT 431 Interpreting: English-French-Arabic I (3.0); 3 cr.** Aims to help students develop competence in consecutive interpretation needed at international conferences. Students learn the principles of consecutive interpretation and practice the basic skills. General themes are covered. Accuracy is emphasized. *Prerequisite:* TRA 421.

**INT 432 Interpreting: English-French-Arabic II (3.0); 3 cr.** Aims to help students develop competence in consecutive interpretation needed at international conferences. Students practice the basic skills. Themes related to the United Nations are covered. Accuracy is emphasized. *Prerequisite:* TRA 422.

**INT 433 Interpreting: French-English I (3.0); 3 cr.** Aims to help students develop competence in simultaneous interpretation needed at international conferences. Students practice the basic skills needed for competence. Correct language is emphasized. General themes are covered. *Prerequisites:* INT 431 or INT 432.

**INT 434 Interpreting: English-Arabic II (3.30); 3 cr.** Aims to help students develop competence in simultaneous interpretation needed at international conferences. Students practice on specialized texts in economic, political science, and humanities. *Prerequisite:* INT 431.

**INT 435 Interpreting: French-Arabic II (3.0); 3 cr.** Aims to help students develop competence in simultaneous interpretation needed at international congresses. Students practice on technical texts. *Prerequisite:* INT 432.

**INT 436 Interpreting: French-English II (3.0); 3 cr.** Aims to help students develop competence in simultaneous interpretation needed at international conferences. Students practice on technical texts. *Prerequisite:* INT 433.

**INT 437 Interpreting: Arabic-English I (3.0); 3 cr.** Aims to help students develop competence in simultaneous interpretation needed at international conferences. Correct language is emphasized General

themes are covered. Accuracy is emphasized. Students spend time both in class and in the booth. *Prerequisite:* INT 431.

**INT 438 Interpreting: Arabic-English II (3.0); 3 cr.** Aims to help students develop competence in simultaneous interpretation needed at international conferences. Students practice on specialized tests in economics, political science, humanities. Students spend time both in class and in the booth. *Prerequisite:* INT 437.

**INT 439 Interpreting: English-Arabic III (3.0); 3 cr.** Aims to help students develop competence in simultaneous interpretation needed at international conferences. Technical texts are covered. Students spend time both in class and in the booth. *Prerequisite:* INT 434.

**INT 440 Interpreting: Arabic-English III (3.0); 3 cr.** Aims to help students develop competence in simultaneous interpretation needed at international conferences. Technical texts are covered. Students spend time both in class and in the booth. *Prerequisite:* INT 438.

**INT 480 Interpreter Internship (1.0); 1 cr.** Practical training in a professional setting at conferences using simultaneous interpretation supervised by the instructor. *Prerequisite:* INT 433.

**ARB 302 Practice in Uses of Arabic (3.0); 3 cr.** This is a course in the use of the Arabic language. It provides insight into the connections and relations between various forms of specialized knowledge and the full range of expressions which the Arabic language permits. Course includes advertising, journalism, radio tv, language varieties.

**FRC 223 Sophomore French II (3.0); 3 cr.** Emphasizes fluency in French. Students will present both extemporaneous and prepared speeches.



## **Faculty of Humanities - DE TE**

### **Modifications in the MA Translation**

Approved by the UCC on Jan. 27, 2012

Approved by the BOD on Feb. 8, 2012

Rationale: The changes proposed in the MA Translation program are founded in the belief that a master's student in translation should write a thesis. In order to provide that opportunity in accordance with best practice, MA thesis may fall into one of three sub-categories: Terminology, Lexicology-lexicography, Translation studies (Traductologie).

#### **Overview:**

**Proposal #1:** Modification of Degree requirements

**Proposal #2:** Addition of a 6 credit thesis to the program

In order to provide that opportunity in accordance with best practice, MA thesis may fall into one of three sub-categories: Terminology, Lexicology-lexicography, Translation studies (Traductologie).

**Proposal #3:** Addition of French to the Tra 622 course Rationale for adding French is that students learn the skills involved in Terminology and then would practice using the three languages. French is the C language but students would gain practice in developing their French terminology.

**TRA 622 Terminology ARB/ENL/FRC (3.0); 3 cr.** History of Terminology. The terminologist's task. Terminology's research methods. Use of documentation. Practical work in term research and subject field research. Intensive workshop approach treating English, French and Arabic texts.

#### **Proposal #1 Modified Degree Requirements (36 credits)**

##### **Major Requirements 24 credits**

TRA 610, TRA 620 or TRA 621, TRA 622, TRA 630, TRA 690, ENL 601

##### **PLUS**

**8 credits** from the following pool: TRA 631, TRA 632, TRA 633, TRA 634, TRA 635, TRA 636, TRA 637, TRA 638, TRA 639

##### **Electives 6 cr.**

Choose 2 from the following: ENL 611, LIR 601, LIR 662, IAF 641, IAF 621, IAF 605, INT 610, or any two 600 level Courses.

**Thesis:** 6 credits

##### **Admission Requirements**

M.A. candidates must pass a written language proficiency test in English, French, Arabic. A grade of 70 or above is required in all exams. In addition, an interview in English, French, and Arabic is also required. If only a small deficiency in one of the three languages is detected, remedial courses will be required during the first semester. A grade of **B** must be obtained in the remedial courses.

- **It is necessary for the new students (MA translation or interpretation) doing the transfer from a different major to take the English legal translation (TRA 311 of 4 credits) or the Business English Translation courses (TRA 401 of 3 credits), in addition to the TRA 201 course of 3 credits.**

##### **Graduation Requirements**{xe "Graduation Requirements"}

To satisfy the requirements for a Master of Arts in Translation/Interpretation{xe "Interpretation"}, the student must complete 36 credits with an over-all average of 3.0/4.0. A thesis is required.

### **Graduate Courses: Translation - Course Descriptions**

**TRA 610 Advanced English Writing (3.0); 3 cr.** Fine points of English writing including: clarity, accuracy style, proofreading and revision. It is also a very useful resource to develop the practical writing skills to a very advanced level. This course builds upon the skills acquired in "English Writing Skills" to further develop students' critical thinking and academic writing competencies. The course devotes a good part of the semester to the skills of writing summaries, critiques, and syntheses; paraphrasing and using quotations. It then leads students through the process of writing a research paper and prepares for research in translation

**TRA 620 Linguistics for Translation Students (3.0); 3 cr.** This course familiarizes students with the problems of linguistic specificity and translation. The nature and structure of language, its role in society, the theory and methods of linguistics: phonology, syntax, semantics and lexicon as applied in translation.

**TRA 621 Comparative Stylistics for Translation (3.0); 3 cr.** Presentation and analysis of texts related to interlinguistic transfer. Intensive workshop approach treating both English/Arabic and French/Arabic texts. This translation-oriented contrastive grammatical and stylistic analysis of Arabic, French, English is extensively exemplified by expressions, phrases and whole texts combining descriptions with methodological guidelines for translation.

**TRA 622 Terminology ARB/ENL/FRC (3.0); 3 cr.** History of Terminology. The terminologist's task. Terminology's research methods. Use of documentation. Practical work in term research and subject field research. Intensive workshop approach treating English, French and Arabic texts.

**TRA 630 Computer Assisted Translation (3.0); 3 cr.** Computer aids for translation, desktop publishing, terminology management. Machine and machine-assisted translation. This course introduces students to Computer Assisted Translation (CAT (highlighting its success and failure in comparison to human translation. In a first part, the course trains the students in the practical use of the computer assisted translation focusing on the problems, difficulties, advantages and shortcomings of this type of activity. In a second part, students are introduced to the latest translation software\* and how to use them. The advantages as well as the limitations of such programmes are discussed with a special reference to the translation of scientific and literary texts.

**TRA 631 Advanced Translation of Literature ARB/ENL (3.0); 3 cr.** Study and analysis of translated works. Translation into Arabic of a work which was not translated before. We focus on how we read and understand literature; how reading and writing literature influence identity, meaning and value; and how to develop strategies for reading, discussing, and writing about literary works in order to translate literary work properly.

**TRA 632 Advanced Translation of Literature ARB/FRC (3.0); 3 cr.** Study and analysis of translated works. Translation into Arabic of a work which was not translated before. We focus on how we read and understand literature; how reading and writing literature influence identity, meaning and value; and how to develop strategies for reading, discussing, and writing about literary works in order to translate literary work properly.

**TRA 633 Advanced Legal Translation ARB/ENL (2.0); 2 cr.** Translation of highly specialized legal texts. Students gain an introduction to the theory and practice of Legal Translation, including the legal knowledge needed to make well-founded choices while translating. Furthermore, they are aware of the challenges involved in this particular area of specialist translation. Finally, students improve their translation skills and are able to use appropriate terminology to discuss problems they encounter.

**TRA 634 Advanced Legal Translation ARB/FRC (2.0); 2 cr.** Translation of highly specialized legal texts. Students gain an introduction to the theory and practice of Legal Translation, including the legal knowledge needed to make well-founded choices while translating. Furthermore, they are aware of the challenges involved in this particular area of specialist translation. Finally, students improve their translation skills and are able to use appropriate terminology to discuss problems they encounter.

**TRA 635 Advanced Business & Economic Texts ARB/ENL (2.0); 2 cr.** Translation of highly specialized business, economic, and administrative texts. Familiarize the student with current business practices, i.e., determining fees and negotiating contracts.

**TRA 636 Advanced Business & Economic Texts ARB/FRC (2.0); 2 cr.** Translation of highly specialized business, economic, and administrative texts. Familiarize the student with current business practices, i.e., determining fees and negotiating contracts.

**TRA 637 Advanced Medical Translation ARB/FRC/ENL (2.0); 2 cr.** Medical terminology and phraseology which would allow the translator to correctly translate medical texts. Relevant basic scientific concepts. Practice in translation in such areas as medical, pharmaceutical, communications, and science textbooks. Development of specialized glossaries in English, French & Arabic.

**TRA 638 Advanced Translation of Media ARB/ENL (2.0); 2 cr.** Translation of various genres of media. This course introduces students to the linguistic varieties used in various media. It aims to develop a reasonable command of the language of media. It also offers students the opportunity to develop an understanding of cultural differences between English and Arabic and how to tackle them when translating. Translation strategies and media skills are given a reasonable emphasis.

**TRA 639 Advanced Translation of Media ARB/FRC (2.0); 2 cr.** Translation of various genres of media. Translation of various genres of media. This course introduces students to the linguistic varieties used in various media. It aims to develop a reasonable command of the language of media. It also offers students the opportunity to develop an understanding of cultural differences between English and Arabic and how to tackle them when translating. Translation strategies and media skills are given a reasonable emphasis.

**TRA 690 Internship (1.0); 1 cr.** A supervised practicum designed to allow students to put their knowledge of translation and terminology to work in an actual translation service, mainly, in a business firm, social service agency, or government office. Weekly discussions of specific texts and problems arising from the field work experience. Supplementary written and laboratory assignments.

**TRA 699 Thesis (6.0); 6 cr.** The research for the master's thesis must show the student's ability to do original research in one of the following areas of translation studies. Terminology, Lexicology-lexicography, Translation studies.

**ENL 601: Bibliography and Methodology of Research (3.0); 3cr.** Studies the materials, tools, and methods of research.

# Modifications in the MA Interpretation

Approved by the UCC on Jan. 27, 2012  
Approved by the BOD on Feb. 8, 2012

## *I. Rationale for changes*

Since NDU is the only university which offers this translation & interpretation major, where English is the B Language rather than French, students who graduate with a MA in Interpretation are in great demand mainly for this reason. As a result, we feel the need to focus more on practical courses, among which sight, consecutive & simultaneous interpretation rather than on translation theories courses in interpretation. The United Nations requires that their interpreters have a minimum of 500 hours in the interpretation booth. Since our graduates rely on interpretation work with the United Nations, our curriculum must reflect a higher number of English interpretation practice courses. It is to be noted that MA programs in Int do not usually have a thesis. A written paper and a specialized glossary are required for each course.

A written and oral comprehensive examination will take place upon completion of the 36 credits. Candidates for the M.A. Interpretation must score an 80 in both the written and oral exam. This exam may be repeated once; after one semester has passed.

- The addition of four major courses in Interpretation gives the interpreter the capacity to practice harder in order to excel in the business field.
- The deletion of four translation theoretical courses allows interpreters to focus on their intense training in simultaneous, sight and consecutive interpretation.
- One course in theories should be kept with more emphasis on the theories in translation/interpretation

## *I. Proposal for four new courses*

*II. The Rationale for all four courses is the same: students must meet the UN requirements of 500 hours in the interpretation booth so as to work as an interpreter. The courses we are proposing will help the students to reach that benchmark as well as to improve their capacity to interpret.*

**INT 623 Consecutive II: English- Arabic/Arabic English (3.0); 3 cr.** Aims to help students develop competence in advanced consecutive interpretation needed in analytical documents and technical presentations. Correct language is emphasized . Technical themes are covered. Accuracy is emphasized. Prerequisite: INT 610

**INT 624 Consecutive III: French – Arabic/ English (3.0); 3 cr.** Aims to help students develop competence in advanced consecutive interpretation needed in analytical documents and technical presentations. Correct language is emphasized . Technical themes are covered. Accuracy is emphasized. Prerequisite: INT 610

**INT 625 Conference IV: English-Arabic (3.0); 3 cr.** Aims to help students develop competence in simultaneous interpretation needed in general or specialized conferences (General texts: NGOs, environment, social,...or legal texts) Students spend time both in class and in booth. Technical texts are covered. Prerequisite: INT 620

**INT 626 Conference V: French- Arabic/ English (3.0); 3 cr.** Aims to help students develop competence in simultaneous interpretation needed in general or specialized conferences (General texts: NGOs, environment, social,...or legal texts) Students spend time both in class and in booth. Technical texts are covered. Prerequisite: INT 620

## *II. Suggested Program MA*

## *Interpretation Emphasis*

### **Major Interpretation Requirements 30 cr.**

TRA 621, INT 610, INT 620, INT 621, INT 622, INT 623, INT 624, INT 625, INT 626

### **Electives 6 cr.**

**Choose two of the following:** TRA 610, TRA 620, TRA 622, TRA 630, ENL 611, LIR 601, LIR 662 or any two 600 level courses

## *Course Descriptions*

**TRA 621 Comparative Stylistics for Translation & Interpreters (3.0); 3 cr.** Presentation and analysis of texts related to interlinguistic transfer. Intensive workshop approach treating English/ Arabic, French/ Arabic and English/ French texts.

**INT 610 Consecutive and “ A Vue” Translation ARB/ENL/FRC (3.0); 3 cr.** An advanced course with emphasis on language use.

**INT 620 Conference I: Arabic English (4.0); 4 cr.** An advanced course with emphasis on U.N agencies, education and development texts. Students will observe at conferences.

**INT 621 Conference II: French/ Arabic (4.0); 4 cr.** Terminology and intensive practice in all aspects of medical translation and relevant scientific concepts.

**INT 622 Conference III: Arabic English (4.0); 4 cr.** Terminology and intensive practice in science and technology related to Middle East development. Students will sit in silent booth at conferences.

**INT 623 Consecutive II: English- Arabic/Arabic English (3.0); 3 cr.** Aims to help students develop competence in advanced consecutive interpretation needed in analytical documents and technical presentations. Correct language is emphasized . Technical themes are covered. Accuracy is emphasized. Prerequisite: INT 610

**INT 624 Consecutive III: French – Arabic/ English (3.0); 3 cr.** Aims to help students develop competence in advanced consecutive interpretation needed in analytical documents and technical presentations. Correct language is emphasized . Technical themes are covered. Accuracy is emphasized. Prerequisite: INT 610

**INT 625 Conference IV: English-Arabic (3.0); 3 cr.** Aims to help students develop competence in simultaneous interpretation needed in general or specialized conferences (General texts: NGOs, environment, social,...or legal texts) Students spend time both in class and in booth. Technical texts are covered. Prerequisite: INT 620 Students will participate in the interpretation duties at conferences.

**INT 626 Conference V: French- Arabic/ English (3.0); 3 cr.** Aims to help students develop competence in simultaneous interpretation needed in general or specialized conferences (General texts: NGOs, environment, social,...or legal texts) Students spend time both in class and in booth. Technical texts are covered. Prerequisite: INT 620

### **Textbooks:**

Andrew Gilles, *Note-Taking for Consecutive Interpreting - A Short Course.*

Manchester, St. Jerome Publishing, 2005, 239 pages. **INT 623 Consecutive II**

Andrew Gilles, *Note-Taking for Consecutive Interpreting - A Short Course*.  
Manchester, St. Jerome Publishing, 2005, 239 pages. **INT 624 Consecutive III**

Mikkelson, Holly, *Introduction to Court Interpreting*, Manchester, St. Jerome Publishing.  
**INT 624 Consecutive III**

Interpreting for International Conferences: Problems of Language and Communication (2nd  
Edition) by Danica Seleskovitch. **INT 625 Conference IV**

*A Systematic Approach to Teaching Interpretation* by Danica Seleskovitch, Marianne Lederer. **INT  
626 Conference V**

**Faculty of Natural & Applied Sciences**  
**Mathematics & Stat. Dept. - 3 New Math Courses**

Approved by the UCC on April 4, 2012  
Approved by the BOD on April 25, 2012

**Rationale for introducing three graduate Mathematics courses to the existing pool:**

In contrast to undergraduate programs, non-core graduate courses are usually offered depending on professors and students interests. That is why we need to retain a large pool of courses in the graduate program.

**MAT 655: Advanced Linear Algebra (3 credits).**

**Course Description:** Spectral decomposition, simultaneously diagonalizable matrices, generalized eigenvectors, triangulization, Jordan canonical forms.

**Textbook:** Linear Algebra and Matrix Theory by Evar Nering

**MAT 675: Special Functions (3 credits)**

**Course Description:** Special functions in mathematics: Hypergeometric, Bessel, Beta, Gamma functions, Orthogonal Polynomials (Chebyshev, Hermite, Laguerre) and the like, with applications to other fields.

**Textbook:** Special Function of Mathematical Physics by Harry Hochstadt

**MAT 685: Selected Topics in Mathematics (3 credits)**

**Course Description:** Contemporary topics in Mathematics selected by the instructor.

**Textbook:** depends on topics selected



**Faculty of Natural & Applied Sciences**  
**Computer Science Department**  
**CSC 317 - Data Structures and Algorithm Analysis**

Approved by the UCC on April 18, 2012

Approved by the BOD on May 2, 2012

**I- Rationale**

The Department of Computer Science will no longer offer a Computer Information System (CIS) concentration in the M.Sc. Computer Science program. Students with computing related degrees, such as Information Technology and Business Computing, who used to enroll in the CIS concentration, do not have sufficient background in algorithm analysis and data structures to pursue a M.Sc. in Computer Science. This course will be offered to such students to allow them to enroll in the M.Sc. program. In addition it will be offered as a regular undergraduate course to allow students to take it as an elective during their undergraduate studies.

*Prerequisites:* MAT 214 or equivalent, CSC 213 or CSC 217

**II- Textbook**

- **Required Textbook:** Introduction to Algorithms  
Cormen, Leiserson, Rivest and Stein  
Third Edition (2009)  
MIT Press

**III- Descriptions**

This course will cover concepts from discrete mathematics, data structures and algorithm design. Topics will include:

1. Basic set theory.
2. Proof techniques.
3. Asymptotic notation and complexity analysis.
4. Lists, stack, queues and trees.
5. Hashing.
6. Algorithm Design
  - (a) Brute force
  - (b) Dynamic Programming
  - (c) Greedy strategy
  - (d) Divide and conquer

**Faculty of Natural & Applied Sciences**  
**Sciences Dept.**  
**2 New Courses CHM 205 & CHM 270**

Approved by the UCC on April 4, 2012

Approved by the BOD on May 2, 2012

**CHM 205 – Basic Chemistry, 3 credits (3.0)**

**Description:**

This course provides a contemporary introduction to the basic principles in chemistry. It covers the principles of elements, atoms, and molecules, their physical changes, chemical reactivity, and electronic structure. It develops an understanding of bonding and structure, in addition to naming various compounds. Applications concerning quantitative composition of compounds, stoichiometric calculations, limiting reagent, and reaction yield are practiced in this course. The different states of matter are covered with the emphasis on the gas laws and the kinetic molecular theory of gases, and the colligative properties in the liquid state. Finally, acids and bases, titration, and buffers are discussed in the context of chemical equilibrium.

**Rationale:**

The Faculty of Nursing and Health Sciences submitted a proposal for substituting the “Principles of Chemistry – CHM 211” course required in their majors by another general chemistry course specially designed to serve better the need of their programs. Upon study, this proposal was deemed as legitimate for the following grounds:

- A large number of their students come from social sciences background. These students are facing harsh time to cope and keep up in CHM 211 classes which are subjugated by engineering students with scientific backgrounds. Pooling FNHS students together, psychologically relieves them from such uneven peer pressure, and allows the instructor to monitor better their learning process.
- The CHM 211 material, as designed, fits better the need of engineering students. Some topics (e.g., thermodynamics, kinetics) can be cancelled from the CHM 205 course to make more room for others (intermolecular forces, properties of solutions) that are more in line with their program requirements. The modifications to be done will cover more than one third of the current CHM 211 topics.

**CHM 270 – Basic Chemistry Lab, 1 credit (0.2)**

**Description:**

This laboratory course familiarizes students with laboratory techniques and equipment common to chemistry laboratories and reinforces the concepts learned in CHM 205 – Basic Chemistry.

**Rationale:**

A quantitative Analysis course such as CHM 215 is not required in most of the nutrition majors in other universities. If it is to be removed from the NDU program for the aforementioned reason, it would be judicious to introduce into the nutrition program curriculum a lab course that is in line with the suggested CHM 205 course. Such lab course will provide nutrition students with the necessary basic laboratory skills.

## Faculty of Nursing & Health Sciences New Freshman Course – NTR 101

Approved by the UCC on Dec. 2, 2011

Approved by the BOD Dec. 19, 2011

**Course Code:** NTR 101

**Course Title:** Nutrition Concepts and Controversies

**Credits:** 3cr. (3.0)

**Textbook:**Sizer, F.S., and Whitney, E.N., Nutrition: Concepts and Controversies 12<sup>th</sup> ed., Belmont: Thomson Wadsworth.

**Additional References:** Thompson, Janice, Manore, Melinda and Judy Sheeshka, Nutrition: A Functional Approach, Second Canadian Edition with MyNutritionLab

### **Rationale:**

1-The freshman fifteen is referred to the number of pounds gained by the students on their first year of college. It is mainly due to the crucial nutritional changes such as increased intake of fatty foods and alcohol that occur when the students shift from high school to college. Obesity, as it has been long-established, affects an individual's quality of life as well as increases the prevalence of many chronic diseases like type 2 diabetes, heart disease, stroke , cancer,...

In Lebanon, the problem of overweight/obesity among college students is becoming a pressing public health issue. A study among the Lebanese university students, for example, has found 37.5% of males and 13% of females to be overweight.

The long-standing association between bad nutritional habits, obesity and risk of disease highlights the importance of education in preventing disease and improving the quality of life of freshman students. This course is proposed to help these students understand the different nutrition concepts, assess properly the risk of malnutrition and identify the correct approach to common nutritional controversies.

2-All freshman students are required to take one course in natural sciences including nutrition courses. The proposed course will provide interested freshman students the opportunity to fulfill this “natural sciences” requirement, as well as “elective courses” requirement.

### **Course Description:**

This course introduces students to fundamental concepts and principles of nutrition by exploring current nutritional issues of relevance to their lives. It will also give the students insight to the evaluation of the nutritional information promoted in the news nowadays. The course will illustrate the six classes of nutrients: carbohydrates, lipids, proteins, vitamins, minerals and water, their basic functions, and their roles in the body.

## Faculty of Nursing & Health Sciences New Course - NHS 203

Approved by the UCC on April 4, 2012  
Approved by the BOD on April 25, 2012

**Course Code:** NHS 203

**Course Title:** Principles of Epidemiology

**Credits:** 3cr. (3.0)

**Textbook:** **Epidemiology for Public Health Practice.** Friis and Sellers, 4<sup>th</sup> edition. Jones and Bartlett Publishers, 2009.

**Basic Statistics for the Health Sciences** Kuzma JW, Bohlenblust SE, 5<sup>th</sup> edition, McGraw Hill, 2005.

**RATIONALE:** Epidemiology is "the study of the distribution and the determinants of health-related states or events and the application of these methods to the control of health problems" (1). Traditionally, courses in epidemiology were taught in graduate schools of public health. However, recognition of the value of teaching epidemiology to undergraduate students is increasing. Nowadays, Epidemiological concepts are recognized as essential components in an increasing number of undergraduate health programs (such as public health, nursing, nutrition, the allied health professions, health promotion and environmental health), in addition to medical and some non-medical graduate programs (such as public Health). Professional competencies for public health (2), health promotion (3) and environmental health (4) recognize the importance of epidemiological skills and knowledge as core requirements.

The development of successful public health practice requires professionals with the necessary epidemiological knowledge, training and critical skills to translate science accurately into safe and up-to date guidance for individuals and groups. Critical skills are particularly needed to evaluate the reliability and validity of epidemiological findings and therefore be able to select health information consistent with good public health practice. With the appropriate knowledge and training in hand, epidemiological studies can, therefore, offer considerable benefits to the way health care professionals (nurses, laboratory scientists, dieticians) incorporate health-related practices (diagnosis, management and treatment of disease) into their professional role.

As such, epidemiology is increasingly being included in undergraduate health degree programs in Lebanon and abroad. Epidemiology is a core requirement in many existing undergraduate health programs in Lebanon (AUB, UOB) and abroad (St Louis University, University of Minnesota-Rochester) (see appendix). Yet, it is not part of the curriculum of the Faculty of Nursing and Health Sciences (FNHS) students at NDU. Given the interconnectedness between the two disciplines of epidemiology and biostatistics, I suggest that STA 203, a statistics core course for FNHS students, becomes an integrated course which encompasses an "epidemiology" component and a "biostatistics" component. This integrated course will still cover all statistical concepts already discussed in STA 203 in addition to epidemiological concepts essential for effective public health practice. Furthermore, STA 203, in its current format, does not include an applied component. Therefore, I also propose that the integrated course includes laboratory sessions to emphasize epidemiological and statistical concepts learned in the classroom.

### **COURSE DESCRIPTION**

An integrated course that introduces the basics in Epidemiology and Biostatistics. Topics include population measures of mortality and morbidity, epidemiological study designs and concepts such as sources of bias, confounding and effect measure modification and ethics in clinical trials and research. Methods of presenting health-related data, probability models and assessment of causal associations and differences are also covered. Special attention is given to the Lebanese context.

## Faculty of Nursing & Health Sciences New Courses - NHS 204 and NHS 205

Approved by the UCC on March 7, 2012  
Approved by the BOD on March 21, 2012

### Present situation

As per Nursing program curriculum, BIO 214 (Human Anatomy, 3 credits) and BIO 215 (Human Physiology, 3 credits) are major program requirements. The latter (BIO 215) also serves as a core requirement, Nutrition and Dietetics and Medical Lab Technology program curricula. Both BIO 214 and BIO 215 have BIO 211 (General Biology I, 4 credits) as a prerequisite.

Though BIO 214 and BIO 215 are major courses for nursing students; yet their prerequisite course (BIO 211) is not a requirement.

Create **NHS 204 - Anatomy for Nursing & Allied Health Professions** and **NHS 205 - Physiology for Nursing & Allied Health Professions**.

### Why Anatomy and Physiology for Nursing & Allied Health Professions?

- Covers the basics with no need for a prerequisite<sup>1</sup>
- Provides key facts without overwhelming students with detail
- Covers the most important topics and concepts to adequately prepare them for their future careers
- Approached in an applied and visual manner that will enhance learning of the material versus mass memorization of facts, & help students relate what they are learning to clinical practice/ real-world situations, unlike other courses that use a *strictly scientific approach*
- Typically these courses are administered by division of medical sciences/ school of nursing & health sciences and not by division of basic sciences which reflect the dissimilar approaches for their teaching and student learning outcomes<sup>2</sup>

Course description: **NHS 205 - Physiology for Nursing & Allied Health Professions (3.0); 3 cr.**

Provides an understanding of the basic principles of human body's functioning under normal healthy conditions necessary for nursing and allied health professions' students. It outlines principles of physiology along with a survey of various body systems (homeostasis; metabolism; nervous, muscular, cardiovascular, respiratory, gastrointestinal, renal, reproductive and endocrine systems). It serves as a foundation for the clinical topics covered in health sciences programs.

Course description: **NHS 204 - Anatomy for Nursing & Allied Health Professions (3.0); 3 cr.**

Covers gross normal structure of human body organ systems; accompanies "*Physiology for Nursing and Allied health Professions*".

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<sup>1</sup> You may check the following link for possible textbooks for such courses:

<http://www.pearsonhighered.com/educator/product/Anatomy-Physiology-for-Health-Professions-An-Interactive-Journey/9780135060773.page#downlaoddiv> ; <http://www.jblearning.com/catalog/9781449622145/>

<sup>2</sup> You may look at relevant information, BS in Nursing, AUB catalog 2011-2012, pp. 466-467, or BS in Nursing, University of Balamand Catalog 2009-2010 (latest available online), pp. 676-677.

## Faculty of Nursing and Health Sciences

### BS in Food Safety and Quality Management

Approved by the UCC on March 7, 2012  
Approved by the BOD on March 14, 2012

#### Support Facilities

- 1- Biology lab facilities
- 2- Chemistry laboratory facilities
- 3- Library resources including a rich collection of print and electronic resources in the Sciences, including books, journals, online databases, DVDs etc.

#### The Degree of Bachelor of Science in Food Safety and Quality Management

##### Rationale behind the Suggested Program

“ ... A baby boy passed away and 60 people were admitted to hospitals for treatment from food poisoning in the northern village of Sindyaneh. The state-run National News Agency said the health department in Akkar Governorate checked on the patients and found out that they had eaten putrid canned food ...” (The Daily Star, October 03, 2008).

“ ... Eleven members of one family were hospitalized due to food poisoning on Monday in the Iqlim al-Kharoub town of Shehim ...” (The Daily Star, October 14, 2009).

“ ... Fifty-two inmates at Beirut’s notorious Roumieh prison were treated for food poisoning over the weekend ... showing symptoms of food poisoning had been attended to at the prison’s infirmary ...” (The Daily Star, April 25, 2011).

“ ... Two episodes of Kalam el-Nass on LBCI with Marcel Ghanem (July 14 and July 21 2011) were much more than a wakeup call. They shocked the conscience of an entire nation. Suddenly, the Lebanese saw with their own eyes that food safety is critical, that children and adults may die, that pregnant women may lose their babies just by grabbing the wrong bite, and that the danger lurks everywhere. The disgusting photos, the shocking video footages, and the blatantly irresponsible comments and behaviors of food handlers were just too much even for the most careless Lebanese ... “(Lebanese Association of Food Safety – LAFS - website).

“ ... A rash of food poisoning was reported in several villages in the qada of Rashaya, where 27 individuals were admitted to the hospital Wednesday morning ...” (The Daily Star, September 15, 2011).

“ ... Before returning to Ain al-Mreisseh’s small port in the capital, fishermen take a moment to remove a few fish from their net, stab them and throw them overboard. Fishermen say that all puffer fish invariably receive the same treatment, especially since the Agriculture Ministry issued a decree in July that bans catching, selling and consumption of the extremely toxic fish. The move came after at least seven people died and many were poisoned over the past few years after consuming it ...” (The Daily Star, October 27, 2011).

The aforementioned examples are just few of the many incidents of food poisoning reported almost daily in the Lebanese newspapers and TV news. The incidence of food-borne diseases in Lebanon as reported by a UNIDO (United Nations Industrial Development Organization) report released in 2007 is, as follows:

According to this table, the most commonly surveyed food and water borne diseases in Lebanon are the Brucellosis, Cholera, Dysentery and Typhoid Fever.

Food-borne Disease	Sex			Total2005
	Male	Female	Unspecified	
Brucellosis	97	78	0	175
Cholera	1	0	0	1
Dysentery	71	76	0	147
Typhoid Fever	230	231	0	461

Food safety concerns are increasing day after day due to many reasons:

1. Food-borne diseases remain one of the major sources of public health concern;
2. Main reason for decreasing economic productivity despite the technological advances;
3. Rise in the number and categories of susceptible consumers (elderly, infants, immune-suppressed patients .. etc);
4. Increased mass production resulting in increasing risk of contaminating the food products and therefore the incidence of food-borne diseases;
5. Changes in the lifestyle and more reliance on ready-to-eat meals and restaurants;
6. Increased public awareness and education;
7. Increased worldwide tourism and movement of people between countries and continents;
8. Increased environmental pollution resulting in contaminated water, soil and air;
9. Social networking and media revolution.

For all the reasons above, it is hard to prevent or hide any food poisoning case anymore; that is why, food preparation and processing establishments have realized the importance of producing safe products in order to survive in the competitive market. In addition, there is an increasing incidence of exported food commodities being rejected at the ports of entry of many countries. According to QUALEB, "50% of rejected Lebanese food exports arise from labeling irregularities due to the fact that many Lebanese exporters/producers are not aware of the requirements of the importing country. About 35% of rejected cases arise due to the use of illegal and unsafe additives and colorants and about 5% of rejects arise due to the presence of salmonella." Also, due to the media and public pressure, the concerned ministries (agriculture, public health, economy and trade) are setting a food safety law, establishing new food analysis laboratories (Agricultural Research Laboratories, Industrial Research Institute ... etc) in different regions of Lebanon and recruiting food inspectors in order to minimize the incidence of food poisoning among Lebanon consumers.

For the restaurants to survive in the light of increased awareness of people on the food safety issues, they started to recruit professionals that can help them in developing and implementing quality assurance and disinfection programs. Industries are setting quality assurance programs such as HACCP and ISO 22000. The latter used to be optional, but nowadays, both must be in place for the food industry to export its products to many developed countries.

The professionals that restaurants, food industry and government are currently recruiting have chemistry, biochemistry, biology or nutrition background. These professionals lack the knowledge and skills needed to understand food contamination causes, control and prevention. That is why the American University of Beirut developed in 2002 the first program of its kind in Lebanon, named "Food Science and Management", followed by "Universite of Saint Esprit de Kaslik" with a program named "Science Agro-Alimentaires" in 2008, both of which focused on the production and management side of food science without emphasizing on the food quality assurance and safety. Few months ago, University of Balamand launched a new program named "Food Science and Quality Assurance" with a more focus on the quality assurance aspect rather than on production and management. However, no program in Lebanon so far focuses on food safety, in terms of toxins and contaminants and strategies used in order to assure the safety of food products, in addition to enough knowledge in risk analysis and communication. Also, the three aforementioned universities ask students to have one internship only, which is not enough to get the needed skills before starting the career in the food safety area. The suggested bachelor program realizes an undeniable need on the part of the food industry, government and public health agencies for their employees to be specifically educated in the many aspects of safeguarding our food supply.

In terms of enrollment, we expect to have 10-15 students per year as a start (in view of the enrollment of students in comparable majors in local universities) with enrollment growing as the public awareness in food safety and demand on food safety professionals keep on increasing.

<b>Comparable program of study/ Institution</b>	<b>Number of enrolled/ graduate students/ year</b>
BS, Food Science & Management/ FAFS, AUB	12-20
BS, Agro-Food Sciences, USEK	8-11
BS, Food Science & Quality Assurance/ FHS, UOB	Not Available (just launched the program)

Graduates of the proposed program will acquire competencies to work in diverse settings:

- Quality Control / Assurance supervisors in the food industry
- Food Safety Officers / Inspectors in the healthcare and food preparation and processing facilities
- Researchers in university and governmental labs

### **Admission Requirements**

For Admission requirements to the degree of BS in Food Safety and Quality Management, refer to the section entitled “Undergraduate Admission” of the university catalog.

### **Graduation Requirements**

To receive the degree of BS in Food Safety and Quality Management a student must fulfill all requirements of the degree program, complete all required courses, accumulate a total of 93 credits with an overall grade point average (GPA) of at least 2.0/4.0 and a minimum GPA of 2.3/4.0 in both the core and major requirements, and clear all accounts with the university. Candidates for degrees are reminded that grades of “I” assigned during the last semester to courses required for graduation will result in delaying of graduation.

### **Degree Requirements (93 Credits)**

#### **General Education Requirements 27 cr.**

##### **a) Communications Skills in English and Arabic 9 cr.**

- Two courses from the subcategory English (6 cr.) ENL 213 and ENL 223 or ENL 230
- One course from the subcategory Arabic (3 cr.) ARB 211, ARB 212, ARB 224, ARB 231, ARB 317

##### **b) Philosophy and Religion 6 cr.**

- One course from the subcategory Religion (3 cr.) REG 212, REG 213, REG 313, REG 314
- One course from the subcategory Philosophy (3 cr.) ENS 205, PHL 211, PHL 311, POS 345

##### **c) Cultural Studies and Social Sciences 6 cr.**

Two courses from the category Cultural Studies and Social Sciences (6 cr.) HUT 305, HUT 306, MUS 210, FAP 215, COA 359, COA 315, NTR 215, ARP 215, PSL 201, SOL 201, SOL 301, BAD 201, ECN 200, ECN 211, ECN 212

##### **d) Citizenship 3 cr.**

One course from the category Citizenship (3 cr.) HIT 211, POS 201, POS 210, POS 240, IAF 301, POS 319, POS 337

##### **e) Science and Technology 3 cr.**

- One course from the subcategory Mathematics/Statistics/Computer Science (3 cr.) CSC 201, MAT 201, MAT 202, MAT 204, MAT 211, STA 202, STA 210

OR

- One course from the subcategory Natural Sciences (3 cr.) AST 201, BIO 202, BIO 203, ENS 201, ENS 202, ENS 206, HEA 201, NTR 201, PHS 207, PHS 211

Students majoring in Food Safety and Quality Management are not allowed to count HEA and NTR courses within the pool of required GER courses.

#### **Core Requirements 20 cr.**

BIO 211, CHM 211, CHM 213, CHM 215, CHM 273, HEA 300, STA 203, BAD 201

#### **Major Requirements 40 cr.**

NTR 210, NTR 227, NTR 280, NTR 313, NTR 320, NTR 321, NTR 322, NTR 325, NTR 380, NTR 420, NTR 422, NTR 425, NTR 427, NTR 475, NTR 480, NTR 496

#### **Free Electives 3 cr.**



**Bachelor of Science in Food Safety and Quality Management  
Suggested Program (93 Credits)**

**Fall Semester I (16 Credits)**

BIO	211	General Biology I	4 cr.
CHM	211	Principles of Chemistry	3 cr.
ENL	213	Sophomore English Rhetoric (GER)	3 cr.
BAD	201	Fundamentals of Management	3 cr.
NTR	210	Human Nutrition	3 cr.

**Spring Semester I (17 Credits)**

CHM	213	Basic Organic chemistry	3 cr.
CHM	215	Quantitative Analysis	4 cr.
CHM	273	Organic Chemistry lab	1 cr.
ENL	223/230	English in the Work Place (GER)	3 cr.
PSL	201	Introduction to psychology (GER)	3 cr.
NTR	313	Foodservice Management	3 cr.

**Summer Semester I (1 credit)**

NTR	280	Training in Food Establishments I	1 cr.
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**Fall Semester II (16 Credits)**

STA	203	Biostatistics	3 cr.
NTR	227	Nutritional Biochemistry	3 cr.
NTR	320	Food chemistry	2 cr.
NTR	325	Food Analysis	2 cr.
GER			3 cr.
GER			3 cr.

**Spring Semester II (14 Credits)**

NTR	321	Food Microbiology	4 cr.
NTR	322	Food Quality Management	3 cr.
NTR	425	Food Processing	3 cr.
NTR	475	Food Processing Laboratory	1 cr.
GER			3 cr.

**Summer Semester II (1 credit)**

NTR	380	Training in Food Establishments II	1 cr.
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**Fall Semester III (15 Credits)**

NTR	420	Microbial Food Technology	3 cr.
NTR	496	Project in Food Safety and Quality Management	3 cr.
HEA	300	Essentials of Public Health	3 cr.
GER			3 cr.
GER			3 cr.

**Spring Semester III (13 Credits)**

NTR	422	Food Toxins and Contaminants	3 cr.
NTR	427	Food Laws and Regulations	3 cr.
NTR	480	Selected Topics in Food Safety and Quality Management	1 cr.
GER			3 cr.
Free Elective			3cr.

## **Undergraduate Courses: Food Safety and Quality Management**

**NTR 210 Human Nutrition (3.0); 3 cr.** Study of macro- and micro-nutrients and their roles in the body, as well as the nutritional needs of an individual throughout the lifespan. Passing grade: C

**NTR 227 Nutritional Biochemistry (3.0); 3 cr.** General biochemistry, with emphasis on the biochemical functions of nutrients and their metabolism. Prerequisite: BIO 211 and NTR 210. Corequisite: CHM 213.

**NTR 280 Training in Food Establishments I (0.3); 1 cr.** Involves students in supervised training in one of the food service institutions or food industries. Prerequisite: sophomore standing

**NTR 313 Foodservice Management (3.0); 3 cr.** The course focuses on planning and service of safe, nutritionally balanced meals within budgetary margins as well as technical operations in a foodservice system. It includes regulations and standards, and the basics of total quality management in health care and other institutions. Prerequisite: NTR 201 or NTR 210. Passing grade: C

**NTR 320 Food Chemistry (2.0); 2 cr.** Covers chemical composition, physical and sensory properties of foods. Focuses on the structural considerations of food components (water in foods, lipids, carbohydrates and proteins), chemicals in foods, browning reactions and flavor of foods. Prerequisite: CHM 213.

**NTR 321 Food Microbiology (3.2); 4 cr.** A study of microorganisms with emphasis on food spoilage, food poisoning, and the control of pathogenic microorganisms in food. Prerequisite: BIO 211.

**NTR 322 Food Quality Management (3.0); 3 cr.** Covers the basic elements of food engineering and principles of quality control, quality assurance, and quality management in food service establishments and food industries with emphasis on the preventive approaches such as HACCP, ISO 22000, and Good Manufacturing Practices (GMPs). Corequisite: NTR 321.

**NTR 325 Food Analysis (1.2); 2 cr.** Introduces the laboratory methods for chemical analysis of nutrients and chemicals in food products. Prerequisite: CHM 215. Corequisite: NTR 320.

**NTR 380 Training in Food Establishments II (0.3); 1 cr.** Involves students in supervised advanced training in one of the food service institutions or food industries. Prerequisite: NTR 425 and junior standing.

**NTR 420 Microbial Food Technology (3.0); 3 cr.** Covers the techniques employed in the food establishments to prevent or control microbial growth, rapid testing methods, food biotechnology and the utilization of beneficial microorganisms in the food industry Prerequisite: NTR 321.

**NTR 422 Food Toxins and Contaminants (3.0); 3 cr.** General principles of food toxicology with emphasis on toxic constituents in plant, animal, marine, and fungal origin, contaminants and food processing induced toxins. Prerequisites: NTR 321 and NTR 420.

**NTR 423 Principles of Food Product Development (3.0); 3 cr.** To learn the chemical and physical properties of food ingredients in order to apply them in the product development process, from idea generation to marketing. Prerequisites: NTR 320 and NTR 325.

**NTR 425 Food Processing (3.0); 3 cr.** Covers the changes in basic constituents of foods (carbohydrates, lipids, proteins, vitamins, minerals, food enzymes, and water) resulting from processing and preparation. It also focuses on the principles of food spoilage and food preservation, and the different laboratory methods of food processing. Prerequisite: NTR 320.

**NTR 427 Food Laws and Regulations (3.0); 3 cr.** Provides a general overview of food laws and regulations and helps students to find relevant information and documentation. It also teaches them how to

interpret the content of regulations and use them to support the professional needs in the food industry. Prerequisite: Senior standing.

**NTR 475 Food Processing Laboratory (0.3); 1 cr.** Describes the food service institutions and includes visits to different facilities involved in the food chain. Prerequisite: NTR 320. Corequisite: NTR 425.

**NTR 480 Selected Topics in Food Safety and Quality Management (1.0); 1 cr.** Allows students to give a presentation related to the food safety and quality management and to receive peer feedback. A mock job interview will be included and sample papers will be provided for the resume and reflection assignments. In addition, guest speakers will be invited. Prerequisite: Senior standing.

**NTR 496 Project in Food Safety and Quality Management; 3 cr.** Emphasizes current research in food safety and quality management. Prerequisite: Senior standing and consent of instructor.

**HEA 300 Essentials of Public Health (3.0); 3 cr.** This course covers definition, core functions and essential services of public health, the relationship of public health to the overall health system, the infrastructure of public health, public health practice, planning and evaluation of public health interventions, public health emergency preparedness and response, public health ethics, future challenges for public health, with emphasis on the inner workings of the public health system in Lebanon. Prerequisite: Junior standing or consent of the instructor.

## **Faculty of Nursing and Health Sciences**

### **MS in Food Safety and Quality Management**

Approved by the UCC on March 7, 2012  
Approved by the BOD on March 14, 2012

#### **Support Facilities**

- 4- Chemistry and Biology laboratory facilities
- 5- Library resources including a rich collection of print and electronic resources in the Sciences, including books, journals, online databases, DVDs ... etc.
- 6- Agreements with external bodies to host training for students

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### **The Degree of Master of Science in Food Safety and Quality Management**

#### **Rationale behind the Suggested Program**

Food Safety and Quality Management is an inter-disciplinary field, involving chemistry, biochemistry, nutrition, microbiology, toxicology and management, that is designed to equip the student with the scientific knowledge to help oversee quality and safety throughout the whole food supply chain, including raw, semi-manufactured and final food products in all main food sectors. Food Safety and Quality Management is still a relatively new and growing discipline, brought about mainly as a response to the changes taking place in the world.

The Masters of Science in Food Safety and Quality Management is suggested in response to some shocking numbers that have been reported recently in Lebanon by a couple of studies conducted by the United Nations for Industrial Development (UNIDO). For instance, intestinal infectious diseases, including food poisoning cases, are the second leading cause of medical non-emergencies in infants and children up to 9 years old. Also, such diseases account for the top cause of hospitalization (21.2%) in those aged < 1 year and 13.1% for those aged 1-17 years old in Lebanon (UNIDO's Risk Assessment of Dairy and Meat Sectors, 2009). The studies urged the importance of having qualified food safety scientists in order to control such an emerging problem among the Lebanese consumers. This would ideally be achieved through the application of the food safety management systems, such as the Hazard Analysis and Critical Control Points (HACCP) and the ISO 22000, along with extending and disseminating the knowledge, know-how and awareness about Good Hygienic and Manufacturing Practices (GHP/GMP) in the food preparation and processing facilities. The suggested MS program in Food Safety & Quality Management fills an undeniable need on the part of the food industry, government and public health for their employees to be specifically educated in the many aspects of safeguarding our food supply.

No graduate program offered in Lebanese universities addresses the food safety and quality management in particular. Those offered at AUB (MS in Food Technology), USEK & USJ (MS in Food Science) do not put much emphasis on food safety and quality management, unlike our suggested program.

Thesis and non-thesis programs are suggested for professionals who:

- Seek to advance their careers and become professional leaders in the fields of food safety and quality management
- Seek cutting-edge food safety knowledge
- Are committed to ensuring a safe and abundant global food supply

Besides, the MS program would be agreeable to graduates from diverse fields of study such as nutrition (those who do not want to pursue a career in dietetics), biology, chemistry, food sciences, hospitality-food and beverage management, etc.

The suggested MS in Food Safety and Quality Management program is designed to have an in close cooperation with the largest local food industries and includes strong technical background in Toxicology and Microbiology, as well as Food Law, Risk Management, Risk Analysis and Communication.

#### **Admission Requirements**

In addition to the university graduate admission requirements, candidates are expected to have a sufficient background in Nutrition and Food Science or closely related fields, such as Biology, Chemistry, Biochemistry and Agriculture. Those who do not meet these requirements may be given provisional admission pending satisfactory completion of some undergraduate courses. The credits earned for these courses will not be counted towards the 35 credits required for the M.S. in Food Safety and Quality Management. Students are expected to be proficient in the English language; otherwise they should pass the University English Entrance Exam or its equivalent.

The Faculty of Nursing & Health Sciences (FNHS) offers a graduate program leading to MS degree in Food Safety and Quality Management. Candidates may pursue either a thesis (MS with research) or a non-thesis (Applied MS with considerable course work) program of study. Candidates can do research in the areas of food quality assurance system, food product development, food toxins and contaminants, food safety or food processing.

### Graduation Requirements

To satisfy the requirements for the degree of MS in Food Safety and Quality Management, the student must complete a total of 36 credits with an overall average of at least 3.0/4.0. The distribution of credits per option is as follows:

1. **Non-thesis option (Applied MS or Course-work option):**
  - a. Required courses: 24 credits
  - b. Elective courses: 12 credits
2. **Thesis option:**
  - a. Required courses: 18 credits
  - b. Elective courses: 12 credits
  - c. Thesis: 6 credits

The Thesis option provides the necessary background and research experience; this option is more appropriate for students planning to pursue a Ph.D. The course-work option is designed to provide a broader background in Food Science and is more appropriate for students planning to join the market place. Additional courses may be taken in nutrition, management and biostatistics.

### Degree Requirements (*Non-Thesis Option*) - 36 Credits

- |  | # of credits  |
|--|---------------|
| <b>1- Complete the following nine required courses</b>   | <b>24 cr.</b> |
| NTR 642, NTR 643, NTR 644, NTR 650, NTR 656, NTR 660, NTR 664, NTR 681, NTR 682, NTR 690.  |               |
| <b>2- Complete 12 credits from the following list of courses</b>   | <b>12 cr.</b> |
| NTR 620, NTR 641, NTR 661, NTR 670, HEA 601, HEA 610, POM 604, BAD 606   |               |
| <b>3-Pass one written comprehensive examination. The examination shall be conducted after having completed required courses (other than NTR 660, NTR 664 and NTR 690), with an overall average of 3.0/4.0.</b> |               |

### Master of Science in Food Safety and Quality Management (Non-Thesis Option) Suggested Program (36 Credits)

#### Fall Semester I (9 Credits)

NTR	642	Food and Nutritional Toxicology	3 cr.
NTR	643	Risk Assessment of Foods	3 cr.
---	---	Elective	3 cr.

#### Spring Semester I (10 Credits)

NTR	650	Research Methods	3 cr.
NTR	656	Advanced Food Quality Management	3 cr.
NTR	681	Seminar I	1 cr.
---	---	Elective	3 cr.

#### Fall Semester II (9 Credits)

NTR	644	Advanced Food Product Development	3 cr.
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NTR	690	Research Project	3 cr.
<b>Spring Semester II (8 Credits)</b>			
NTR	660	Special Topics	1 cr.
NTR	664	Applied MS Practicum	3 cr.
NTR	682	Seminar II	1 cr.
---	---	Elective	3 cr.

**Degree Requirements (*Thesis Option*) - 36 Credits**

	<b># of credits</b>
<b>1- Complete the following seven required courses</b>	<b>18 cr.</b>
NTR 642, NTR 643, NTR 644, NTR 650, NTR 656, NTR 660, NTR 681, NTR 682	
<b>2- Complete 12 credits from the following list of elective courses</b>	<b>12 cr.</b>
NTR 620, NTR 641, NTR 661, NTR 670, HEA 601, HEA 610, POM 604, BAD 606	
<b>3- Complete the MS thesis requirements</b>	<b>6 cr.</b>
NTR 691, NTR 692	

**Master of Science in Food Safety and Quality Management (Thesis Option)  
Suggested Program (36 Credits)**

**Fall Semester I (9 Credits)**

NTR	642	Food and Nutritional Toxicology	3 cr.
NTR	643	Risk Assessment of Foods	3 cr.
---	---	Elective	3 cr.

**Spring Semester I (10 Credits)**

NTR	650	Research Methods	3 cr.
NTR	656	Advanced Food Quality Management	3 cr.
NTR	681	Seminar I	1 cr.
---	---	Elective	3 cr.

**Fall Semester II (9 Credits)**

NTR	644	Advanced Food Product Development	3 cr.
---	---	Elective	3 cr.
NTR	691	MS Thesis I	3 cr.

**Spring Semester II (8 Credits)**

NTR	660	Special Topics	1 cr.
NTR	682	Seminar II	1 cr.
---	---	Elective	3 cr.
NTR	692	MS Thesis II	3 cr.

## **Regulations concerning the “thesis option” of the Master of Science in Food Safety and Quality Management**

### **Jury for the Oral Defense**

After receiving a written note of completion along with three copies of the master thesis from the master thesis advisor, the department chairperson shall appoint the jury for the oral defense and its chairperson, and shall distribute to each member one copy of the master thesis. The jury shall consist of the master thesis advisor and three other members, one of whom is from outside the department.

### **Schedule for the Oral Defense**

The oral defense for the master thesis shall be scheduled by the jury chairperson one month from the date of the appointment of the jury at the latest.

### **Evaluation and Grade**

The jury shall evaluate the work for the master thesis and assign the appropriate grade by a majority vote. In case of a tie, the committee chairperson shall have the casting vote.

### **Final Copy of the Master Thesis**

The student shall submit seven copies of the approved final copy of the master thesis to the jury chairperson who, in turn, shall distribute them to the Library (2 unbound copies), Faculty, Department, and to each member of the jury.

## **Graduate Courses: Nutrition/ Food Safety & Quality Management**

**NTR 620: Nutrition psychology** (3.0); 3 cr. The course explores the relationship between nutrition and psychology, and the characteristics of human behavior that affects people dietary patterns. It covers the biological, emotional, cognitive and environmental functions in dietary adherence. Proficient methods of counseling patients and encouraging changes will be emphasized.

**NTR 641: Herbs, Foods and Phytochemicals** (3.0); 3 cr. This course covers the health risks and benefits of herbal medicines and food phytochemicals use. The active ingredients of the different herbs and their mode of action along with the clinical applications will be presented.

**NTR 642: Food and Nutritional Toxicology** (3.0); 3 cr. This course examines potential chemicals in food known to produce adverse effects on human health. It covers the impact of food containing environmental contaminants or natural toxicants, food additives, chemicals in food packaging and nutrient excesses and malnutrition on nutrient metabolism.

**NTR 643: Risk Assessment of Foods** (3.0); 3 cr. This course details the hazard identification, hazard characterization, exposure assessment, and risk characterization in the food industry. Case studies from Lebanon will be presented and emphasis will be placed on executing a risk assessment study in a selected local food industry.

**NTR 644: Advanced Food Product Development** (3.0); 3 cr. The course integrates knowledge gained in prior courses and provides an opportunity for students to utilize their knowledge in the conceptualization and development of new food product.

**NTR 650: Research Methods in Human Nutrition** (2.1); 3 cr. The course details the research techniques adopted in nutrition research with human population groups. Research designs used in animal experimental stations will be covered. Emphasis will be placed on criticism of research designs, sampling techniques, measurement and analysis issues, and validity of results.

**NTR 656: Advanced Food Quality Management** (3.0); 3 cr. The course details the total quality management principles & their application in ensuring product quality & safety. Development of food safety programs such as HACCP and ISO 22000 & auditing of these will be covered. International & national food regulatory systems along with the development and the scientific basis for food regulations will be examined.

**NTR 660: Special Topics** (1.0); 1 cr. The course covers directed readings by the instructor of present food safety and quality management knowledge provided by the most recent refereed journal publications.

**NTR 661: Special Topics** (3.0); 3 cr. The course covers directed readings by the instructor of present food safety and quality management knowledge provided by the most recent refereed journal publications.

**NTR 664: Applied MS Practicum** (0.3) 3 cr. The student will be placed in a food industry practicum setting following which a comprehensive written report shall be submitted.

**NTR 670: Techniques in Nutrition Research** (1.2); 3 cr. A series of laboratory modules emphasizing quantitative and qualitative methods and experimental analysis used in nutrition research and sensory evaluation of food. The modules entail lab preparations or method applications in field settings, data collection and

analysis, and interpretation in a comprehensive written report. Instrumentation and relevant software utilization will be emphasized.

**NTR 681: Seminar I** (0.1); 1 cr. A recent topic in nutrition/ food safety and quality management will be presented by MS students with critical analysis of the methods and data reported in refereed original articles following the approval of the instructor.

**NTR 682: Seminar II** (0.1); 1 cr. A recent topic in nutrition/ food safety and quality management will be presented by MS students with critical analysis of the methods and data reported in refereed original articles following the approval of the instructor. *Prerequisite:* NTR 681.

**NTR 690: Research Project** (0.3); 3 cr. The student prepares a review paper of the literature on a recent topic in nutrition/ food safety and quality management following the approval and continuous supervision of the instructor.

**NTR 691: MS Thesis I** (0.3); 3 cr. Independent research guided by a supervisor toward completing the requirements of the MS thesis; Research Proposal.

**NTR 692: MS Thesis II** (0.3); 3 cr. Independent research guided by a supervisor toward completing the requirements of the MS thesis; Thesis Research. *Prerequisite:* NTR 691.

### **Graduate courses: Health Sciences**

**HEA 601 Introduction to Public Health** (3.0); 3 cr. This course provides an introduction to public health. Topics include: scope and core disciplines of public health, core functions and essential services of public health, determinants of health, approaches to health intervention, values and ethics of public health, and current issues in public health.

**HEA 610 Essentials of Epidemiology and Biostatistics** (3.0); 3 cr. This course provides basic principles of epidemiology and biostatistics. It covers definition of epidemiology, types and sources of epidemiological data, epidemiological study designs, data analysis and methods of statistical inference.

### **Graduate courses: Management**

**BAD 606 Leadership and Change Management** (3.0); 3 cr. This course explores the reasons and contexts of the rise of the modern entrepreneur as an innovative individual business leader in innovative organizations with innovative management structures, values, and motivation. The course also explores consumer's culture and expectations and the required strategies and organizational structures in the framework of a more competitive and fast-changing global business and economy environment. During continuous change and in turbulent times, the management of change requires the preparation of new managers equipped to deal with all possible scenarios that may arise. Case studies of real-world great business entrepreneurs will be examined.

**POM 604 Operations and Quality Management** (3.0); 3 cr. This course covers operations strategy, product and process designs, the choice of technology, quality control systems, scheduling, supply chain management, production cycle, etc. The course deals with the management problems encountered in the context of both manufacturing and service enterprises. It also discusses the policy of optimal inventory. Focus will be on the problem of Quality Management that leads to business excellence, as reflected in customers' and employees' satisfaction, efficient processes, and high performance in the domestic and global markets.



**MS in Food Safety and Quality Management**  
**Faculty members who could serve the program**

<b>Name</b>	<b>Field of study</b>	<b>Courses that he/she can teach</b>
Antoine Farhat	PhD Nutrition MS Nutrition	NTR650 (Research Methods in Human Nutrition), NTR660 (Special Topics), NTR665 (Applied MS Practicum), NTR670 (Techniques in Nutrition Research), NTR681, NTR682, NTR690 (Research Project), NTR691, NTR692, NTR693
Doris Jaalouk	MPH (Health Education & Behavior) PhD Cell Biology MS Physiology	HEA601(Introduction to Public Health), NTR650 (Research Methods in Human Nutrition), NTR660, NTR681, NTR682, NTR690 (Research Project), NTR691, NTR692, NTR693
Jocelyne Boumosleh	PhD Epidemiology & Biostatistics MPH (Hospital Administration)	HEA601(Introduction to Public Health), HEA610 (Essentials in Epidemiology & Biostatistics), NTR650 (Research Methods in Human Nutrition), NTR660, NTR681, NTR682, NTR690 (Research Project), NTR691, NTR692, NTR693
Hussein Hassan	PhD Food Science and Agricultural Chemistry MS Food Technology	NTR 642 (Food and Nutritional Toxicology), NTR 643 (Risk Assessment of Foods), NTR 644 Food Product Development), NTR 656 (Advanced Food Quality Management), NTR650 (Research Methods in Human Nutrition), NTR665 (Applied MS Practicum), NTR681, NTR682, NTR690 (Research Project), NTR691, NTR692, NTR693
Joseph Haddad	PhD Food Technology	NTR 642 (Food and Nutritional Toxicology), NTR 643 (Risk Assessment of Foods), NTR 644 Food Product Development), NTR 656 (Advanced Food Quality Management), NTR650 (Research Methods in Human Nutrition), NTR665 (Applied MS Practicum), NTR681, NTR682, NTR690 (Research Project), NTR691, NTR692, NTR693
Jessy El Hayek	PhD Nutrition MS Nutrition	NTR 620, NTR650 (Research Methods in Human Nutrition), NTR 660, NTR665 (Applied MS Practicum), NTR670, NTR681, NTR682, NTR690 (Research Project), NTR691, NTR692, NTR693
Joane Matta	PhD Nutrition (Candidate) MS Nutrition	NTR620, NTR650 (Research Methods in Human Nutrition), NTR660, NTR665 (Applied MS Practicum), NTR670, NTR681, NTR682, NTR690 (Research Project), NTR691, NTR692, NTR693
Afife Mounayar	PhD Nutrition MS Nutrition	NTR650 (Research Methods in Human Nutrition), NTR665 (Applied MS Practicum), NTR681, NTR682, NTR690 (Research Project), NTR691, NTR692, NTR693

## Faculty of Political Science Public Administration and Diplomacy

### New Minor in Gender Studies

Approved by the UCC on April 4, 2012  
Approved by the BOD on April 25, 2012

#### **Rationale for a minor in Gender Studies**

Gender studies is a growing field of studies that cuts across most disciplines. Gender studies analyses the social construction of the roles of females and males in society and its impact on individuals, communities, societies, states, and the international system. The importance and significance of having a focus on gender in international affairs, political science, education, sociology, nutrition, and medicine has been highlighted in most university institutions globally. The significance of integrating gender understanding and analysis in the Middle East is vital to understand contemporary events and their effects on development of citizenship, peace, and security. Notre Dame University of Louaize's handbook references gender in its identity statement, admission policy, and in various faculty values statements. With this in mind the Faculty of Political Science, Public Administration, and Diplomacy has put together a gender studies minor to explore the impact of gender on policy making, global governance, and social engagement.

#### **The minor in Gender Studies will be of particular benefit to students in the following majors and fields of study**

- Primarily in Political Science, Public Administration, International Affairs and Diplomacy, Religious Studies, Economics, Sociology, Literature, Media Studies, Psychology, and Education
- Peripherally in Nutrition, Architecture, Business Administration, Hospitality and Tourism Management

#### **Proposal**

The NDU minor in Gender Studies would be comprised of 18 credits. Its official title would be: Minor in Gender Studies. It would be comprised of three core requirements, of three hours each, and three electives, of three hours each taken from a pool of courses offered in the FPSPAD and Faculty of Humanities.

#### **Core Minor Requirements:**

- **POS 213** *Introduction to Gender Studies*
- **NGO 406** *Gender & Development*
- **POS 408** *Gender and the Law*

#### **Minor Electives:**

- **EDU 412** *Gender and Human Interaction*
- **LIR 424** *Gender Studies*
- **PSL 310** *Psychology of the Family*
- **SOL 313** *Family Violence and Child Abuse*
- **IAF 303** *Feminism in International Relations*
- **IAF 305** *Gender, Security, and Human Rights*

#### **Gender Studies minor courses**

#### **Course Descriptions:**

**POS 213 Introduction to Gender Studies (3.0); 3cr.** This course is designed as an introduction to the interdisciplinary field of Gender Studies, an academic area of study focused on the ways that sex and gender manifest themselves in social, cultural, and political contexts. The primary goal of this course is to familiarize students with key issues, questions and debates in gender studies scholarship, both historical and contemporary. This course will familiarize students with many of the critical questions and concepts developed as tools for thinking about gendered experience. In addition, the course examines the interconnections among systems of oppression (such as sexism, racism, classism, ethnocentrism, and others.)

**NGO 406 Gender and Development (3.0); 3 cr.** This course will treat gender inequality and its correlation with poverty which results in acute failure of human capabilities. The women's empowerment deficit in the Arab World will be examined and analyzed through the Arab Human Development Reports as well as the strategies to overcome the current obstacles.

**POS 408 Gender and the Law (3.0); 3cr.** This course explores the way activism around gender issues has developed into international policies and laws in an attempt to advance gender equality. The course takes a closer look at the implications of such and the political effects of international gender equality policies and laws. It surveys movement, legal and organizational strategies, and explores gender politics in currently salient issue areas ranging from violence and peacemaking to development and international economic restructuring. At the local context this course will cover the major issues concerning gender in Lebanese law.

**IAF 303 Feminism in International Relations (3.0); 3cr.** This course provides an overview of feminist political and international relations theory. It explores the questions surrounding the construction of gender, the complexity and multiplicity in the different positions in gender constructions, and how feminist agency and knowledge creation can exist in masculine dominated spaces.

**IAF 305 Gender, Security, and Human Rights (3.0); 3cr.** This course is at the juncture between international relations, peace studies, security studies, human rights and gender studies. The primary objective of this course is to review the theories on security, the feminist perspectives on security, and feminist theory of international politics. This course will cover gender based violence in the context of public and private spaces and in periods of war and peace. Furthermore, the course will examine the role of both state and non-state actors in the perpetuation of violence against women during conflict. Finally, the course will review the role of the women's movement in the development of gender security agenda in the international system and human rights.

**EDU 412 Gender and Human Interaction (3.0); 3 cr.** Examines gender and communication and the relationship of gender to self-disclosure, self assertion, listening and empathy.

**LIR 424 Gender Studies (3.0); 3 cr.** Traces themes of gender in literature through the prism of a critical theory that addresses the feminine and masculine.

**PSL 310 Psychology of the Family (3.0); 3 cr.** Explores relations between the individual and the family within a community. Focus is placed on diverse family patterns due to social class, race, ethnicity, and gender within a historical and sociopolitical context. By examining epidemiological, cross cultural, and clinical data, a student is introduced to intervention technique to reduce malfunction and/or abusive situations.

*Prerequisite:* PSL 201.

**SOL 313 Family Violence and Child Abuse (3.0);3cr.** Integrates current knowledge about family violence from the areas of psychology, sociology, social work, and law enforcement.

## Faculty of Political Science Public Administration and Diplomacy

### POS 215 - Religion and State

Approved by the UCC on April 18, 2012  
Approved by the BOD on April 25, 2012

#### Rationale

This course surveys and compares the role of religion in global politics, international relations, and domestic policy. It is clear that religion has and continues to play a major role in the politics of nation-states and the development of the international system. While the world seemed primarily focused on the recent role of political Islam, this course recognizes the role of all different major religions (defined as those faiths with a “world-wide” presence) in the shaping of politics in the domestic contexts of nations and world politics.

#### Course Description

This course introduces the student to the relationship between religion and politics and the impact of religion on the major dimensions of politics in today world. Religion as defined in the course refers to the social, ideological and economic beliefs associated with various religious communities. This course will focus on the different religious views upon life in society, including economic and political issues and how these different and sometimes opposing views can lead to political strife.

Topics include: The role of religion in the public realm, the relation of the religious individual with society and state, individual freedoms, human rights, democracy, dialogue, the use of force, and the meaning of justice within and between communities.

#### Suggested Books:

Beckford, J.A. & Walliss, J. (eds) 2006, *Theorizing Religion: Classical & Contemporary Debates*, Ashgate Publishing

Fox, J. 2008, *A World Survey of Religion and the State*. Cambridge University Press

Kuru, A.T. 2009, *Secularism and State Policies toward Religion: USA, France, and Turkey*, Cambridge University Press

### POS 225 Politics of Catholic Social Theory

Approved by the UCC on April 18, 2012  
Approved by the BOD on April 25, 2012

#### Rationale

The Compendium of the Social Doctrine of the Church set the benchmark in 2004 for the study of Catholic Social Theory (CST). Globalization, regional and international conflicts, the increase in environmental degradation, and the growing need to offer the younger generation ethical standards applicable to their future careers have made CST more relevant than ever for the political science department at NDU a Catholic University in Lebanon aiming to play a pioneering role in the Middle East and to be true to its mission by forming graduates that can help their country be true to its mission.

This course will be rooted in the classic texts contained in the Compendium and will augment them with the wealth of material available on such role model political movements as Solidarność in Poland, the Church support for the People Power Revolution in the Philippines, Christian Social and Christian Democratic parties in continental Europe, the Catholic Workers in the US, and Liberation Theology in Latin America. It will also delve into the social traditions of the Church in the MENA region and apply international experience to the challenges facing Oriental Christianity today. Political science majors and students from other Faculties will benefit by this – simultaneously theoretical and practical – application of CST to today’s changing environment, both regionally and globally.

### **Course Description**

This course introduces students to the origins, application, and debate surrounding the social teachings and policies of the Catholic Church over the last 150 years. It deals with the basic texts and Papal Encyclicals – starting with Rerum Novarum in 1891, and other documents included in the Compendium of Social Doctrine – as well as Catholic social movements throughout world, thus highlighting the Church’s position on major issues related to politics, good governance, and social affairs. Topics include: peace, social justice, corporate social responsibility (CSR), environmental protection, and the role of the family in a globalized society.

### **Textbooks & Support Material**

- 1) Pontifical Council For Justice And Peace, Compendium Of The Social Doctrine Of The Church, United States Catholic Conference. Office of Publishing and Promotion Services, 2004
- 2) Charles E. Curran, Catholic Social Teaching, 1891-Present: A Historical, Theological, and Ethical Analysis, Georgetown University Press: Washington DC, 2002.
- 3) Marvin L. Krier Mich, Catholic Social Teaching and Movements, Twenty-Third Publications: Mystic, Connecticut, 1998.
- 4) Kevin E. McKenna, A Concise Guide to Catholic Social Teaching, Ave Maria Press: Notre Dame, Indiana, 2002.

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### **FPSPAD - Changes for Academic Year 2012-2013**

Approved by the UCC on April 18, 2012  
Approved by the BOD on April 25, 2012

The correction of existing courses’ names and numbers while keeping the same description, as follows:

**PAD 322** International Political Economy changed into **IAF 340**

**CPL 605** Current Issues in Human Rights & Global Justice changed into **IAF 665**

**IAF 209** Elements of Globalization changed into **IAF 239**

**POS 309** Citizenship changed into **POS 209<sup>3</sup>**

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<sup>3</sup> FPSPAD is thus requesting to include POS 209 in the GER pool of Citizenship on all students contract sheet