I. Status of 2012-2013 Adopted Improvement Actions Bachelor of Education Primary Education:

1. *AY 12-13 Adopted Improvement Action 1:*

> Inter-rater reliability sessions with all raters for candidates:
> - Sessions to discuss and practice rating of candidates
> - Examination of scoring instruments to identify areas that may need clarification

Evidence and Implementation details for improvement action 1:

A meeting was held with the mentors and supervisors of internship in the first week to discuss the forms for the education process and the method of application the forms, also answering the questions posed by the audience and coordinator of the unit field training and supervisors of university take the responsibility to explain, thus this process can ensure the reliability of grades with all raters for candidates (Appendix D). More work needs to be done to ensure inter-rater reliability and to obtain inter-rater reliability values. This activity is planned for March 2014.

2. *AY 12-13 Adopted Improvement Action 2:*

> Continued monitoring of content courses:
> - Track candidate GPAs in content courses
> - Host focus group discussions to evaluate candidate perceptions of content course value to the program

Evidence and Implementation details for improvement action 2:

Candidates' GPAs in the content courses was tracked (Appendix E, Checkpoint Data).

The curriculum committee continued to work to strengthen the content course component of the program (Appendix E, Curriculum Committee Report).

In addition, the program coordinator and representatives from the faculty tried to solve the problem related to the content course BIOL 101, offered by the College of Arts and Sciences. Program candidates were not being successful in the course and were reporting that the content was not relevant to their degrees. We held meetings with course instructors, the dean of COED, the head of the department and instructors of college science. The final result was that the Department of Biology agreed to open other sections for other instructors, rather than the one instructor for all sessions. Appendix E, Content Meeting provides evidence of these actions.

3. <u>*AY 12-13 Adopted Improvement Action 3:*</u>
   Translate and/or develop additional materials in Arabic:
   - Establish policies for materials development
   - Hire translators and media personnel to translate current videos

   Evidence and Implementation details for improvement action 3:
   A small committee, including the program coordinator and the head of the department, worked together to establish policies for those who would translate materials. These criteria are:
   The criteria's of translation are:

   1- The translator should be bilingual.

   2- The translator must be a specialist in the field of the concentration.

   3- A financial reward will be provided for the translator.

The Head and the Department of Educational Science has been appointed to translate some of the course syllabi in the program, which will be the taught for the first time in Arabic language and also to translate the micro-teach rubric that was revised based on comments of academic accreditation (Appendix F).

AY 12-13 we focused on three courses, EDUC 312, EDUC 313, and EDUC 315, and because those courses are being taught in Arabic language for the first time this year, so the coordinators of those courses (Dr. Fatma Almadida and Dr. Mubraka) reviewed the syllabus and develop the materials in Arabic. The syllabi for these courses (in Arabic) are included in Appendix F.

II. <u>Status of Improvement Actions Adopted before the 2012-2013 AY</u>:

1. <u>*AY 11-12---- Adopted Improvement Action 1*</u>

   Use the online assessment software, as it is fully functional.

   Evidence and Implementation Details for AY 11-12 ----- Improvement Action 1:
   Taskstream is fully operational as an online assessment system. All faculty and students have been trained to use the system. Appendix G provides evidence of the system being used. Please note that as the B.Ed. candidates do not go through the program in a cohort, they will not have completed the same assignments.

2. <u>*AY 11-12 ---- Adopted Improvement Action 2:*</u>

   Uploaded new rubrics after calibration and refinements.

2

Evidence and Implementation Details for AY 11-12 ---- Improvement Action 2:
Course instructors worked with the assessment coordinator and program coordinator to reform the rubrics so that they were more critically aligned with the learning outcomes. Also the Qatar National Professional Standards for Teachers were added to the rubric to provide a second lens through which to view the progress and quality of our graduates. To view the improved rubrics, see

https://www.taskstream.com/ts/manager204/BEdPrimaryRubrics/

III. Other Improvement Actions implemented by program during Current AY:

1. Other Non-recorded Improvement Action 1:

Decision to make a collection all of students' work in the field training in a hard-copy file.

Evidence and Implementation Details for improvement action 1:
The decision in a meeting of the Committee of Field Experience was to assess the student's file and grade it that help student to care about keep his documents in right way and encourage the supervisor to assess all assignments and take a comprehensive view on it (Appendix H).

2. Other Non-recorded Improvement Action 2:

1) Content tests for four content-areas were designed, as a means to assess the content knowledge of all candidates.

Evidence and Implementation Details for improvement action 2:

This action involved the following steps:

1- Assigned the academic specialists of National Center for Educator Development to prepare bank test questions according to Qatar National Curriculum Standards for primary grades in the content areas of Arabic language, mathematics, and science.

2- For the Social Studies Concentration, the questions were generated by a faculty member in that discipline.

3- Chose about 30 questions from bank items for social science and Arabic language.

4- Made a balance for questions according to fields and Bloom's Taxonomy.

5- Applied the content test on graduating students as a pilot (Appendix I).

Other Non-recorded Improvement Action 3:

3

Modification of Micro-teach Rubric

Evidence and Implementation Details for improvement action 3:

To increase the value of the micro-teach for purposes of candidate assessment the micro-teach assignments (which are part of most methods courses), the assignment and rubric were modified to focus more on assessment and integration. The modification was completed by the chair of a assessment committee and the coordinator of the program (see Micro-Teach III Rubric at
 https://www.taskstream.com/ts/manager204/BEdPrimaryRubrics).

**Other Non-recorded Improvement Action 4:**

Clarification of field experiences for Early Childhood Concentration.

Evidence and Implementation Details for improvement action 3:

Related to student teaching, a sub-committee from the Standard 3 (Field Experience) Committee developed a plan for the Early Childhood candidates that shows the tasks for these students in 10 weeks because those students will train in the kindergarten (4 weeks) and (6 weeks) and in the primary school so that they need other plans to fit their needs (Appendix J).

4

Appendix A

Summary: Implementation Status of 2012-2013 Adopted Improvement Actions

Report Date	#	Improvement Action Statement	Associated SLO	Rationale for the Action (link to Assessment)	Action / Step	Date of Implementation		Used Resources		Current Status & Notes	Reference to Evidence
						Planned	Actual	Financial	Others		
2012-2013	1	Inter-rater reliability sessions with all raters for candidates:	2a, 2b, 2c	To adjust the assessment of students' performances.	Sessions to discuss and practice rating of candidates Examination of scoring instruments to identify areas that may need clarification	End of May 2013	Sept. 2013	None	Printed papers	Needs additional work	Appendix D
2012-2013	2	Continued monitoring of content courses:	1	To ensure that students have course materials that help the cognition.	Track candidate GPAs in content courses Host focus group discussions to evaluate candidate perceptions of content course value to the program	Sept. 2013	March 2014	None	None	Ongoing	Appendix E
2012-2013	3	Translate and/or develop additional materials in Arabic	1	To ensure that students understand the concepts & theory in a high level.	Establish policies for materials development Hire translators and media personnel to translate current videos	Sept. 2013	Dec, 2013	3500QRS	None		Appendix F

5

Appendix B

Summary: Implementation Status of Improvement Actions Adopted before the 2012-2013 Academic Year

Report Date	#	Improvement Action Statement	Associated SLO	Rationale for the Action (link to Assessment)	Action / Step	Date of Implementation		Used Resources		Current Status & Notes	Reference to Evidence
						Planned	Actual	Financial	Others		
AY 11-12	1	Use the online assessment software, as it is fully functional.	1-8	Provides a central place for collection and assessment of artifacts and for data analysis	1) Purchase system 2) Set up templates and rubrics 3) Train faculty and students	Fall 2010	Fall 2012	$1,890 (new Taskstream accounts)	None	Complete	Appendix G
AY 11-12	2	Uploaded new rubrics after calibration and refinements	1-8	Most accurate analysis is provided by clear, concise rubric statements tied specifically to outcomes	Assessment coordinator worked with instructors and program coordinator to refine rubrics	Fall 2010	Fall 2013	None	None	Ongoing	Rubric site

Appendix C

Summary: Implementation Status of Other Improvement Actions Not Recorded in Annual Assessment Reports

#	Improvement Action Statement	Associated SLO	Rationale for the Action (link to Assessment)	Action / Step	Date of Implementation		Used Resources		Current Status & Notes	Reference to Evidence
					Planned	Actual	Financial	Others		
1	Decision to make a collection all of students' work in the field training in a hard-copy file.	2a, 2, 2c	Better records of student work for assessment and documentation	1) Committee developed plan 2) Supervisor put into action	Spring 2014	Spring 2014	None	None	In pilot stage	Appendix H
2	Preparing a content test of four subjects	**1**	For better assessment of candidate content knowledge	1) Engaged PDSs and faculty in making test bank 2) Pilot on graduating candidates	October 2013	Dec 2013	None	None	In pilot stage	Appendix I
3	Modification of Micro-teach Rubric	2a, 2b, 2c	Better alignment with program learning outcomes	Assessment coordinator and program coordinator worked together to revise rubric; sent to faculty members for feedback	Nov. 2013	Dec. 2013	None	None	Completed	Rubric site
4	Clarification of field experiences for Early Childhood Concentration.	2a, 2b, 2c	Better opportunity for students in Early Childhood Concentration to demonstrate learning outcomes	1) Committee designed program 2) Supervisors put into action	Spring 2014	Spring 2013	None	None	Completed	Appendix J

7

Appendix D:

Evidence of Action Item 1

(AY12-13)

محضر اللقاء التعريفي \ تدريب ميداني
\بكالوريوس التعليم الابتدائي للعام الأكاديمي

التـــاريخ	2\10\1013
الوقــــت	الساعة 2:30 إلى الساعة 3:30
إعداد	لمياء إبراهيم
المكـــان	مبنى كلية التربية – رقم القاعة 223

1-الغرض من الاجتماع : عقد تعارف بين طلبة التدريب الميداني والمعلمين المعاونين والمشرفين الجامعيين الذين سيقومون بالإشراف عليهم والتعرف على المهام المنوط بكل منهم القيام بها في فترة التدريب

نوع الاجتماع

عـــادي

2-الحضـــور

	العدد	الحضور
	7	طلبة التدريب الميداني لبرنامج بكالوريوس التعليم الابتدائي
	11	المعلمين المعاونين
	3	المشرفين الجامعين
		المنسق العام لوحدة التدريب الميداني
	1	مشرفة التدريب الميداني

4- محضر اللقاء:

1 .الترحيب بالحضور

8

2 . توضيح دور كل من الطالب المعلم والمعلم المعاون والمشرف الجامعي
3 . مناقشة أدوات التقييم والتعريف ببنودها وطريقة استخدامها .
4 . عرض سياسات واجراءات التدريب الميداني

5-مواضيـــع الاجتماع:
1 . بدأت السيدة لمياء إبراهيم (المنسق العام لوحدة التدريب الميداني بالترحيب بالحضور) اللقاء بالترحيب بالحضور.
2 . تم التعارف بين كل من الطلبة المعلمين والمعاونين والمشرفين الجامعين الذين سيعملون معا خلال فترة التدريب الميداني
3- تم تزويد الجميع بالفورمات التي ستستخدم أثناء فترة التدريب   .   4- قامت الدكتورة ترشيا بتوضيح بنود أدوات التقييم وطريقة استخدامها.   5- تمت الإجابة على استفسارات كل من الطلبة والمعلمين المعاونين حول بعض العناصر الموجودة في أدوات التقييم ، وأيضا حول متطلبات تلك الفترة.   6- تم استعراض سريع لكتيب التدريب الميداني.   7- تم التعريف بسياسات وإجراءات التدريب الميداني.

9

Appendix E: Evidence of Action Item 2 (AY 12-13)

Content Scores

Cohort	ID	Concen.	Content GPA
2010	200753394	English Language	3.82
2010	200753160	English Language	3.49
2010	200752092	Mathematics & Sciences	3.21
2010	200752996	English Language	3.58
2010	200657825	Mathematics & Sciences	2.67
2010	200655241	English Language	3.44
2010	200658054	Arabic Studies	2.55
2010	200907662	Mathematics & Sciences	3
2010	200759558	Early Childhood	2.92
2010	200759549	Early Childhood	2.88
2011	200750759	Early Childhood	3.21
2010	200803542	Early Childhood	3.57
2010	200802346	English Language	3.2
2010	200761645	English Language	3.6
2010	200802508	English Language	3.16
2010	200766632	English Language	2.51
2010	200652776	English Language	2.63
2010	200668050	English Language	2.65
2010	200754758	English Language	3.12
2011	200350354	English Language	3.12
2011	201000147	English Language	2.72
2011	200908421	Mathematics & Sciences	2.5
2011	200910763	Mathematics & Sciences	2
2011	200911183	Mathematics & Sciences	2.91
2011	201001167	Mathematics & Sciences	3.2
2011	201001321	Mathematics & Sciences	2.37
2011	200558095	Arabic Studies	3.21
2011	200901283	Arabic Studies	2.86
2011	201001238	Arabic Studies	2.57
2011	200908701	Early Childhood	2.78
2011	201000288	Early Childhood	3.3
2011	201000322	Early Childhood	3

10

2011	201000331	Early Childhood	2.5
2011	201001174	Early Childhood	2
2011	200650299	Early Childhood	3.37
2012	200805615	Primary/ Early Childhood	2.72
2012	200901322	Primary/ Arabic Studies	2.65
2012	200912129	Primary/ Arabic Studies	3.77
2012	201001094	Primary/ Arabic Studies	3.71
2012	201001386	Primary/ Early Childhood	2.75
2012	201001920	Primary/ Arabic Studies	2.38
2012	201002712	Primary/ Math & Science	3.27
2012	201002934	Primary/ Math & Science	3.41
2012	201003702	Primary/ Early Childhood	2.18
2012	201003809	Primary/ Early Childhood	2.62
2012	201004499	Primary/ Arabic Studies	2.40
2012	201004857	Primary/ Early Childhood	2.25
2012	201100281	Primary/ Math & Science	3.10
2012	201101081	Primary/ Arabic Studies	2.61
2012	201103933	Primary/ Arabic Studies	2.12
2012	201104858	Primary/ Early Childhood	2.94
2012	201105696	Primary/ Math & Science	3.18
2012	201105828	Primary/ Arabic Studies	3.31
2012	201105878	Primary/ Arabic Studies	3.00
2012	201105881	Primary/ Early Childhood	2.00
2012	201106598	Primary/ Arabic Studies	3.37
2012	200260005	Primary/ Early Childhood	3.50
2012	200557768	Primary/ Early Childhood	3.00
2012	200659454	Primary/ Early Childhood	3.00
2012	200751981	Primary/ Early Childhood	3.00
2012	201000614	Primary/ Math & Science	2.90
2012	201206811	Primary/ English	3.70
2012	201003806	Primary/ Early Childhood	2.00
2012	201003142	Primary/ Early Childhood	2.21
2012	201107343	Primary/ Early Childhood	2.88
2012	200361429	Primary/ Early Childhood	3.00
2012	201001147	Primary/ English	2.84
2012	201104303	Primary/ Early Childhood	2.06
2012	200900441	Primary/ Arabic Studies	2.43
2012	200910921	Primary/ Arabic Studies	2.05

11

2012	201003880	Primary/ Early Childhood	2.50
2012	201102141	Primary/ Arabic Studies	2.75
2012	201000181	Primary/ Early Childhood	2.88
2012	201201052	Primary/ Early Childhood	3.40
2012	201000627	Primary/ Early Childhood	2.81
2012	201206815	Primary/ English	3.60
2012	200800305	Primary/ English	3.35
2012	201105296	Primary/ Arabic Studies	3.27
2012	201107145	Primary/ Arabic Studies	3.44
2012	201107118	Primary/ Math & Science	3.41
2012	201207161	Primary/ Early Childhood	2.75
2012	200900282	Primary/ Arabic Studies	2.81
2012	201000613	Primary/ Math & Science	3.57

12

Appendix E: Evidence of Action Item 2 (AY12-13)

A Summary of CED Curriculum Review 2012/13

September 2012 (None)

October 21, 2012 (None)

November 25, 2012 (None)

December 23, 2012

1-Curriculum Enhancement Proposals: CEDU, Primary Education: Replace a course in the program degree requirements

CEDU, Primary Education Program – Replacing a course in the Arabic Studies concentration area of the program

The College representative presented the program request for replacing in the Arabic Studies Concentration Requirements of the Fall 2011 version (Catalog Term) of the program degree requirements, the course ARAB 109 by the course ARAB 218 as detailed in the table below. The college representative explained that the course ARAB 218 is one of the prerequisites of the course ARAB 319 titled "Grammar II" which is included in the degree requirements of the Arabic Studies Concentration Area of the program. In addition, the ARAB 109 course is similar in contents to the courses ARAB 100 and ARAB 200. Students enrolled in the Arabic Studies concentration area of the Primary Education program must complete these two courses (ARAB 100 & ARAB 200) to satisfy the Core Curriculum Program requirements.

Course to be Deleted			Course to be Added as Replacement		
Course Id	**Course Title**	**Curriculum Component (Package)**	**Course Id**	**Course Title**	**Curriculum Component (Package)**
ARAB 109	Language Skills	Arabic Studies Concentration Requirements	ARAB 218	Morphology	Arabic Studies Concentration Requirements

Committee Action/ Recommendation

Committee members agreed to recommend approval of the request.

13

January 13, 2013

Curriculum Enhancement Requests

CEDU: Change Course prerequisite

CEDU, Diploma Program – Add prerequisite to EDSE 565 course

Program	Concentration Area	Course Id	Course title	Current Prerequisite	New Proposed Prerequisite
Diploma in Secondary Education	Chemistry	EDSE 565	Methods II: Inquiry and ICT For Chemistry		EDSE 555 Methods I: Instructional Strategies – Chemistry

The College of Education, submitted a request to add EDSE 555 course as prerequisite to the EDSE 565 course as detailed below.

Committee Action/ Recommendation
        The committee agreed to ***recommend approval*** of the request.

- CEDU: Change course ID for a number of courses

CEDU, Primary Education Program – Change the course ID for a number of courses

Current Course ID	Current Course Title	Proposed Changes	
		New Course ID	**New Course Title**
EDEC 481	Student Teaching	EDUC 481	Student Teaching - Early Childhood
EDPR 481	Student Teaching	EDUC 482	Student Teaching - Arabic Studies
EDMS 481	Student Teaching	EDUC 483	Student Teaching - Math and Sciences
EDEN 481	Student Teaching	EDUC 484	Student Teaching - English

The College representative presented the program request to change the course ID for a number of courses offered within the Primary Education program as detailed in the table below. Since the program offers four different concentrations, the program decided to have the same course subject code "EDUC" for the courses titled "student teaching" with a different number for each concentration and to add the concentration area title in the course title to help students identify needed courses in Banner.

Committee Action/ Recommendation

        The committee agreed to ***recommend approval*** of the request.

February 17, 2013 (None)

March 17, 2013

1-Academic Program Review: CEDU: Planning for Pre-Peer Review Phase of selected programs offered at CEDU (Self Study Reports) CEDU*, Academic Program Review*

Three of the Diploma programs, the Master in Special Education, and the Master in Educational Leadership offered by the College of Education will be subject to Academic Program Review. The Self Review phase of the APR process was initiated and the Self Study Report (SSR) for each of the programs are almost done. In preparation of the Pre Peer Review phase of the APR process, a taskforce is to be established to review the SSR and recommend a course of action for the Peer Review phase. Volunteers for the taskforce are cordially invited to communicate with the APLOA Office. Prof. Ali already volunteered to serve as a member of the taskforce.

April 21, 2013

Decisions affecting us:

CCP, Adding pre-requisites to all courses listed in CCP Mathematics/Natural Sciences package and update the CCP policies to accommodate the proposed change. Since Fall 2012, the language of instruction of a number of programs offered at the Colleges of Business and Economics, Law, Arts and Sciences, and Education changed from English to Arabic. Students enrolled in these programs are required to take one course from the list of courses in the CCP Natural Science/Mathematics package where the language of instruction for all of these courses is English. Students registering in these courses experienced difficulties understanding the subject matter because of their limited English Language skills. As student enrolled in these programs are also required to take a series of four English Language courses ENGL 110, ENGL 111, ENGL 250 and ENGL 251, the CCP, in consultation and in agreement with concerned colleges and the VP&CAO, is requesting to add ENGL 250 as a prerequisite to all courses listed in the Mathematics and Natural Science Package of the CCP.

In addition and to accommodate Students enrolling in the Islamic Studies, Dawa and Mass Communication and Arabic Language and Literature programs, the course ENGL 201 is also to be added as a prerequisite to all courses listed in the Mathematics and Natural Science Package of the CCP.

15

Course ID	Course title	Current Prerequisites	New Proposed Prerequisites
BIOL 101	Biology I	-	ENGL 250 **OR** ENGL 201
BIOL 110	Human Biology	-	ENGL 250 **OR** ENGL 201
CHEM 101	General Chemistry I	-	ENGL 250 **OR** ENGL 201
GEOL 101	Principles of Geology	-	ENGL 250 **OR** ENGL 201
MATH 101	Calculus I	MATH 004 **OR** MATH P100 **OR** Scholastic Aptitude Test-SAT 550 **OR** American College Testing-ACT 24 **OR** (Elementary Algebra 082 *AND* College Level Math 095)	MATH 004 **OR** MATH P100 **OR** Scholastic Aptitude Test-SAT 550 **OR** American College Testing-ACT 24 **OR** (Elementary Algebra 082 *AND* College Level Math 095) **OR** ENGL 250 **OR** ENGL 201
MATH 103	Intermediate Algebra	-	ENGL 250 **OR** ENGL 201
MATH 104	Basic Geometry and Measures	-	ENGL 250 **OR** ENGL 201
PHYS 101	General Physics I	MATH 101	MATH 101 **AND** (ENGL 250 **OR** ENGL 201)
PHYS 183	Introduction to General Physics	-	ENGL 250 **OR** ENGL 201
STAT 101	Statistics I	-	ENGL 250 **OR** ENGL 201

A summary of the CCP request for adding prerequisites is summarized in the table below. If the above change of prerequisites is approved, there is a need to change the CCP policy to allow for the offering of courses with prerequisites as part of the Core Curriculum Program. The requested change in the CCP policy is summarized in the table below.

Current Policy Statement	New Proposed Policy Statement
With the exception of the sequential language courses in the Common Package, no courses in the Core Curriculum may have prerequisites	With the exception of the sequential language courses in the Common Package, the College/Program Supplemental Package and the Natural Sciences and Mathematics Package, no courses in the Core

Committee Action/ Recommendation

The committee agreed to **recommend approval of the request** and to change the CCP Policy related to the criteria applied to the selection of Core Curriculum courses as proposed by the CCP.

In addition, committee members recommended that the College of Sharia and Islamic Studies considers either changing the number of contact hours for the ENGL 200 and ENGL 201 courses from 3 to 5 contact hours or preferably to require students enrolled in the undergraduate programs offered by the college to complete the series of four English courses required by other programs where the language of instruction is Arabic. This recommendation should be communicated and discussed with the Dean of the College of Sharia and Islamic Studies.

- ### CCP, Adding registration restriction to ENGL 110, ENGL 111, ENGL 250, and MATH 103 courses

To prevent students enrolled in programs where the admission requirements include a minimum English competency requirement from registering in the Embedded English courses designed for students enrolled in programs where such requirements does not exist,

16

the CCP program recommended to add appropriate registration restriction for ENGL 110, ENGL 111, ENGL 250 and ENGL 251 courses as detailed in the table below.

Course	Course title(s)	Current Registration Restriction	New Proposed Registration
ENGL 110	English	Must be enrolled in one of the following	Must be enrolled in one of the following
ENGL 111	Language I	Levels: Undergraduate	Levels: Undergraduate
ENGL 250	English	May not be enrolled in one of the Following colleges: Pharmacy Engineering	May not be enrolled in one of the following colleges: Pharmacy Engineering
ENGL 251	Language II		
	English for Communication I	May not be enrolled in one of the following Majors: Biology-Biomedical Sciences Biomedical Sciences Biology Chemistry Environmental Sciences Human Nutrition General Science Sport Science	May not be enrolled in one of the following Majors: Biology-Biomedical Sciences Biomedical Sciences Biology Chemistry Environmental Sciences Human Nutrition General Science Sport Science
	English for Communication I		

In addition to the above registration restriction, the CCP program also requested, for a reason similar to the above but related to the Mathematics competency admission requirements, to add registration restriction for the MATH 103 course titled "Intermediate Algebra" as detailed in the table below.

Course ID	Course title	Current Registration Restriction	New Proposed Registration
MATH 103	Intermediate Algebra	*May not be enrolled in one of the following* *Colleges:* Engineering Pharmacy *May not be enrolled in one of the following* *Majors:* Biology-Biomedical Sciences Biology-Chemistry Biomedical Sciences Chemistry-Biology Chemistry Chemistry-Geology Environmental Sciences Human Nutrition Food Sci & Nutrition Mathematics – Computer Science	*May not be enrolled in one of the following* *Colleges:* Engineering Pharmacy *May not be enrolled in one of the following* *Majors:* Biology-Biomedical Sciences Biology-Chemistry Biomedical Sciences Chemistry-Biology Chemistry Chemistry-Geology Environmental Sciences Human Nutrition Food Sci & Nutrition Mathematics - Computer Science Mathematics - Statistics Physics - Chemistry Statistics Statistics-Computer Science

Committee Action/ Recommendation

The Committee agreed to **recommend approval of the request.**

17

It is to be noted that the above registration restrictions requested for the English courses were already in effect starting from the Fall 2012 semester as they were directly approved by the VP&CAO and officially communicated to VPS on May 12, 2012.

For the MATH 103 course, similar registration restrictions were also in effect in Fall 2012. The restriction in effect in Fall 2012 also included in addition to the above listed programs a restriction preventing students enrolled in the Sport Sciences program and programs offered at CBE from registering in the course. The registration restriction for the course was then updated effective from Spring 2013 to allow students in CBE programs and in the Sport Science program to register in the course. The new updated registration restriction was officially communicated to VPS on November 2012 and is identical to the CCP requested restrictions.

CEDU: Planning for Pre-Peer Review Phase of Selected Programs Offered at CEDU

The Pre-Peer Review phase of the APR process was initiated for the College of Education and a taskforce is to be established to review the submitted SSRs and recommend a course of action for the Peer Review phase.

May 26, 2013

Curriculum Enhancement Requests:

- CEDU: Change in course designation and contact hours for a number of courses in Primary Ed. Program
- CEDU: Add a new Course EDUC 110 entitled Study Skills
- CEDU: Change in Course prerequisites and Registration restriction for CEDU 316
- CEDU: Change in Course prerequisites and offering semester for a number of courses in Secondary Ed. Program

Curriculum Enhancement Proposals

- *CEDU, Primary Education* Program *– Change in course designation and contact hours*

The Primary Education program requested to change the course designation and the number of contact hours for the following courses:

Current Version					Requested Changes			
List of courses	CH	Theor.	Lab.	Course Designation	CH	Theor.	Lab.	Course Designation
EDPR 410 Reading & Writing in All Disciplines	3	2	1	LL	3	3	0	LC
EDPR 446 Teaching Primary Level Arabic	3	2	1	LL	3	3	0	LC

18

EDPR 447 Teaching Primary Level Islamic	3	2	1	LL	3	3	0	LC
EDPR 451 Teaching Primary Level Math	3	2	1	LL	3	3	0	LC
EDPR 452 Methods in Inquiry & Research	2	1	1	LL	2	2	0	LC
EDPR 450 Teaching Primary Level Science	3	2	1	LL	3	3	0	LC
EDPR 448 Teaching Primary Level Social Studies	3	2	1	LL	3	3	0	LC
EDUC 313 Developing Literacy in Children	3	2	1	LL	3	3	0	LC
EDUC 318 Integrating Visual Arts	3	2	1	LL	3	3	0	LC
EDEC 454 Integrated Social Studies to Young Children	3	2	1	LL	3	3	0	LC
EDEC 452 Teaching Reading & Writing to Young Children	3	2	1	LL	3	3	0	LC
EDEC 453 Teaching Arabic Language to Young Children	3	2	1	LL	3	3	0	LC
EDEC 410 Play & the Theory of Movement	2	1	1	LL	2	2	0	LC
EDEC 456 ESL and Young Children	3	2	1	LL	3	3	0	LC
EDEC 413 Integrated Math & Science for Young Children	3	2	1	LL	3	3	0	LC

The rationale for the above requested changes is that these courses are theory based and focus on theoretical knowledge, skills and attitudes related to the CEDU Conceptual Framework in Teaching, Scholarship and Leadership. In addition, these courses use practical during the classroom and not during the lab in accordance with the learning outcomes of the courses.

Committee Action/ Recommendation

Committee members recommend **approval of the request** for implementation *effective from the Fall 2013* semester.

- *CEDU, Primary Education/Secondary Education Programs – Add new course*

The College of Education requested to add a new course titled "University Study Skills" which details are provided in the table below as an elective course in both the Primary Education and Secondary Education programs. The course was offered before by the College and was deactivated. The college reviewed and updated the course in order to better meet student needs.

The CCP director, Prof. Ali, recommended adding the course to the General Skills package of the CCP. Committee members discussed if this course may be used to satisfy the degree requirements of academic programs or should be used as a support course for students who may be advised to take the course to improve their academic performance. Mr. Sean informed committee members that advising office received recommendation from one of the university

consultants to offer such course and provided feedback on the recent experience of the college of Law in offering a similar course to its students.

Course ID	EDUC 110
Original course title (in English)	University study skills
Original course title (in Arabic)	مهارات الدراسة الجامعية
Credit (Contact) Hours	<3 CH> <(3 Theory, 0 Lab)>
Course Designation*	LC
Course Level*	UG
Grade Mode	Letter Grade (A – F)
Prerequisites	None
Co-requisites	None
Sequence Offering	Fall & Spring
Course Description (Must be no less than **50 words** and must not exceed **80 words**)	This course is designed to develop effective study skills for university students in order to improve their performance and ensure academic success throughout their college years. It focuses on learning strategies, self-organization, listening skills, time management strategies, note taking , preparation for exams, and literature searches to achieve their educational goals.

Committee Action/ Recommendation

Committee members recommend **approval of the request** for implementation *effective from the **Fall 2013** semester*. Committee members recommended adding the course in the electives packages of the Primary Education and the Secondary Education programs in addition to the General Skills package of the CCP.

Out of the 13 voting committee members, eleven (11) members voted in favor of approving the request as submitted and two (2) members recommended not to add the course as part of the degree requirements but as a supporting course to be offered to students based on recommendation for the student advisors. The course can be a non-credit course with a pass/fail grade mode.

The representative of the College of Business and Economics (CBE) in the committee expressed his strong opposition to offering this course in the General Skills package of the CCP as this CCP package is not part of the degree requirements of any of the programs offered at CBE while CBE students may benefit from this course. The committee chair argued that CBE students can still take this course as part of the free elective requirements included in the degree requirements of all UG programs offered at CBE.

- *CEDU, Primary Education/Secondary Education/Sport Sciences Programs – Change registration restriction and prerequisites for EDUC 316.*

The College of Education, in collaboration with the Sport Sciences program requested to update the registration restriction and the course prerequisites for EDUC 316 course titled "Classroom Management" as detailed in the table below:

20

Crse ID	Course title	Current Course prerequisites	Current Registration Restriction	New Proposed Course Prerequisites	New Proposed Registration Restriction
EDUC 316	Classroom Management	EDUC 312 AND EDUC 315	Include: General Education Primary Education Sport Sciences	EDUC 312 **AND** (EDUC 315 **OR** EDUC 320 **OR** SPSC 349)	Include: General Education Primary Education Sport Sciences Secondary Education

The rationale for this request is that the EDUC 316 is a required course in the Primary Education, the Secondary Education, and the Sport Sciences programs. The current prerequisites will not allow students enrolled in the Secondary Education and the Sport Sciences programs to register in the course unless they complete the EDUC 315 course, which is not part of their degree requirements. Thus, the college requested a change in prerequisites as detailed in the table above. In addition, since the course is also offered in the Secondary Education program, the registration restriction needs to be updated accordingly.

Committee Action/ Recommendation

Committee members recommend **approval of the request** for implementation *effective from the Fall 2013 semester*.

- *CAS/CEDU, SPSC Program – Change registration restriction & offering semester for SPSC 349.*

Following the request to update the prerequisite of the EDUC 316 course (detailed above), the Sport Sciences program in collaboration with CEDU, requested to add a registration restriction for SPSC 349 in order not to allow CEDU students to take this courses in order not to use it to satisfy the prerequisite requirements for the EDUC 316 course. In addition, the Sport Sciences program requested to update their study plan by moving the SPSC 349 to the Fall semester and the EDUC 316 to the Spring semester as originally these two courses were to be taken in the same semester which is not possible anymore after the change in course prerequisites of the EDUC 316 course.

Committee Action/ Recommendation

Committee members recommend **approval of the request** for implementation *effective from the Fall 2013 semester*.

Committee members recommend that the new study plan be provided to the APLOA office before implementation.

- *CEDU, Secondary Education Program – Change course prerequisites for a number of courses*

The Secondary Education program requested to update the course prerequisites as detailed in the table below.

Course ID	Course Title	Current Course Prerequisites	Suggested Course Prerequisites
EDSE 340	Methods I: Instructional Strategies for Arabic	EDUC 312	EDSE 331 and EDSE 332
EDSE 347	Methods I: Instructional Strategies for Biology	EDUC 312	EDSE 331 and EDSE 332
EDSE 346	Methods I: Instructional Strategies for Chemistry	EDUC 312	EDSE 331 and EDSE 332
EDSE 341	Methods I: Instructional Strategies for English	EDUC 312	EDSE 331 and EDSE 332
EDSE 342	Methods I: Instructional Strategies for Islamic Studies	EDUC 312	EDSE 331 and EDSE 332
EDSE 344	Methods I: Instructional Strategies for Math	EDUC 312	EDSE 331 and EDSE 332
EDSE 345	Methods I: Instructional Strategies for Physics	EDUC 312	EDSE 331 and EDSE 332
EDSE 343	Methods I: Instructional Strategies for Social Studies	EDUC 312	EDSE 331 and EDSE 332

EDSE 331 is a reading course with multidisciplinary nature and it is important that students know how to use reading across the curriculum in their teaching. This is in alignment with the SEC standards for teachers and the COE standards. EDSE 332 is a course that bridges the gap between the use of foreign language as a language of instruction and the subject matter courses in schools. Teachers in the Secondary stage should be able to use English language as a mean of instruction for such subjects that require English terminology or expressions. This course is necessary as base for teachers' awareness before they are taking teaching or methodology courses.

Committee Action/ Recommendation

Committee members recommend **approval of the request** for implementation *effective from the Fall 2013 semester*. Committee members recommend that a new updated study plan is to be provided to the APLOA office before implementation.

- *CEDU, Secondary Education Program – Changing offering semesters for a number of courses*

The Secondary Education program requested to change the offering semester for a number of courses as detailed in the table below.

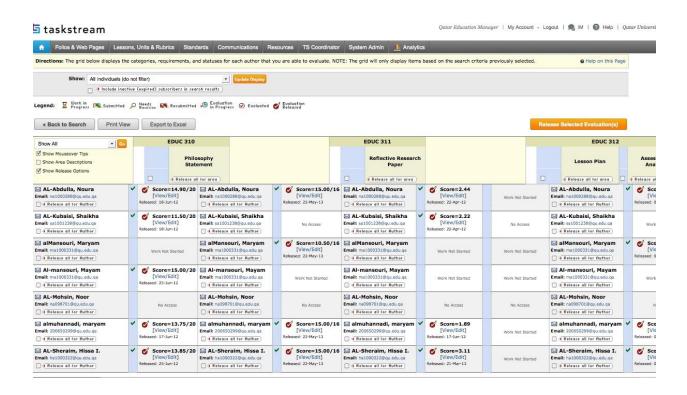| Course ID	Course Title	Current Offering Semester	New Offering Semester
EDSE 340	Methods I: Instructional Strategies for Arabic	Fall & Spring	Spring
EDSE 460	Methods II: Inquiry and ICT for Arabic	Fall & Spring	Fall
EDSE 347	Methods I: Instructional Strategies for Biology	Fall & Spring	Spring
EDSE 467	Methods II: Inquiry and ICT for Biology	Fall & Spring	Fall

22

EDSE 346	Methods I: Instructional Strategies for Chemistry	Fall & Spring	Spring
EDSE 466	Methods II: Inquiry and ICT for Chemistry	Fall & Spring	Fall
EDSE 341	Methods I: Instructional Strategies for English	Fall & Spring	Spring
EDSE 461	Methods II: Inquiry and ICT for English	Fall & Spring	Fall
EDSE 342	Methods I: Instructional Strategies for Islamic Studies	Fall & Spring	Spring
EDSE 462	Methods II: Inquiry and ICT for Islamic Studies	Fall & Spring	Fall
EDSE 344	Methods I: Instructional Strategies for Math	Fall & Spring	Spring
EDSE 464	Methods II: Inquiry and ICT for Math	Fall & Spring	Fall
EDSE 345	Methods I: Instructional Strategies for Physics	Fall & Spring	Spring
EDSE 465	Methods II: Instructional Strategies for Physics	Fall & Spring	Fall
EDSE 343	Methods I: Instructional Strategies for Social Studies	Fall & Spring	Spring
EDSE 463	Methods II: Inquiry and ICT for Social Studies	Fall & Spring	Fall

The Justification for taking Methods 1 before Methods II is that the first one is more on the theory of teaching approaches and lesson planning while the second is More on Micro teaching and classroom Strategies and assessment.

Committee Action/ Recommendation
- Committee members recommend **approval of the request** for implementation *effective from the Fall 2013* semester.

Appendix G: Evidence of Improvement Action 1 (AY12-13)

23

"Minute of preparing materials for EDUC 313"

Date	Sunday 19 Jan 2014
Time	11:00- 12
Writing	Dr. Adel Abrus:
Place	Head department office

Aim .1		
Discussion of tasks on the preparing the material		
Attendance	Department	E- mail
Dr. Ali Arabaia	Head department	anaali@qu.edu.qa
Dr. Aisha Fakhroo	Educational Science	aishafakhr@qu.edu.qa
Dr. Fatma Almtoua	Educational Science	fatmamohmd@qu.edu.qa
Dr. Adel Abu- rous	Educational Science	adel.rous@qu.edu.qa
Absent: none3		
-Topics		
Update the syllabus of Educ 313 course & preparing Material .1		
5.بنود ونقاشات وقرارات الاجتماع		

25

- Dr. Ali mentioned that should finish the course syllabus &material by the first of March, also be consider the other tracks in the program and adding the English vocabulary for the course on the end of the material that testing students on the vocabulary .
- Dr. Aisha mentioned this committee to follow the material the course EDUC 313 through Dr. Fatma & Dr. Aduel.
- Dr. Fatma mentioned that material development of reading and writing is dominated by the character of linguistic psychology, in addition to the translation of the English book for this course , she said that she had book has a cover by nearly 60%.
  • Dr. Abualros that just finished the translation of the course which is taught to the English track in Diploma with updated scientific sources of textbooks.

6.القرارات الاجرائية التي اتخذت		
	Responsibility	Time
Work on completion of the EDUC 313syllabus, and the completion of the of the textbook, or assemble a set of chapters from different books; covering the course outcomes	Dr .Fatma +Dr. Adel	Until 1march 2014

26

Appendix H. Evidence of Other Improvement Actions 1 AY 2012-2013

Meeting Minutes

Field Training Team

Date of Meeting:	Thursday 13- June - 2013
Time of Meeting:	12:00- 1:00
Minutes Prepared by:	Prof. Aisha Fakhroo
Meeting Location:	Office 150 – Education College
1. Purpose of Meeting	Student Teaching course of B.ED of Primary Education in Spring 2013.

2. Attendees		
Name	**Department/Position**	**Email**
Prof . Aisha Fakhroo	Professor	
Dr. Maha Ellili	Assistant Professor	
Dr. Patricia Rose Kerr	Assistant Professor	
Miss Lamya Ibrahim K Al-Eisa	Coordinator of field unit	

3. Apology		

4. Meeting Agenda
1- Review the feedback of student teaching of B.ED –Primary Education in independent

27

	school (Albyan Elementary School) in Spring 2013.
2-	Taking into account the student file (paper).
3-	Suggest the proposal of office hours in the school.
4-	Review the action plan of student teaching for Early Childhood Concentration
5-	Define tasks of field hours for B.ED – Primary Education
6-	New business.

5. Meeting Issues, Discussions, Decisions

- Informing the university supervisor about the results of meeting with administrators and mentors of the Albyan School related to their feedback for student teaching & students' performance. The decision taking about this issue that the mentor and student have to know what their roles & responsibilities about each other. Also, the field unit has responsibility to solve problems that facing student teaching parties & student communication.

- Adding score 5 % for the student file (paper note book) on the student handbook (including in the seminar) & deal as document file.

- The University supervisor will stay hours as office hours in the school during Student teaching around one hour & half once a week in order to help the students teaches in the requirement of field training .

-Translating the action plan of student teaching for early childhood concentration in English version and adding it on the student teaching handbook of B.ED – Primary Education .

-Modification the field hours chart of B.ED in primary Education By committee of Standard 3 to make it similar with initial one .

6. Data Analysis and Application: What data / information were reviewed? What decisions were made on the basis of this information/data?

6. Action Items

Action	Assigned to	Due Date
Adding Action plan for Early childhood , scoring the paper note book and components of portfolio in student handbook .	Dr. Patricia Rose Kerr	

28

Preparing checklist for portfolio.	Dr. Patricia Rose Kerr	
Next Meeting		
Date:	Time:	Location:
Agenda:		

29

Appendix I. Evidence of Additional Improvement Action 2 AY 2012-2013

<div dir="rtl">

تعليمات بخصوص اختبار اللغة العربية

Aisha Ahmed M S Fakhro

To:
M
Salwa Ibrahim Ahmed I Alkahlout

Cc:
M
Abdullah Mohammad Hamdan Abu-Tineh

Attachments:
اختبار المحتوى.pdf (501 KB)[Open as Web Page]

الفاضلة الاستاذة سلوى

السلام عليكم ورحمة الله وبركاته

مرفق لسيادتكم نسخة من الاختبار المطبق على طلبة الابتدائية باللغة الانجليزية والمطلوب من سيادتكم وضع اسئلة في القراءة التالي :

-   وضع عدد من الاسئلة تقريبا 40 -50 سؤالا تقريبا **بحيث يغطي معايير المرحلة الابتدائية لفروع المادة جميعها وذلك تم ذكره من طرف الاعتماد وليس لفرع القراءة فقط** ومن الصف 1- 6.

-   مراعاة النسب المئوية لمهارات القراءة والكتابة ومهارات التواصل (التحدث ، الاستماع – الخ) كما هي موضح عليها في معايير المناهج

-   تنوع الاسئلة في مستويات التفكير .

-   وضع كل سؤال امامه المعيار والصف الذي يقيسه .

-   تكون الاسئلة من نمط اسئلة متعدد الاختيار وعدد البدائل 4 و تتضمن منها صور أوأشكال مثلا .

</div>

- توافر نموذج التصحيح للأسئلة .

- ارجو تحديد تاريخ الانتهاء من العمل ويفضل ان يكون في خلال اسبوع أو اسبوعين إن أمكن

- واذا كان لديكم استفسار يسعدنا التواصل معكم .

د. عائشة فخرو

Appendix J. Evidence for Additional Action Item 5

Description of Field Activities for Early Childhood Concentration

المتدرب: Schedule for tasks of student teaching –Early childhood الجدول الزمني لمهام التدريب الميداني

_____ المعاون: _____

ملاحظة : الجدول التالي هو لمساعدتك على تتبع المهام خلال الفصل الدراسي. أي تعديلات على الجدول الزمني هو قرار يتم بينك وبين المعلم المعاون ومشرف الكلي

أسبوع الاختبار	10	9	8	7	6	5	4	3	2	1	الأسبوع week المهمة task
	Primary school المدارس الابتدائية						Kindergarten رياض الأطفال				مكان التدريب training place
انسحاب تدريجي: ملاحظة، مساعدة تخطيط مستقل، وتدريس مستقل	تدريس كامل (وحدة المنهج المدرسي)	تدريس كامل (وحدة المنهج المدرسي)	تدريس كامل (وحدة المنهج المدرسي)	ملاحظة و تخطيط مشترك ، تدريس مشترك لثلاثة دروس تخطيط كامل لدرسين وتدريسهما	ملاحظة و تخطيط مشترك ، تدريس مشترك لدرسين تخطيط كامل لدرس وتدريسه	مسؤولية كاملة	مساعدة نخطيط فردي وتدريس فردي	مساعدة نخطيط فردي وتدريس فردي	ملاحظة، مساعدة تخطيط مشترك، وتخطيط فردي وتدريس مشترك	مسؤولية الصف Classroom responsibility
←	←	←	←	←	←	←	←	←	←	←	خطط الدرس

32

											Lesson plans
←	←	←	←	←	←	←	←	←	←	←	صحيفة التّفكر (الجورنال) **Reflective journal**
		لتقييم نهاية الفصل			لتقييم منتصف الفصل						تأملات منتصف ونهاية الفصل **Mid &final reflective**
		موعدالتسليم لتقرير أولياء الأمور			موعد التسليم لملف الطفل						تقرير لقاء ولي لأمر\ ملف الطفل **Parents report**
		تدريس وحدة المنهج المدرسي	تدريس وحدة المنهج المدرسي	تدريس وحدة المنهج المدرسي			تدريس الوحدة ثم الانسحاب التدريجي	تسليم مسودة الوحدة الدراسية وتعديلها		بدء التخطيط لوحدة دراسية على أن تتضمن الأنشطة	الوحدة الدراسية **Unit plan**

33

							اللاصفية			
نهائي ثلاثي (ويشمل الطالب المعلم والمعلم المعاون والمشرف الجامعي)	←	←	←	←	نصفي ثلاثي (ويشمل الطالب المعلم والمعلم المعاون والمشرف الجامعي)	←	←	←		تقييمات Evaluation
←		←		تقييم بعدي لوحدة المنهج المدرسي		تقييم قبلي لوحدة المنهج المدرسي	←	←	←	تحليل التقييم، درس التكنولوجيا Analysis Assessment & technology lesson
موعد التسليم لبرنامج البكالوريوس										
تُقدَّم في النَّدوة الأخيرة										تقييمات الطالب المعلم للمعلم المعاون والمشرف The evaluation of the student for the

34

									mentor and supervisor

35