



**Self- Study Report**

**For the**

Diploma in  
Secondary Education

**Hosted by**

Educational Sciences Department

College of Education

**at**

Qatar University

March 2013

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Submission Date

**CONFIDENTIAL**

The information supplied in this Self-Study Report is for the confidential use of Qatar University and shall not be disclosed without authorization of the university.

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## **1. Background Information:**

The College of Education, Qatar University offers an advanced Diploma in Secondary Education. This 30-credit hour program prepares secondary teachers by delivering a general core of courses in educational theory and practice, content-specific instructional strategies and resources, and extensive field experience, including a six credit hour student teaching experience. Candidates entering the program already have a degree in their content field. The program prepares them to also enter the teaching field with knowledge and skills to effectively promote student achievement in that content area. The program is designed according to international standards in teacher education and is consistent with and supports current diploma programs in the College of Education.

The Secondary Education program differs from the other post-baccalaureate programs offered by the College of Education in the requirement that an applicant pass a test over the content in the area of focus as part of the admission criteria for the program. These tests are aligned with the content identified in the Qatar National Professional Standards at the secondary level and are based upon questions from Teacher Certification Exams and Secondary End of Course Exams from other states and universities.

**\*The process followed in developing this self -study report and the extent of faculty participation in the development and review of the present report, it was as follows:**

- A Program Self Study report committee was established from program coordinators of those concerned programs and heads of departments as well as representatives from different programs
- An agenda for meetings was established (once every two weeks for follow up and exchange information)
- Subcommittees were established in departments concerning the programs to be reviewed from Faculty and administrators
- A particular place in the Drop Box was established for data sources to be shared
- Common Institutional issues (processes and guidelines) in the self-report template were collected and was done separately. Then if there are other specifics regarding a program, it was added.

### **Self -Study Report Committee**

2012-2013

1-Dr. Fatma Al-Mutawaa(Coordinator of the Diploma Programs in the College of Education)

2-Dr. Eman Zaki, accreditation consultant (Dean's office)

3-Amel Rashed (Diploma office translator and admin.)

#### **1.1. Contact Person Details**

-Contact person name:

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2-Dr. Ali Ahmad Al-Rabai (Head of the Educational sciences Dept.)

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## **1.2. Introduction to Qatar University**

Since its inception in 1973, Qatar University has become the country's national and major institution of higher education. It is comprised of seven colleges: College of Education, College of Arts and Sciences, College of Sharia and Islamic Studies, College of Engineering, College of Law, College of Business and Economics, and College of Pharmacy Programs offered at the University attract professional recognition through their emphasis on close working links with business, industry, and other professions. At the same time, they emphasize the importance of a solid base of general skills and knowledge through a carefully designed core curriculum, which was conceived with an eye on the needs and requirements of Qatari society and its labor market. The University's teaching and research are innovative, collaborative, enterprising, and flexible endeavors, based on the intelligent use of emerging technologies. QU has always strived to fulfill its mission as the country's beacon of knowledge.

### **Vision**

Qatar University shall be a model national university in the region, recognized for high-quality education and research and for being a leader of economic and social development.

### **Mission**

Qatar University is the national institution of higher education in Qatar. It provides high quality undergraduate and graduate programs that prepare competent graduates, destined to shape the future of Qatar. The university community has diverse and committed faculty who teach and conduct research, which address relevant local and regional challenges, advance knowledge, and contribute actively to the needs and aspirations of society.

### **The College of Education:**

#### **College History**

The College of Education began in 1973 as the first higher education institute in Qatar. The College of Education collaborates with other university colleges, K-12 schools, and education agencies, including the SEC, to prepare educators. CED went through several phases over the years:

**A-Phase one:** Establishment & Growth 1973 – 1986

**B-Phase Two:** Curriculum Development 1987 – 1999

**C-Phase three:** Response to the requirements of

Education Reform 2000 –2007

A-Development of new standardized programs:

- Diploma in Early Childhood, 2002.
- Diploma of Special Education, 2002.
- Diploma in Primary Education in partnership with TAMU, 2005.
- Master of Educational Leadership, 2007
- Diploma in Secondary Education 2008

B- Strengthening the relationship with the Education Field:

- Supervision over an independent school, from 2006 through 2011.
- Establishment of the Center for Educational Development and Research (CEDR) in 2007, which then turned into the NCED in 2010.
- Organizing annual conferences in partnership with the SEC

**Phase Four:** Quality assurance (College accreditation) 2007 – 2010

- There was no clear philosophy for teachers' preparation.
- There was no clear mechanism to evaluate the performance of students, programs, or graduates.
- Lack of partners' participation in program development.
- Lack of consistency of diploma program

A- There was no clear philosophy for teachers' preparation.

B- There was no clear mechanism to evaluate the performance of students, programs, or graduates.

C- Lack of partners' participation in program development.

D- Lack of consistency of diploma program

### **Development Aspects**

- A- CED submitted an application for accreditation from IRTE.
- B- The conceptual framework was developed for the College: "Together we shape the future through excellence in: teaching, research & leadership."
- C- The eight learning outcomes were derived and it was linked to courses in: content, pedagogy, use of technology, diversity, critical thinking, problem solving, professional ethics & initiatives.
- D- Establishment of a system for assessing students, graduates, the program, members as well as the College.
- E- A fieldwork training manual was developed.
- F- The restructuring of the diploma programs.
- G- Establishment of the educational partners.
- H- Linking courses to the national professional standards for teachers, leaders.
- I- IRTE institutional report was submitted in mid-September 2010.
- J- The final visit of the team was in the first week of November 2010; the College was accredited in January 2011, becoming the second college in the MENA region to receive this type of accreditation

### **Phase Five:** The preliminary stage of the leadership role of the College of Education 2010 – 2013 through:

- A- The continuation of quality assurance and achieving the vision of the College and University (Bachelor of Education was introduced in primary education, 2009, and secondary education in the fall of 2012).
- B- Promoting research activity of the college (research agenda).
- C- The expansion of professional development programs (establishment of NCED) in 2011.
- D- Cooperation with other College of Education in the GCC area in organizing the regional conference of the quality of education.

### **College Vision, Mission and Learning Outcomes**



## **Vision**

The College of Education at Qatar University will be a leading institution in the preparation of education professionals through outstanding teaching, scholarship, and leadership in order to enhance the future of coming generations.

## **Mission**

The College of Education is committed to providing excellence in the initial and advanced preparation of education professionals by establishing a foundation in which life-long learning, teaching, research, and community partnerships are fostered. The college fulfills its commitment by providing:

- To its members an educational, motivational, and supportive environment for both learning and teaching in a climate characterized by responsible freedom.
- To society highly qualified education professionals and on-going professional development, by supporting scholarly activities, and by sharing the responsibility of educational reform through effective partnerships

## **Conceptual framework:**

The conceptual framework is summarized in the following statement:

Together we shape the future through excellence in teaching, scholarship, and leadership

## **College learning outcomes:**

### **Teaching**

#### Content

Demonstrate understanding of the key theories and concepts of the subject matter.

#### Pedagogy

Plan effective instruction to maximize student learning.

#### Technology

Use current and emerging technologies in instructionally powerful ways.

#### Diversity

Foster successful learning experiences for all students by addressing individual differences.

### **Scholarship**

#### Problem Solving

Arrive at data-informed decisions by systematically examining a variety of factors and resources.

#### Scholarly Inquiry

Actively engage in scholarship by learning from and contributing to the knowledge base in education.

#### Leadership

##### Ethical Values

Apply professional ethics in all educational contexts.

##### Initiative

Lead positive change in education.

### **1.3. Program History**

#### **Description of institutional review and approval process**

During the seven-month development process 2007-8 , the program has periodically been reviewed by a committee composed of representatives of heads of all departments and programs in COED. The program was then sent to three external reviewers, all of whom are secondary educators and administrators of extensive experience.

Dr. Jon Denton, former Associate Dean of the College of Education, Texas A&M University, College Station, Texas, USA

Dr. Diana Mason, Head of the Department of Chemistry Education, College of Education, University of North Texas, Denton, Texas, USA

Dr. Joyce Pittman, Director, Center for Teaching and Learning Excellence (CTLE) United Arab Emirates University, Office of the Vice Provost and Chief Academic Officer

All three reviewers returned positive and supportive reviews. All comments and suggestions of the reviewers that were culturally appropriate were accepted and the changes/additions included in the document. The most substantive suggestions were (1) to revisit program objectives to ensure that they were directly aligned with Qatar University goals and mission . We believe the program specifically addresses the mission of the university as follows:

The University's dissemination of knowledge shall contribute to the development and advancement of human thought and values. The University shall provide the country with specialists, technicians and experts in various fields, and equip citizens with knowledge and advanced research methodologies. Because of the high need for the program, the target date for launching was the Fall Semester, 2008. The program is designed to reflect the latest research in learning and teaching and the student-centered approach required of Independent Schools. The first cohort for the program began their studies in Fall 2008, graduating at the end of the Fall Semester 2009.

### **External Advisory Committee**

Although no external advisory committee participated during the development of the project, Dr. Lynn Burlbawl, former Coordinator of the Post-Baccalaureate Teacher Certification Program, Texas A&M University, College Station, Texas, USA, consulted for 10 days during the early planning stages of the program to ensure that it was being planned to international standards and consistent with current best practices in teacher education and to recommend current resources for the program.

### **Program Development:**

**In 2009/10** The College made a number of modifications to its programs as part of its strategy of continuous development. These included:

- Reviewing all academic courses to ensure linkage with the College's eight learning outcomes – content, pedagogy, technology, diversity, scholarly enquiry, problem solving, ethical values and initiative.
- Reviewing all programs and courses to clarify evaluation elements that will be tracked as part of the institution's academic accreditation
- Defining the new courses that were added in the Core Curriculum Program in line with the Program's learning outcomes.

A Field Training Guide was prepared and implemented for both the Diploma and Master's programs – further modification was made following feedback from College advisors and educators. At the beginning , the program had the Arabic and Islamic studies in one track ,and in 2000 , it was separated into two tracks.

## **1.4. General Program Information**

**Title of the Program:** Diploma in Secondary Education

**Degree:** Diploma

### **Diplomas Granted**

#### **English-Language Strands**

- Diploma in Secondary Education in Biology
- Diploma in Secondary Education in Chemistry
- Diploma in Secondary Education in Physics
- Diploma in Secondary Education in Mathematics
- Diploma in Secondary Education in English

#### **Arabic-Language Strands**

- Diploma in Secondary Education in Arabic
- Diploma in Secondary Education in Islamic Studies
- Diploma in Secondary Education in Social Studies

**Program length:**

It is 30-credit hour program divided into (3)semesters.

**Name of Department hosting the program:** The Department of Educational Sciences

**Name of College hosting the program:** The College of Education

**Vision:**

The vision of the Secondary Diploma program is to offer high quality, learning –centered\_education and develop teaching performance of the teachers in the schools:

1. To support the mission of Qatar University by preparing experts in the field of education who have the knowledge, skills, dispositions, and experiences to be successful secondary teachers.
2. To prepare graduates who understand the importance and have the skills to promote academic achievement for all students.
3. To promote education reform in Qatar by preparing a cadre of teachers qualified to model student-centered, standards-based instruction at the secondary level.
4. To promote ongoing research in education in Qatar by teaching and modeling inquiry methodologies and data-informed instruction.

**Program Mission Statement**

The Secondary Education Diploma Program aims to prepare high skilled, motivated teachers to teach in Qatar’s Independent Schools and who will prepare secondary-level children to achieve educational goals at the highest international standards.

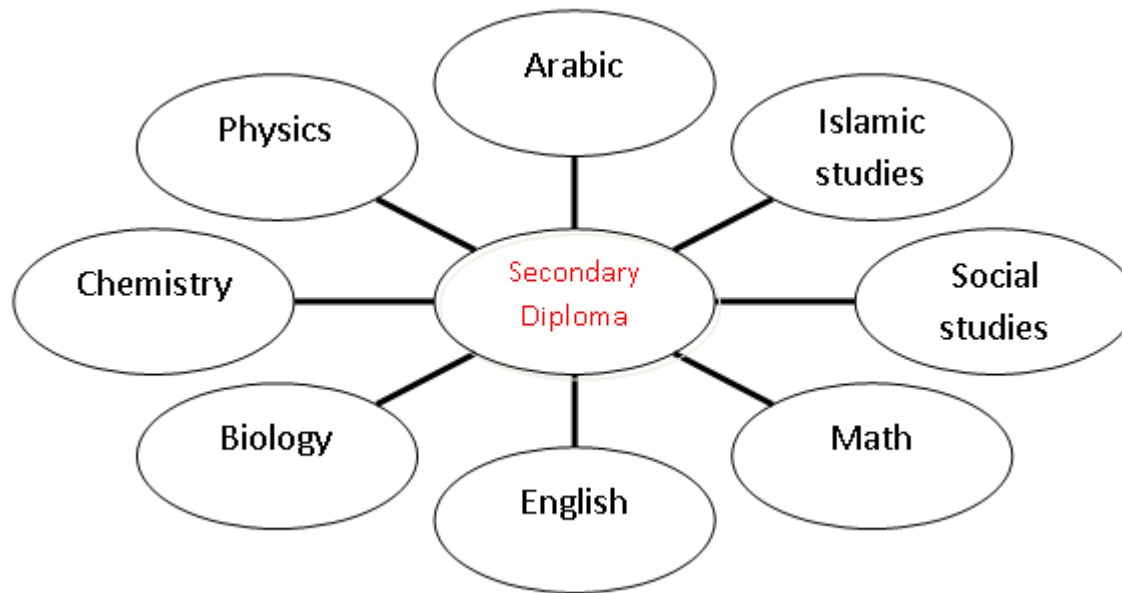
**Program Objectives**

This program seeks to support the vision of Qatar University by offering high quality, learning-centered education to candidates seeking teacher certification so that they may:

- 1-Demonstrate the knowledge, skills, and dispositions needed for successful teaching.
- 2-Actively promote academic achievement for all students.
- 3-Plan and conduct student-centered, standards-based instruction
- 4-Engage in ongoing research in education in Qatar by teaching and modeling inquiry methodologies and data-informed instruction.

### Target Audience

Individuals who seek a career in teaching or who are currently teaching and who hold a degree in one of the following subject areas may apply for the program.



### Standards

The program has been designed to meet the standards for beginning teachers established by the Interstate New Teacher Assessment and Support Consortium (INTASC) (National Council for Accreditation, 1992). INTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. The INTASC standards are consistent with those developed for the certification of teacher education programs by the National Council for Accreditation of Teacher Education (NCATE, National Council for Accreditation, 1992). A correlation matrix with INTASC standards, key courses responsible for those standards, and example artifacts that may demonstrate mastery may be found in Table ( 1.4.1 ) The new (2008) NCATE standards are provided in Appendix B. Appendix C is a correlation matrix for the professional standards of Qatar, key courses that address that standard, and example artifacts to demonstrate mastery. Although students will have experience in teaching skills all through the program and may demonstrate mastery at various levels, all standards

for teachers are expected to be demonstrated during the internship. Evidence for mastery will be posted to an electronic portfolio (i-folio) and will be evaluated as to quality and relevance by university supervisors.

To ensure that the specific needs of Qatar will be met, the program is also matched to the National Professional Standards for Teachers and School Leaders for the State of Qatar (Supreme Education Council, 2007). Finally, the Curriculum Standards for the State of Qatar (Education Institute, 2005), will form the core curriculum of the methods courses for each subject area for which standards currently exist.

**Table 1.4.1 INTASC Standards Matrix**

Standard	Course(s) that specifically address that standard	Expected artifacts to demonstrate mastery
<p>Principle #1</p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<ul style="list-style-type: none"> <li>▪ <i>Methods Courses</i></li> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Internship</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Case Study Reports</li> <li>2. Lesson Plans</li> <li>3. Learning Units</li> <li>4. Assessment Analysis Reports</li> <li>5. Teaching Evaluation Reports</li> </ol>
<p>Principle #2</p> <p>The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</p>	<ul style="list-style-type: none"> <li>▪ <i>Human Development and Learning</i></li> <li>▪ <i>Management of the Classroom Environment</i></li> <li>▪ <i>Introduction to ESL</i></li> <li>▪ <i>Reading and Writing Across the Curriculum</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Case study Reports</li> <li>2. Reflective Journals</li> <li>3. Mentor Reports (tutoring)</li> <li>4. Lesson Plans</li> <li>5. Internship Portfolios</li> <li>6. Teaching Evaluation Reports</li> </ol>
<p>Principle #3</p> <p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to</p>	<ul style="list-style-type: none"> <li>▪ <i>Introduction to Special Education</i></li> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Introduction to ESL</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Lesson and Unit Plans</li> <li>2. Shadowing Journal</li> <li>3. Mentor Report</li> </ol>

learners.		<ol style="list-style-type: none"> <li>4. Internship Portfolios</li> <li>5. Teaching Evaluation Reports</li> </ol>
<p>Principle #4</p> <p>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Reading and Writing Across the Curriculum</i></li> <li>▪ <i>Methods Courses</i></li> <li>▪ <i>Internship</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Case Study Reports</li> <li>2. Reflective Journals</li> <li>3. Mentor Reports (tutoring)</li> <li>4. Internship Portfolios</li> <li>5. Teaching Observation Reports</li> </ol>
<p>Principle #5</p> <p>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self-motivation.</p>	<ul style="list-style-type: none"> <li>▪ <i>Human Development and Learning</i></li> <li>▪ <i>Management of the Instructional Environment</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Case Study Reports</li> <li>2. Reflective Journals</li> <li>3. Mentor Reports (tutoring)</li> <li>4. Internship Portfolios</li> <li>5. Teaching Evaluation Reports</li> </ol>
<p>Principle #6</p> <p>The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Reading and Writing Across the Curriculum</i></li> <li>▪ <i>Management of the Instructional Environment</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Teaching Observation Reports</li> <li>2. Mentor and Supervisor Reports</li> <li>3. Internship Portfolios</li> </ol>
<p>Principle #7</p> <p>The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<ul style="list-style-type: none"> <li>▪ <i>Qatari Society and Schools</i></li> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Methods Courses</i></li> <li>▪ <i>Internship</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Lesson and Unit Plans</li> <li>2. Teaching Observation Reports</li> <li>3. Mentor and Supervisor Reports</li> <li>4. Internship Portfolios</li> </ol>
<p>Principle #8</p> <p>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and</p>	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Lesson and Unit Plans</li> <li>2. Reflective Journals</li> <li>3. Assessments</li> </ol>

physical development of the learner.		<ol style="list-style-type: none"> <li>4. Assessment Analyses</li> <li>5. Internship Portfolios</li> <li>6. Teaching Evaluation Reports</li> </ol>
<p>Principle #9</p> <p>The teacher is a reflective practitioner continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Action Research Report</li> <li>2. Reflective Journal</li> <li>3. Mentor and Supervisor Reports</li> <li>4. Internship Portfolios</li> </ol>
<p>Principle #10</p> <p>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Reflective Journal</li> <li>2. Mentor and Supervisor Reports</li> <li>3. Internship Portfolio</li> </ol>
<p><b>Principle #11 – Qatar Standard</b></p> <p><b>Candidates who complete the program are not only knowledgeable about education in a global context, but also understand the specific characteristics of education in Qatar; including the history of education; the vision and goals of the current reform; current policies and regulatory agencies; State of Qatar Curriculum Standards; and the demographics, culture, special needs, and special opportunities of the student population in Qatar schools.</b></p>		
<p>a. The teacher demonstrates knowledge of the history and current leadership in education in Qatar by describing methods of working within this context to maximize benefit to the students of Qatar.</p>	<ul style="list-style-type: none"> <li>▪ <i>Qatari Society and Schools</i></li> <li>▪ <i>Internship</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Class reports and projects</li> <li>2. Reflective Journal</li> <li>3. Mentor and Supervisor Reports</li> <li>4. Internship Portfolio</li> </ol>
<p>b. The teacher reviews, designs, and interprets curriculum to reflect the content and the vision of the State of Qatar</p>	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Introduction to</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Lesson and Unit Plans</li> <li>2. Reflective Journals</li> <li>3. Assessments</li> </ol>



Curriculum Standards.	<i>ESL</i> <ul style="list-style-type: none"> <li>▪ <i>Introduction to Special Education</i></li> </ul>	4. Assessment Analyses 5. Internship Portfolios 6. Teaching Evaluation Reports
c. The teacher provides a learning environment that honors and reflects the culture, language, and values of the students of Qatar in such a way as to maximize student learning.	<ul style="list-style-type: none"> <li>▪ <i>Introduction to ESL</i></li> <li>▪ <i>Introduction to Special Education</i></li> <li>▪ <i>Internship</i></li> </ul>	1. Case Study Report 2. Reflective Journal 3. Mentor and Supervisor Reports 4. Internship Portfolio

Table ( 1.4.2 )Correlation of National Professional School Leaders and Courses/Artifacts

Activities and assessments for these standards will be included in the course syllabi and will be posted to students' electronic portfolios. All standards are expected to be demonstrated at the Internship level.

STANDARD	COURSE(S)	ARTIFACT(S)
<b>1. Structure innovative and flexible learning</b>		
1.1 Identify learning goals that reflect curriculum documents and school policies.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Qatari Society and Schools</i></li> </ul>	Lesson plans and units Discussion and policy papers
1.2 Incorporate information on students in the design of learning experiences.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Introduction to Special Education</i></li> <li>▪ <i>Introduction to ESL</i></li> </ul>	Lesson plans and units Case studies Field study reflections Mentor reports

<p>1.3 Plan for students with special learning requirements in the design of learning experiences.</p>	<ul style="list-style-type: none"> <li>▪ <i>Introduction to Special Education</i></li> </ul>	<p>Lesson plans and units Case studies Field study reflections Mentor reports</p>
<p>1.4 Select innovative and flexible teaching and learning strategies to maximize student learning.</p>	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Reading and Writing Across the Curriculum</i></li> <li>▪ <i>Introduction to Special Education</i></li> <li>▪ <i>Methods Courses I and II</i></li> </ul>	<p>Lesson plans and units Case studies Field study reflections Mentor reports</p>
<p>1.5 Implement flexible and innovative learning experiences.</p>	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Introduction to Special Education</i></li> <li>▪ <i>Methods Courses I and II</i></li> </ul>	<p>Lesson plans and units Case studies Field study reflections Mentor reports</p>
<p>1.6 Review and evaluate learning experiences.</p>	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Methods II</i></li> </ul>	<p>Lesson plans and units Assessment instruments Assessment analyses Action Research projects</p>
<p><b>2. Use teaching strategies and resources to engage students in effective learning</b></p>		
<p>2.1 Use a variety of teaching and learning strategies to engage students in effective learning.</p>	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Reading and Writing Across the Curriculum</i></li> <li>▪ <i>Introduction to Special Education</i></li> <li>▪ <i>Methods Courses I and II</i></li> </ul>	<p>Lesson plans and units Case studies Field study reflections Mentor reports</p>

<p>2.2 Use a range of teaching resources to engage students in effective learning.</p>	<ul style="list-style-type: none"> <li>▪ <i>Management of the Classroom Environment</i></li> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Reading and Writing Across the Curriculum</i></li> <li>▪ <i>Introduction to Special Education</i></li> <li>▪ <i>Methods Courses I and II</i></li> </ul>	<p>Lesson plans and units Case studies Field study reflections Mentor reports</p>
<p>2.3 Evaluate the effectiveness of teaching and learning strategies and resources.</p>	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Introduction to Special Education</i></li> <li>▪ <i>Methods Courses I and II</i></li> </ul>	<p>Lesson plans and units Case studies Field study reflections Mentor reports</p>
<p><b>3. Foster language, literacy and numeracy development.</b></p>		
<p>3.1 Critically review personal Arabic and English language, literacy and numeracy skills.</p>	<ul style="list-style-type: none"> <li>▪ <i>Content exam</i></li> </ul>	<p>Successful score on content exam</p>
<p>3.2 Determine students' language, literacy and numeracy skills to inform the planning and implementation of learning experiences.</p>	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Reading and Writing Across the Curriculum</i></li> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Methods Courses I and II</i></li> </ul>	<p>Assessment plans and instruments Assessment analyses Action Research project</p>
<p>3.3 Integrate language and literacy development across all teaching/subject areas.</p>	<ul style="list-style-type: none"> <li>▪ <i>Introduction to ESL</i></li> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Reading and Writing Across the Curriculum</i></li> <li>▪ <i>Methods Courses I and II</i></li> </ul>	<p>Lesson plans and units Mini-teach reports Lesson reports</p>
<p>3.4 Integrate numeracy development across all teaching/ subject areas.</p>	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Methods Courses I and II</i></li> </ul>	<p>Lesson plans and units Assessment instruments</p>

3.5 Monitor and evaluate students' language, literacy and numeracy development.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Assessment and Measurement</i></li> <li>▪ <i>Methods Courses I and II</i></li> </ul>	<p>Assessment instruments</p> <p>Assessment analyses</p>
<b>4. Create safe supportive and challenging learning environment.</b>		
4.1 Create safe and supportive learning environments.	<ul style="list-style-type: none"> <li>▪ <i>Classroom Organization and Management</i></li> <li>▪ <i>Human Development and Learning</i></li> </ul>	<p>Case study reports</p> <p>Mentor and supervisor reports</p> <p>Self-reflections</p>
4.2 Provide learning environments in which students have responsibility for their own learning.	<ul style="list-style-type: none"> <li>▪ <i>Management of the Educational Environment</i></li> </ul>	<p>Case study reports</p> <p>Mentor and supervisor reports</p> <p>Self-reflections</p>
4.3 Provide learning experiences in which students engage in purposeful and intellectually challenging learning experiences.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Assessment and Measurement</i></li> </ul>	<p>Lesson plans and units</p> <p>Assessment instruments and analyses</p> <p>Student-generated artifacts</p> <p>Mentor and supervisor reports</p>
4.4 Provide learning experiences in which students use higher-order and critical thinking skills.	<ul style="list-style-type: none"> <li>▪ <i>Human Development and Learning</i></li> <li>▪ <i>Assessment and Measurement</i></li> <li>▪ <i>Instructional Planning and Assessment</i></li> </ul>	<p>Lesson plans and units</p> <p>Assessment instruments and analyses</p> <p>Student-generated artifacts</p> <p>Mentor and supervisor reports</p>
4.5 Provide learning environments in which students learn to take responsibility for their own behavior.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Educational Psychology</i></li> </ul>	<p>Lesson plans and units</p> <p>Assessment instruments and analyses</p> <p>Mentor and supervisor reports</p>

		Case study reports Reflections
<b>5. Construct learning experiences that connect with the world beyond school.</b>		
5.1 Devise learning experiences that build on students' prior knowledge, life experiences and interests.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Reading and Writing Across the Disciplines</i></li> <li>▪ <i>Methods Courses I &amp; II</i></li> </ul>	Lesson plans and units Student-generated artifacts
5.2 Engage students in learning experiences that integrate ideas, concepts and information across teaching/ subject areas.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Reading and Writing Across the Disciplines</i></li> <li>▪ <i>Methods Courses I &amp; II</i></li> </ul>	Lesson plans and units Student-generated artifacts
5.3 Provide learning experiences that establish connections with the world beyond the classroom.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Reading and Writing Across the Disciplines</i></li> <li>▪ <i>Methods Courses I &amp; II</i></li> </ul>	Lesson plans and units Student-generated artifacts
5.4 Develop learning experiences that involve students in examining study, work and leisure in the future.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Reading and Writing Across the Disciplines</i></li> <li>▪ <i>Methods Courses I &amp; II</i></li> </ul>	Lesson plans and units Student-generated artifacts
5.5 Design learning experiences that foster personal initiative and enterprise.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Reading and Writing Across the Disciplines</i></li> <li>▪ <i>Methods Courses I &amp; II</i></li> </ul>	Lesson plans and units Student-generated artifacts
<b>6. Apply ICT in managing student learning.</b>		
6.1 Determine students' ICT learning needs.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Methods II</i></li> </ul>	Lesson plans and units Assessment instruments and

		assessment analyses
6.2 Select appropriate ICT-based learning strategies and resources.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Methods II</i></li> </ul>	Lesson plans and units Student-generated artifacts
6.3 Create learning experiences that actively use ICT to organize research, interpret, analyze, communicate and represent knowledge.	<ul style="list-style-type: none"> <li>▪ <i>Reading and Writing Across the Disciplines</i></li> <li>▪ <i>Methods II</i></li> </ul>	Lesson plans and units Student-generated artifacts
6.4 Use ICT in the assessment of student learning.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Methods II</i></li> </ul>	Assessment instruments Assessment analyses
6.5 Evaluate ICT-based teaching, learning and assessment approaches.	<ul style="list-style-type: none"> <li>▪ <i>Methods II</i></li> </ul>	Technology plans Student-created rubrics
6.6 Use ICT to access and manage information on student learning.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Methods II</i></li> </ul>	Assessment analyses Action Research project
<b>7. Assess and report on student learning</b>		
7.1 Establish learning goals and assessment requirements.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> </ul>	Lesson plans and units
7.2 Plan assessment.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> </ul>	Lesson plans and units Assessment instruments
7.3 Conduct assessment.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> </ul>	Assessment analyses Action Research project
7.4 Provide feedback on assessment outcomes.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> </ul>	Assessment analyses Action Research project
7.5 Review assessment.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> </ul>	Assessment analyses

		Action Research project
<b>8. Apply knowledge of students and how they learn to support student learning and development.</b>		
8.1 Use information on students to support learning.	<ul style="list-style-type: none"> <li>▪ <i>Instructional Planning and Assessment</i></li> <li>▪ <i>Introduction to Special Education</i></li> </ul>	Lesson plans and units Case study reports Mentor reports Supervisor reports
8.2 Support students in developing personal identity, self esteem and a positive self-image.	<ul style="list-style-type: none"> <li>▪ <i>Management of the Educational Environment</i></li> <li>▪ <i>Human Development and Learning</i></li> <li>▪ <i>Introduction to Special Education</i></li> </ul>	Lesson plans and units Case study reports Mentor reports Supervisor reports
8.3 Assist students to develop empathy with others.	<ul style="list-style-type: none"> <li>▪ <i>Management of the Educational Environment</i></li> <li>▪ <i>Human Development and Learning</i></li> <li>▪ <i>Introduction to Special Education</i></li> </ul>	Lesson plans and units Case study reports Mentor reports Supervisor reports Student generated artifacts
8.4 Engage students in assessing and planning their personal futures.	<ul style="list-style-type: none"> <li>▪ <i>Management of the Educational Environment</i></li> <li>▪ <i>Human Development and Learning</i></li> <li>▪ <i>Introduction to Special Education</i></li> </ul>	Lesson plans and units Case study reports Student generated artifacts
8.5 Provide care and support for students.	<ul style="list-style-type: none"> <li>▪ <i>Management of the Educational Environment</i></li> <li>▪ <i>Human Development and Learning</i></li> <li>▪ <i>Introduction to Special Education</i></li> </ul>	Case study reports Mentor reports Student or parent generated artifacts
<b>9. Apply teaching/subject area knowledge to support student learning.</b>		

9.1 Acquire and maintain teaching/subject area knowledge.	<ul style="list-style-type: none"> <li>▪ <i>Content exam</i></li> </ul>	<p>Content exam scores</p> <p>Self-reflections</p>
9.2 Apply knowledge of curriculum documents and support materials to enhance student learning.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	<p>Self study</p> <p>Mentor report</p> <p>Supervisor report</p> <p>i-folio</p>
9.3 Apply teaching/subject area knowledge to enhance student learning.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	<p>Self study</p> <p>Mentor report</p> <p>Supervisor report</p> <p>i-folio</p>
<b>10. Work as a member of professional teams.</b>		
10.1 Meet personal work-related goals and priorities.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	<p>Self study</p> <p>Mentor report</p> <p>Supervisor report</p> <p>i-folio</p>
10.2 Contribute to professional teams.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	<p>Self study</p> <p>Mentor report</p> <p>Supervisor report</p> <p>i-folio</p>
10.3 Work with others to maximize student learning.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	<p>Self study</p> <p>Mentor report</p>



		Supervisor report i-folio
10.4 Contribute to improving the performance of professional teams.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	Self study Mentor report Supervisor report i-folio
<b>11. Build partnerships with families and the community.</b>		
11.1 Build relationships with families and the broader community to enhance student learning.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	Self study Mentor report Supervisor report i-folio
11.2 Establish learning environments that acknowledge students' families and communities.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	Self study Mentor report Supervisor report i-folio
11.3 Promote school and Supreme Education Council education reforms.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	Self study Mentor report Supervisor report i-folio
<b>12. Reflect on, evaluate and improve professional practice.</b>		

12.1 Reflect critically on professional practice.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	Self study Mentor report Supervisor report i-folio
12.2 Engage in personal and collegial professional development.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	Self study Mentor report Supervisor report i-folio
12.3 Contribute to learning communities and other professional networks.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	Self study Mentor report Supervisor report i-folio
12.4 Participate in school governance.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	Self study Mentor report Supervisor report i-folio
12.5 Meet ethical, accountability and professional requirements.	<ul style="list-style-type: none"> <li>▪ <i>Internship</i></li> </ul>	Self study Mentor report Supervisor report i-folio

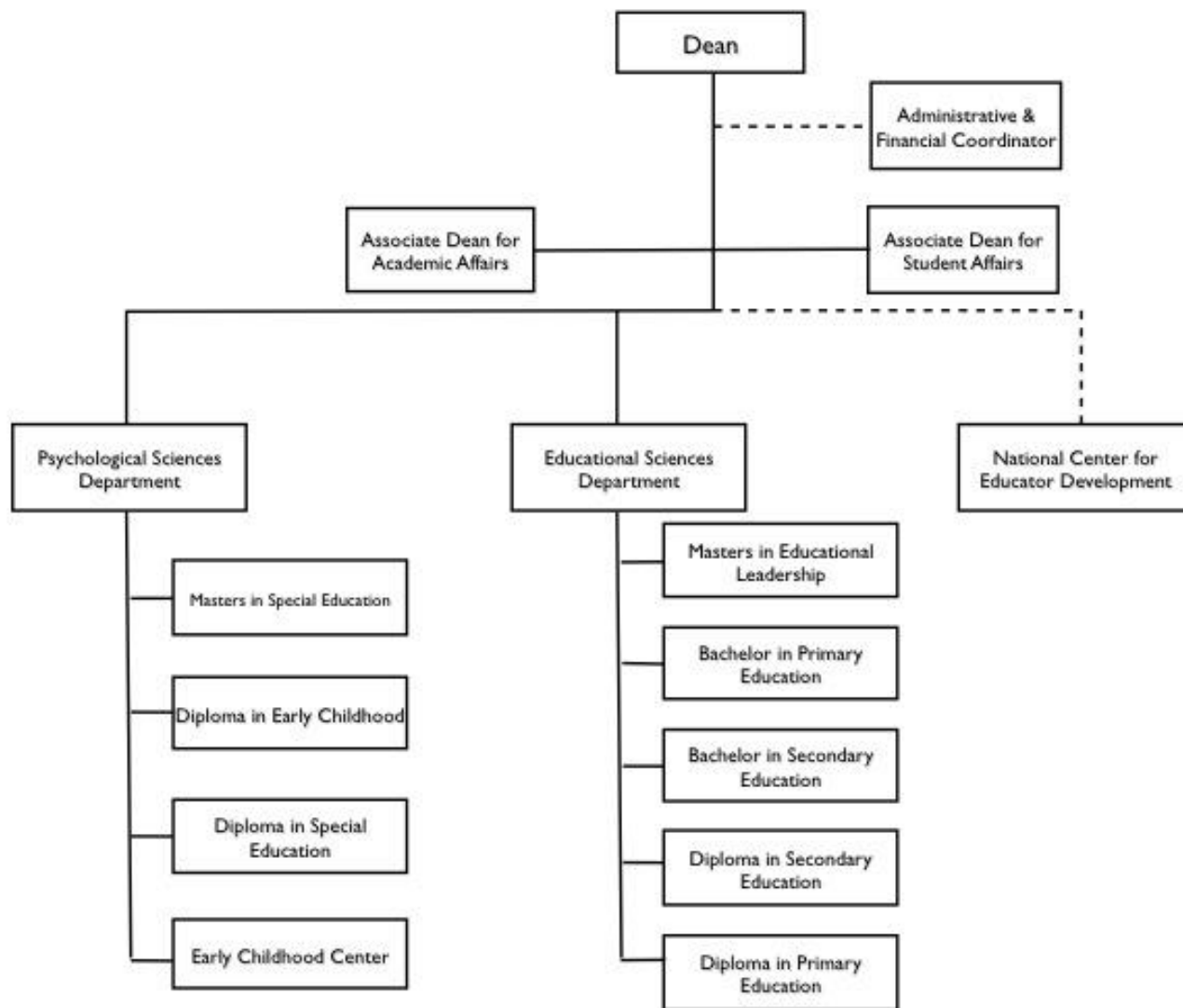
### 1.5. Type of Program

It is a post graduate, full time program offered in the evening because all students involved are in-service teachers who work in the morning except during the internship course. The delivery mode covers lectures, student centered strategies such as; cooperative learning, inquiry based learning, discussions, etc. It has a field component during the methods courses and during the internship courses .Students also attends seminar sessions regarding the field experiences. The Internship course continues for a period of 10 weeks in the morning during the third semester of the program study plan . The program is completed on a full-time basis, but it must be completed in no more than three years. The language of instruction is English, except in the Arabic/Islamic Studies tracks in which some of the courses will be delivered in Arabic when that language is deemed most appropriate for course goals.

Satisfactory academic progress will be determined by course assessments, including traditional exams, authentic teaching experiences scored by rubric, projects, products, case studies, and an extensive electronic portfolio. Candidate progress will be tracked throughout the experience with the standard instruments currently being developed by the accreditation team. These instruments are being designed to ensure candidates master both Qatar and INTASC standards for beginning teachers .

#### **1.6. Program Organizational and Administrative Structure**

The College of Education at Qatar University hosts the Diploma program The Head of the Department is assisted by the Program Co-coordinator in matters related to curriculum, teaching, committee work as well as student advising activities. The Head of the department reports to the Dean of the College of Education on all academic matters. The following chart illustrates both the organizational and administrative structure for the program.



## 1.7. Program Accreditation

In January 2011, the College of Education received International Recognition in Teacher Education (IRTE) from the Center for Quality Assurance in International Education. **This included recognition of all programs within the college.** The only deficiencies noted in the recognition were that the college conceptual framework needed a stronger research base and that a more defined unit assessment should be developed and institutionalized. Both of these have been addressed by the college and are available for review. In January 2013, IRTE was subsumed by the National Council for Accreditation in Teacher Education (NCATE). For this reason, in April 2013, representatives from NCATE (rather than IRTE) will visit the college to review the two deficiency areas. If the representatives agree that they have been corrected, the college, and all programs within the college, will receive recognition by NCATE.

The recommendations of the committee resulted in systemic actions to strengthen and improve the unit. Among these changes were the following. (Report for the Academic Year 2010-2011 Submitted November 1, 2011 Annual Report of the College of Education, Qatar University to the Center for Quality Assurance in Teacher Education)

- The conceptual framework was revisited to strengthen its theoretical base and to present a clearer articulation of the philosophy of the unit and the knowledge, skills, and dispositions it values (Appendix A). Although this effort is not yet completed, significant progress has been achieved, and committees are currently meeting to prepare the final document for review by stakeholders in the unit and external partners.
- Unit assessment activities were articulated in a rigorous unit assessment plan. The system includes stronger triangulation of data and policies to increase inter-rater reliability. It includes policies in which data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance. Analysis and reporting of data is systematic across programs. Evaluation of programs and unit operations to ascertain effectiveness is a central to the process.
- The Taskstream™ online assessment system has been more fully operationalized to support unit assessment, with multiple measures of learning outcomes tracked throughout each program. All faculty members have received training on how to use Taskstream and have had the opportunity to contribute to the structure and content of its assessment instruments.
- Dispositions for the Masters in Education programs were clarified and evaluation instruments developed so that multiple measures of dispositions are now conducted for all programs in the unit.
- Stronger measures of content knowledge were established, including content exams in all programs.
- Data-based reports for the last three years aligned to unit learning outcomes were completed and filed on the university assessment site.
- Assignments were added to initial program that require candidates to assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. The assignments in the advanced programs require candidates to analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. School leader candidates are required to provide evidence that they are able to create positive environments for student learning and that they collect and analyze data related to student learning and apply strategies for improving student learning within their own jobs and schools.
- Assessment of candidate's instructional use of technology was included in each program in the unit.

- A stronger candidate support system has been developed. It is currently in review by the department heads and coordinators, but it is expected that that it will be operational this semester (Fall 2011).
- Stronger internship observation and evaluation has been instigated for the Masters in Education programs.
- The Diversity Survey and Exit Survey have been revised to more closely correlate to unit learning outcomes and/or unit dispositions. The Exit Survey was also modified for the Masters Programs.
- A Post-graduation survey was developed that specifically addressed the knowledge and skills of the masters programs .

### **1.8. Summary of Previous Academic Program Review Outcomes and Actions Taken**

This is the first Academic University Program Review that the program has completed.

## **2. Program Description**

**Program:** Diploma in Secondary Education

**Hosting Academic Unit:** Department of Educational Sciences

**College:** Education

### **2.1. Mission Statement**

The Development of the program mission is a process in which all faculty members participated and contributed to; this is an integral part of program initiation. It was developed through the heads of department meetings with the attendance of the program coordinator, sample of faculty and administrative staff .Then it was discussed in the steering committee, with College partners/ stakeholders and all college staff.

**Program Mission statement:** The Diploma in Secondary Education program will prepare well-qualified teachers who have the knowledge, skills, and dispositions for teaching in secondary schools and who can represent the highest ideals of the Educational Reform in Qatar and in the region.

#### **Department mission statement:**

The mission of the Department of Educational Sciences is to provide to its students high quality education in light of the Qatar Reform Agenda. The department mission is also to facilitate the quality research needed to improve teaching and learning, and best practices in student-centered pedagogy, and the engagement in effective deployment of technology in the classroom. The department will generally instill the dispositions of its graduates as successful leaders who could lead successful teaching roles in today's Independent Schools and schools of the future.

**The College of Education mission statement:**

The College of Education is committed to providing excellence in the initial and advanced preparation of education professionals by establishing a foundation in which life-long learning, teaching, research, and community partnerships are fostered.

**Qatar university mission Statement:**

Qatar University is the national institution of higher education in Qatar. It provides high quality undergraduate and graduate programs that prepare competent graduates, destined to shape the future of Qatar. The university community has diverse and committed faculty who teach and conduct research, which address relevant local and regional challenges, advance knowledge, and contribute actively to the needs and aspirations of society.

**2.2. Program Operational Objectives and Strategic Plan**

The strategic plan is for the entire College of Education and not only the Diploma Program. Qatar University faculty members, partners and students were involved in the development of the Strategic Plan Objectives. The main focus of the CED strategic plan for the department 2010-2013 is on:

1. Prepare competent graduates by providing high quality education.
2. Conduct quality research that addresses contemporary challenges and advances knowledge.
3. Identify and meet the needs and aspirations of society

**2.3. Program Educational objectives:**

- . \*Demonstrate the knowledge, skills, and dispositions needed for successful teaching
- \*Actively promote academic achievement for all student
- \*Plan and conduct student-centered, standards-based instruction
- \*Engage in ongoing research in education in Qatar by teaching and modeling inquiry methodologies and data-informed Instruction

**Developing and revising the program educational objectives went through the following steps:**

**Development:**

Reviewing the University mission, vision and strategic plan

- Reviewing the unit mission, vision and strategic plan
- Reviewing the university, college and market needs
- Statement of the program educational objectives by a committee in the concerned dept.
- Holding Faculty meetings at the program and departments 'levels for review
- Presentation and discussion of the program educational objectives in a College meeting “Shape the Future Meeting”
- Presentation and discussion of the program educational objectives in a College meeting with College stakeholders (partners meeting)
- Approving the objectives in the steering committee meeting as well as the College Council
- Implementation of approved program educational objectives

#### **Revising**

- Making a SWAT analyses based on the annual assessment plan (faculty involved in the particular department)
- Discussing the results of the SWAT analysis in the department and college meeting (steering committee)
- Presentation and discussion of the new educational objectives in a College meeting “Shape the Future Meeting”
- Presentation and discussion of the new program educational objectives in a College meeting with College stakeholders (partners meeting)
- Implementation of approved educational objectives and making the necessary modifications

#### **2.4. Relation to University Mission and Strategic Plan**

The program is clearly related to the institution's published role and mission. It is believed that the program specifically addresses the mission of the university .The program is also clearly related to the mission of COED to provide highly qualified education professionals for Qatar.

#### **2.5. Program Level Student Learning Outcomes**

The program provides students with theoretical and practical information that they need at primary school in addition to providing them with the mechanics of scientific research .In October, 2012, the Student Learning Outcomes (PLOs) were slightly modified and are as follows:

##### **Teaching**

**Content:** Demonstrate understanding of the key theories and concepts of the subject matter.

**Pedagogy:** Plan effective instruction to maximize student learning.

**Technology:** Use current and emerging technologies in instructionally



powerful ways.

**Diversity:** Foster successful learning experiences for all students by addressing individual differences.

**Scholarship**

**Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.

**Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors resources.

**Leadership**

**Ethical Values:** Apply professional ethics in all educational contexts.

**Initiative:** Lead positive change in education.

**Table (2.6.1) Mapping of Student Learning Outcomes to Program Educational Objectives**

Learning Outcomes	Objectives			
	(1) Knowledge, skills, & dispositions	(2) Promoting academic achievement for all	(3) Student-centered, standards-based instruction	(4) Ongoing research
1. Content	√			
2. Pedagogy	√	√	√	
3. Technology	√		√	
4. Diversity	√	√		

5. <i>Scholarly Inquiry</i>		√	√	√
6. <i>Problem Solving</i>			√	√
7. <i>Ethical Values</i>		√		

## 2.7. Needs for the Program

Needs Addressed (University, Market and Country)

University :

- It is the only program at the state of Qatar that concentrates on developing the teachers 'performance while in-service .
- It is aligned with the university objectives that aim at providing and graduating qualified graduates
- The availability of educationally qualified teachers contribute to education development in Qatar University

It is believed that the program meets the needs of our current and forthcoming student populations while contributing to the success of Qatar's Educational Reform and its future and the vision of the University to offer high quality, learning-centered education for the citizens of Qatar.

Market:

- Most studies indicated that there is a need to provide the labor market with highly qualified teachers in all majors .

Reports from the SEC indicate that the independent schools will need 2562 teachers by 2012. This number was calculated based on estimate that will be 5% annual increasing number of the students and that the percentage of teachers who will transfer from ministry schools to independent is around 40-60%, which will result in a severe shortage of teachers. In addition to this pressing need, the new Professional Standards for Teachers and School Leaders (SEC, 2007) herald the move toward accreditation of teachers in Qatar. It is essential that programs be initiated that specifically foster the mastery of the knowledge and skills required for accreditation

Country:

Graduates from the program will contribute to the social and/or economic development of the country according to the Qatar National Vision 2030 and Qatar National Development Strategy 2011-2016 since the College of Education has most of the qualifications and credentials that can achieve the following through its programs as follows:

## **An Educated Population**

**A world-class educational system that equips citizens to achieve their aspirations and to meet the needs of Qatar’s society, including:**

- Educational curricula and training programs responding to the current and future needs of the labor market
- High quality educational and training opportunities appropriate to each individual's aspirations and abilities
- Accessible educational programs for life-long learning
- A solid grounding in Qatari moral and ethical values, traditions and cultural heritage
- A strong sense of belonging and citizenship
- Innovation and creativity
- Participation in a wide variety of cultural and sports activities
- Well-developed, independent, self-managing and accountable educational institutions operating under centrally-determined guidelines.
- An effective system for funding scientific research shared by the public and private sectors and conducted in cooperation with specialized international organizations and leading international
- Research centers.

A significant international role in cultural and intellectual activity and scientific research

In regard to the Qatar **National Development Strategy 2011~2016**, The human development pillar of QNV 2030 calls for the “development of all its people to enable them to sustain a prosperous society” and “to meet the needs of this generation without compromising the needs of future generations”. “Qatar aims to build a modern world-class educational system that provides students with a first-rate education.”— Qatar National Vision 2030

### **Building knowledge and skills:**

As the Qatar economy diversifies from its reliance on gas and oil, success will depend increasingly on the ability to compete in a global knowledge economy .The College of Education develops in its students through its programs **the concept of lifelong learning, with individuals encouraged to acquire education and update their skills throughout their lives** in alignment with the country’s trend that this continuum spans three education sectors: general education (kindergarten through grade 12), **higher education**, and technical education and vocational training. Because of the underachievement in math, science and English language at all levels, and **the need to strengthen education administration and the teaching profession**, **The College of Education tries to have the educational curriculum more aligned to the needs of the labor market while being supportive of Qatari values.**

## **2.8. Demand for the Program**

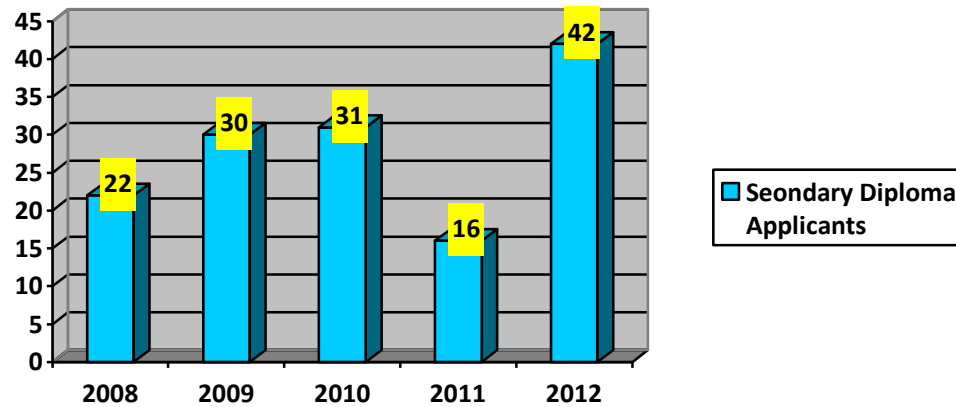
**Employer Demand:**

**No studies have been completed related to schools demand for the program.**

**- Student Demand:**

No formal study was conducted to identify potential student demand for the diploma program

- According to Qatar university Admission department report On Orecal system , we can find that from 2008 – 2013 the list of applicant in the Secondary diploma programs shows the follow:



**2.9. Program Promotion and Student Outreach**

The diploma Program is on the QU website providing detailed information about the program. Program brochures are given out at the Annual Education Conference held each year at the College of Education. Participants in the numerous workshops that are provide by NCED and the College of Education are informed about the program. Finally, our students and faculty who are out in schools use word of mouth outreach promoting the program to future students.

- 3. Secondary Diploma Program Tools to help candidates students:
- 4. 1.Orientation days
- 5. 2.Media
- 6. 3.Independent Schools Visit
- 4. Advertising in Newspaper
- 5.Conferences show room
- 6.Brochures

- 7.
8. Also we have Scholarship for in-service Teachers who work in the independent school ,
9. Sabbatical Leave for Qatari from SEC Students

### 3. Students

#### 3.1 Student Body

**Table 3.1.1 Fall 2012 Secondary Diploma Students**

<u>Total Of applicants</u>	<u>Total No . Of Admitted</u>	<u>Total No. Of Registered</u>	<u>Nationality</u>		<u>Gender</u>	
			<u>Qatari</u>	<u>Non Qatari</u>	<u>Male</u>	<u>Female</u>
<u>42</u>	<u>10</u>	<u>9</u>	<u>1</u>	<u>8</u>	<u>6</u>	<u>3</u>

**Table 3.1.2 Secondary Diploma Concentrations Fall 2012**

Secondary Majors	Arabic	Islamic	Social	Math	English	Chemistry	Physics	Biology	Total
	4	2	3		NA	NA	NA	NA	9

**Table 3.1.3 Fall 2011 Secondary Diploma Students**

<u>Total Of applicants</u>	<u>Total No . Of Admitted</u>	<u>Total No. Of Registered</u>	<u>Nationality</u>		<u>Gender</u>	
			<u>Qatari</u>	<u>Non Qatari</u>	<u>Male</u>	<u>Female</u>
<u>16</u>	<u>11</u>	<u>9</u>	<u>2</u>	<u>7</u>	<u>5</u>	<u>4</u>

**Table 3.1.4 Secondary Diploma Concentrations Fall 2011**

Secondary	Arabic	Islamic	Social	Math	English	Chemistry	Physics	Biology	Total
Majors	2	3	1	NA	NA	NA	1	2	9

**Table 3.1.5 Fall 2010 Secondary Diploma Students**

<u>Total Of applicants</u>	<u>Total No . Of Admitted</u>	<u>Total No. Of Registered</u>	<u>Nationality</u>		<u>Gender</u>	
			<u>Qatari</u>	<u>Non Qatari</u>	<u>Male</u>	<u>Female</u>
<u>31</u>	<u>10</u>	<u>1</u>	NA	1	NA	1

**Table 3.1.6 Secondary Diploma Concentrations Fall 2010**

Secondary	Arabic	Islamic	Social	Math	English	Chemistry	Physics	Biology	Total
Majors	NA	NA	NA	NA	NA	NA	NA	1	1

**Table 3.1.7 Fall 209 Secondary Diploma Students**

<u>Total Of applicants</u>	<u>Total No . Of Admitted</u>	<u>Total No. Of Registered</u>	<u>Nationality</u>		<u>Gender</u>	
			<u>Qatari</u>	<u>Non Qatari</u>	<u>Male</u>	<u>Female</u>
<u>30</u>	<u>7</u>	<u>7</u>	1	6	6	1

**Table 3.1.8 Secondary Diploma Concentrations Fall 2010**

Secondary	Arabic	Islamic	Social	Math	English	Chemistry	Physics	Biology	Total
Majors	2	2	Non	non	1	2	Non	Non	7

**Table 3.1.9 Fall 2008 Secondary Diploma Students**

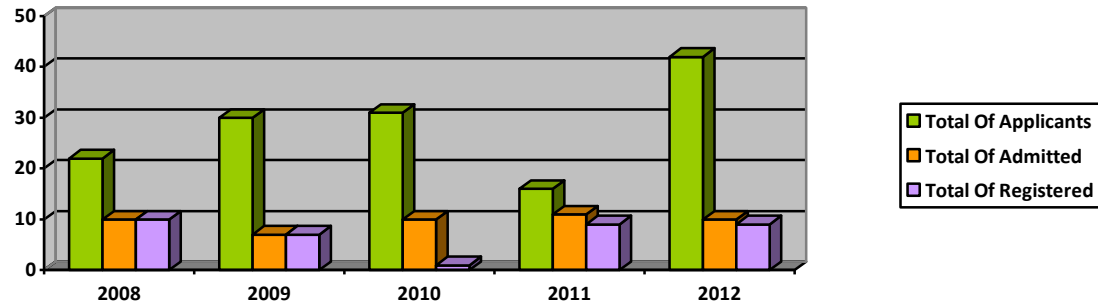
<u>Total Of applicants</u>	<u>Total No . Of Admitted</u>	<u>Total No. Of Registered</u>	<u>Nationality</u>		<u>Gender</u>	
			<u>Qatari</u>	<u>Non Qatari</u>	<u>Male</u>	<u>Female</u>
<u>22</u>	<u>10</u>	<u>10</u>	<u>3</u>	<u>6</u>	<u>4</u>	

**Table 3.1.10 Secondary Diploma Concentrations Fall 2008**

Secondary	Arabic	Islamic	Social	Math	English	Chemistry	Physics	Biology	Total
Majors	5	1	NA	2	1	NA	NA	1	10

**Table 3.1.11. Summary Table of Admission Statistics For the last 5 years**

	2008	2009	2010	2011	2012
Applicants	22	30	31	16	42
Admitted	10	7	10	11	10
Registered	10	7	1	9	9



**Table 3.1.12 Graduates by diploma, college & major**

**Diploma**

2007-08      2008-09      2009-10      2010-11

	2007-08	2008-09	2009-10	2010-11
<b>Diploma in Secondary Education</b>				
<b>Total</b>	-	21	20	17
<b>Qatari</b>	-	3	4	4



### 3.2 Student Admission Process and Requirements

Graduate Admission Requirements into the program:

All applicants to the Diploma in Secondary Education program who meet the following minimum criteria will be considered for admission to Qatar University:

1. Completed a Bachelor's degree with a minimum cumulative GPA of 2.00 out of 4.00 from a university or college accredited by an international accrediting association or by the Ministry of Higher Education or equivalent in that country.
2. Achieved a minimum score of 450 on the paper-based TOEFL or equivalent test taken within 2 years of the start of the intended semester of admission. (except for applicants to the Arabic and Islamic Studies track).
3. Hold an international computer driving License ICDL OR pass the computer efficiency test in the college.
4. Successful completion of the College of Education's content knowledge test.
5. Personal interview.

#### Admissions - Process

The following is a step-by-step guide intended to assist graduate applicants through the admissions application process for the various Diploma, Masters and Doctorate programs offered by Qatar University.

[Requirements](#) webpage.

the Application [Timelines](#) page.

the online admissions [application](#):

[transcript](#) and [test score](#), university [transcripts](#),

e-mailed to [graduate@qu.edu.qa](mailto:graduate@qu.edu.qa)

[fee](#).

the status of their application through [myBanner](#)

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**Table 3.2.1 Bachelor's degree Scores for the Past Five Years**

Academic Year	Number of New Admitted Students	Bachelor's degree Scores		
		MIN.	MAX.	AVG.
2012-13	10	Not available in the SIS	Not available in the SIS	
2011-12	11	2.11	3.5	
2010-11	10	2.1	3.78	
2009-10	7	2.41	3.51	
2008-9	10	2.52	3.42	

**Note: GPA calculation method differ according to University and college requirements.**

**Table 3.2.2 History of Admission Data for the Past Five Years**

Academic Year	TOEFL	IELTS Scores	ICDL	Computer Test	Content Test
	MIN.	MIN.		MIN.	MIN.
<b>2012-13</b>	<b>450</b>	5	NA	70%	75%
<b>2011-12</b>	<b>450</b>	5	NA	70%	75%
<b>2010-11</b>	<b>450</b>	5	NA	70%	75%
<b>2009-10</b>	<b>450</b>	5	NA	70%	75%
<b>2008-9</b>	Michigan Test				

### 3.3 Student Enrollment

**Table 3.3.1 Student Enrollment For the Past Five Years**

Academic year	Full-Time Students (FT)	Number of Graduates
2012-13	9	Expected to Graduate Spring 2014(9)
2011-12	9	7 Eligible to Graduate in Fall 2012
2010-11	1	1
2009-10	7	7
2008-9	10	10

\* FTE = Full-Time Equivalent

**Table 3.3.2 Trends for Enrollment of students from the program in concentrations offered by other programs for the Past Five Years**

Minor Name	2008-9	2009-10	2010-11	2011-12	2012-13
Not Applicable					

**Table 3.3.3 Enrollment Trends in the minor offered by the program for the Past Five Years**

Academic year	Full-Time Students (FT)	Part-Time Students (PT)	Total Student FTE*	Number of students who completed the minor	List student majors (number of students from each major) e.g. English(23); Statistics(7); ...
---------------	-------------------------	-------------------------	--------------------	--	--

2012-13	Not Applicable
2011-12	
2010-11	
2009-10	
2008-9	

\* FTE = Full-Time Equivalent

### 3.4 Student Transfer

There is no transferred students from other programs

**Table 3.4.1** *Transfer Students for Past Five Years*

Academic Year	Number of Student Transfer Into the Program	Number of Student Transfer Out of the Program
2012-13	Doesn't apply	
2011-12		
2010-11		
2009-10		
2008-9		

### 3.5 Student Advising

The program coordinator and administrative assistant serve as all students' academic advisor. The program coordinator and administrative address course selection and related issues. Students may come during faculty office hours or secure an appointment in advance for advising. A short orientation is provided for students during the week before classes begin. The orientation provides students the opportunity to meet faculty members and individuals from the Graduate Studies Office and students are given a brief overview of the program. Students are then provided with a one-hour PowerPoint presentation that provides information regarding the CED vision and mission, the CED Conceptual Framework, the CED learning outcomes, National Professional Standards for School teachers and a comprehensive overview of the diploma program. In addition to that, the primary role of the Associate Dean for Student Affairs is to insure that all candidates have access to advising and counseling. **The Student Support Committee** recognizes outstanding candidate achievements and assesses candidates' satisfaction with advising services.

### 3.6 Student Retention:

The College of Education represented in its departments and faculty does a lot of practices for student retention. student satisfaction surveys are distributed every year through the Support Committee as well as student counseling services. , student orientation for the program is conducted with every new cohort .The early Academic probation system is followed through the regular progress reports that are made by faculty and collected by the assistant dean for students’ affairs.Many research based practices regarding student retention are being followed at the College of Education:

- 1-. High expectations are always stated and expressed to students in different courses and orientations, assignments, and percentages of achievement .
- 2 Students are provided with academic, social, and personal support .Support is provided in structured forms such as in, advising , resource room and student clubs and also in the everyday workings of student contact with faculty and staff advisor
- 3- Students receive frequent and early feedback about their performance as they are trying to learn and persist. This is clear from the use of early warning systems, classroom assessment techniques, and frequent mini-exams , progress reports all have the impact of providing students much needed information about their performance so that they can adjust their performance in order to persist.
- 4- Students are treated as valued members of the unit, and department. This is shown from the frequency and quality of contact with faculty, staff, and other students
- 5- Students are involved in class and College environments that foster learning. There are a number of classroom practices that the college of Education has utilized for this purpose. Among the more popular are cooperative and/or collaborative learning, problem-based learning, learning communities, student centered- instruction, etc. Though different, each has the common characteristic of requiring students to learn together, typically in small groups, in ways that call for students to reflect on their learning and become responsible for their own learning as well as that of their peers.

**Table 3.6.1** *Admitted, Registered, Students per Academic Year for Last Five Years*

Cohort Year	Number of Student Applied		Number of Student Admitted			Number of Student Registered	
	<i>PT</i>	<i>FT</i>	<i>PT</i>	<i>FT</i>	%	#	%
<b>2012-13</b>	<b>NA</b>	42		10	<b>23.8</b>	<b>9</b>	<b>90</b>
<b>2011-12</b>	NA	16		11	<b>68.7</b>	<b>9</b>	<b>81.8</b>
<b>2010-11</b>	NA	31		10	<b>23.2</b>	<b>1</b>	<b>1</b>
<b>2009-10</b>	NA	30		7	<b>23.3</b>	<b>7</b>	<b>100</b>
<b>2008-9</b>	NA	22		10	<b>45.4</b>	<b>10</b>	<b>100</b>

**Table 3.6.2** *Applied, Admitted, Registered, and Specialized Students by Cohort for Last Five Years*

Cohort Year	Number of Student Applied	Number of Student Admitted		Number of Student Registered		Number of Student Specialized	
	#	#	%	#	%	#	%
2012-13	42	10	23.8	9	90	NA	
2011-12	16	11	68.7	9	81.8	NA	
2010-11	31	10	23.2	1	1	NA	
2009-10	30	7	23.3	7	100	NA	
2008-9	22	10	45.4	10	100	NA	

**Table 3.6.3** *Student Retention by Cohort for the Last Ten Years*

Cohort Year	# Specialized Students	Continued to 2 <sup>nd</sup> Year		Continued to 3 <sup>rd</sup> Year		Graduated in 3 Years		Continued to 4 <sup>th</sup> Year		Graduated in 4 Years		Continued to 5 <sup>th</sup> Year		Graduated in 5 Years		Continued to 6 <sup>th</sup> Year		Graduated in 6 Years		Drop-Out / Dismissed	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2012-13		Not Applicable																			
2011-12		Not Applicable																			
2010-11		Not Applicable																			
2009-10		Not Applicable																			
2008-9		Not Applicable																			

**Table 3.6.4** Student Migration from the Major by Cohort for the Last Five Years

Cohort Year	Initial Nb. of Students Applied for Major And Admitted in QU	# Specialized in Major		Migrated to other Majors in College		Student Migrated to CAS		Student Migrated to CBE		Student Migrated to CENG		Student Migrated to CEDU		Student Migrated to CSIS		Student Migrated to PHARC		Student Migrated to LAWC	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2012-13		Not Applicable																	
2011-12																			
2010-11																			
2009-10																			
2008-9																			

### 3.7 Graduation Requirements and Trends

The Diploma students are required to meet several checkpoints throughout their program. The diploma Administrative Assistant keeps updated records Requirements at Each Checkpoint for Candidates in the Graduate Programs. The QU Registrar forwards a list of students who are about to graduate every academic year. The Administrative Assistant for diploma and the coordinator review the list for approval. The list is then sent to the Assistant Dean for Student Affairs in the College of Education who completes the process by forwarding the approved names to the registrar.

#### Requirements at Each Checkpoint for Candidates in the Post-Baccalaureate Programs

Post-Baccalaureate Diplomas	University Admission – Program specific Requirements	Checkpoint 1 Application for teacher admission for education	Checkpoint 2 Application for internship: completion of all coursework	Checkpoint 3 Completion of internship	Checkpoint 4 End of first year of teaching
<ul style="list-style-type: none"> <li>• Early Childhood</li> <li>• Special Education</li> <li>• Primary Education</li> </ul>	<ul style="list-style-type: none"> <li>• Baccalaureate GPA <math>\geq 2.0</math></li> <li>• TOEFL <math>\geq 450</math> or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of EDUC 500, 502, 503)</li> </ul>	<ul style="list-style-type: none"> <li>• Ed GPA <math>\geq 2.5</math> No grade lower than “C” in any education course</li> <li>• Micro teach ((70% % of</li> </ul>	<ul style="list-style-type: none"> <li>• Ed GPA <math>\geq 2.5</math> No grade lower than “C” in any education course</li> <li>• Classroom Practice Assessment (CPA-PPI) completed at midpoint and end of internship</li> </ul>	<ul style="list-style-type: none"> <li>• Post-Graduation Survey</li> <li>a) Candidate</li> </ul>

<ul style="list-style-type: none"> <li>• Secondary Education</li> </ul>	<p>measure (except the Arabic concentration)</p> <ul style="list-style-type: none"> <li>• Successful interview</li> <li>• Completion of Computers for Education</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Passing score (<math>\geq 70</math>) on ICT Exam</li> <li>• Passing score (<math>\geq 70</math>) on content tests</li> </ul>	<ul style="list-style-type: none"> <li>• Ed GPA <math>\geq 2.5</math></li> <li>• No grade lower than "C" in any education course</li> </ul>	<p>assessed outcomes must be at the satisfactory level -- level 3 out of 4).</p> <p>Professional Dispositions Instrument (PDI) completed by college supervisor; (<math>\geq 70\%</math> of assessed outcomes must be at or above satisfactory level – 3/4)</p>	<p>completed by:</p> <ul style="list-style-type: none"> <li>a) Mentor Teacher</li> <li>b) College Supervisor</li> <li>c) Candidate self-assessment</li> </ul> <p>(<math>\geq 80\%</math> of assessed outcomes must be at or above satisfactory level – 3/4)</p> <ul style="list-style-type: none"> <li>• Professional disposition Instrument (PDI) completed by <ul style="list-style-type: none"> <li>a) Mentor teacher</li> <li>b) College Supervisor</li> <li>c) Candidate self-assessment</li> </ul> </li> </ul> <p>(<math>\geq 80\%</math> of assessed outcomes must be at or above satisfactory level – 3/4)</p> <ul style="list-style-type: none"> <li>• Unit Plan (80% of assessed outcomes must be at the satisfactory level -- level 3/4 4).</li> <li>• Portfolio (80% of assessed outcomes must be at or above the satisfactory level – 3/4</li> </ul>	<ul style="list-style-type: none"> <li>b) Current supervisor (example: principal or academic vice principal)</li> </ul>
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**Table 3.7.1 Graduation Trends for the Past Five Years**

Academic year	Full-Time Student Graduates (FT)	Total Number of Graduates with GPA > 2.5	Average GPA for all Graduates
2012-13	NA	NA	NA
2011-12	7	7	3.44
2010-11	1	1	3.76
2009-10	6	6	3.29
2008-9	10	10	3.46

**Table 3.7.2 Average Graduation Time**

Academic Year	Students who Graduated in				Total
	18 Months		More than 18 Months		
	#	%	#	%	
2012-13	-	-	-	-	-
2011-12	7	77.78	NA	-	
2010-11	1	100	NA	-	
2009-10	6	85.71	NA	-	
2008-9	10	100	NA	-	

**Table 3.7.3 Number of program graduates per year for the past five years**

<b>Academic Year</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>Graduate</b>	<b>10</b>	<b>7</b>	<b>1</b>	<b>17</b>	<b>-</b>

*Table 3.7.4 Number of students dismissed from the University\**

	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>
<i>Secondary Diploma</i>	<i>NA</i>	<i>1</i>	<i>NA</i>	<i>2</i>

### 3.8 Student Placement

The program helps students to receive an educational qualification that is a requirement to work at independent schools. There is no specific (formal) program to assess students in job placement. In addition, the majority students enrolled in the diploma program are currently teachers, coordinators, etc.

**Table 3.8.1 Placement of Program Graduate**

<b>Student Id</b>	<b>Year Matriculated</b>	<b>Year Graduated</b>	<b>Other Degrees after Graduation</b>	<b>Initial Employer</b>	<b>Initial Employment Date</b>	<b>Current Employer &amp; Job Title</b>
Not Applicable						

### 3.9 Student Support Services

The College of Education established many services 'units to promote student learning and enhance the development of students

Students Support Committee:

\*The Students Support Committee (SSC) was developed with the purpose to better serve the needs of the students in the College of Education (CED). With that intention in mind, the committee set out to assess, identify and meet the needs of various students in the CED.

\*The Counseling Office.

\*The Educational student club

\*The Education Resource Room

\*Workshops

\*Extending work hours at the University Library

\*The Quality Assurance committee

-It conducted a study to investigate active learning experiences provided to students. An Active Learning Report showed a lot of enhancing activities and methods within courses as reported by students and also through a the content analysis procedure .It conducts Regular review of the curriculum and syllabi

\*Surveys on Students' Satisfaction with the College of Education Services. The Student Satisfaction Survey will be presented and broken down into four areas. These are Academic Service Dimension, Academic Advising and Student Support and Quality of Facilities and Other Services, the Student Satisfaction Survey will be presented and broken down into four areas, extra-curricular activities.

### **\*The process of managing formal candidate complaints**

The Associate Dean's office has established and implemented the following procedures for academic and non-academic student complaints:

#### 1. Informal Solution:

The student should first try to resolve the problem informally by discussing it with the faculty member. If the student and faculty member cannot reach an agreement, the student should discuss the problem with his/her academic advisor.

#### 2. Formal Solution:

If the problem is still not resolved, the advisor will ask the student to fill in an official form “Student Complaints Form” which includes the name of the student, his/ her ID, college, program, mobile number, and the complaint. Sometimes complaints are sent by emails. The student usually has (10) business days from the date of the incident to file the complaint in writing. The advisor, then, will send a report with the complaint to the Associate Dean for Student Affairs office which will transfer the issue to the Heads of Departments. The Heads, then, will contact the faculty and the student and examine any relevant evidence, including any documentation the parties wish to submit. If the student problem is against the department head it will be transferred to the College Dean and later to one administrative level higher than that of the Department Head/Dean.

Look at QU Student-Handbook at the following link for more details:

<http://www.qu.edu.qa/students/handbook.php>

\*All these services are provided to all programs, but since secondary diploma program students are in-service teachers ,they may not benefit from few of the services because they come to classes from 3-7 .

#### Learning Support

Qatar University operates Learning Support Centers on each campus to provide services to students to supplement their in-class instruction and ability to meet course requirements. These services include tutoring, acquiring efficient learning skills and strategies, academic and learning assessment (in conjunction with the Counseling Center), and writing labs and workshops. Information about the Learning Center may be found at <http://www.qu.edu.qa/students/services/slsc/>

#### Accommodations for Students with Disabilities

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University seeks to ensure fair and appropriate access to programs, services, facilities, and activities for students with special needs. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services to coordinate reasonable accommodations for students with documented disabilities.

#### Special Needs Section

##### Student Activities building

Men’s Campus: 44033854, Fax: 44838925; Women’s Campus: 44033843, Fax: 44839802; Email: [specialneeds@qu.edu.qa](mailto:specialneeds@qu.edu.qa); Office hours: 7:30 AM – 2:30 PM

## 4. Curriculum

### **The process used in Developing and reviewing the program curriculum**

The Department Head establishes a curriculum Initiation Taskforce including a group of faculty experts in the field to develop the new program curriculum. The program curriculum initiation taskforce develops and submits to the Department Head a short and concise preliminary proposal of the curriculum. The Department Head evaluates the preliminary proposal and forwards it with a pre-approval form to the College curriculum committee. The College curriculum committee evaluates the preliminary proposal and forwards it with a pre-approval form to the College Dean for evaluation. The College Dean evaluates the preliminary proposal and submits it with a recommendation letter to the university program review committee.

As for reviews, Suggesting the curriculum changes are conducted by coordinators in the heads of departments and coordinators meeting. Discussing the curriculum changes in the steering committee meeting for final decision. The Minor and substantial changes in the curriculum of an academic program follows the Qatar University Faculty Handbook, Spring 2012. (Minor changes require final approval by the Vice President and Chief Academic Officer before implementation. Structural curriculum changes consisting of a substantial change in the curriculum of an academic program require final approval by the Board of Regents before implementation).

#### 4.1 Curriculum Description

It consists of 30 credit hours, including nine credit hours in core courses, twelve credit hours in content-specific methods courses, and a six credit hour internship.

**Table 4.1.1 Curriculum Structure**

<b>Curriculum Component</b>	<b>Number of Courses</b>	<b>Total Number of Credit Hours</b>
<b>Core Curriculum Requirements</b>	<b>5</b>	<b>12</b>
<b>Major Requirements</b>	<b>5</b>	<b>18</b>
<b>Total:</b>	<b>10</b>	<b>30 CH</b>

#### Diploma Core Courses

Candidates in all diploma programs take twelve credit hours of core courses that represent basic knowledge and skills essential for teaching at all levels in Qatar. They help candidates understand the educational context of Qatar and the Professional and Curriculum Standards (QNPS and QNCS). These courses are a part of each semester of the diploma programs, including the internship semester, in which the course Management of the Education Environment draws from and supports authentic classroom issues and concerns. Core courses are offered in English and Arabic for the multiple strands in the diploma programs. They are closely aligned with the Conceptual Framework and address unit learning outcomes, as recorded in the Alignment Chart provided as an exhibit.

**List of Core Courses:**

EDUC 500: Qatari Schools and Society (1 CH)

EDUC 501: Human Development & Learning (2hours)

EDUC502 Instructional Planning and Assessment (3 CRS)

EDUC 503: Introduction to Special Education (3)

EDUC 504: Management of Educational Environment ( 3 )

**Table 4.1.2 Alignment of Qatar Professional Standards for Teachers  
with the College of Education’s Conceptual Framework for Diploma Core Courses**

	College of Education Conceptual Framework							
Professional Standards for Teachers	Teaching				Scholarship		Leadership	
	Content	Pedagogy	Technology	Diversity	Scholarly Inquiry	Problem Solving	Ethical Values	Initiative
1. Structure innovative and flexible learning experiences for individuals and groups of students.	EDUC 502 Interdisciplinary Lesson Plan	EDUC 502 Curriculum Unit		EDUC 503 IEP		EDUC 503 IEP		EDUC 503 IEP
2. Use teaching strategies and resources to engage students in effective learning.	EDUC 502 Curriculum Unit	EDUC 501 Vignettes		EDUC 503 IEP		EDUC 503 IEP		EDUC 503 IEP
3. Foster language literacy and numeracy	EDUC 503	EDUC 503		EDUC 503		EDUC 503		EDUC 503

development.	Curriculum Unit	Curriculum Unit		IEP		IEP		IEP
4. Create safe, supportive and challenging learning environments.	EDUC 504 Classroom Management Plan	EDUC 501 Vignettes	EDUC 504 Recorded Data and Intervention Plan	EDUC 503 IEP		EDUC 503 IEP		
5. Construct learning experiences that connect with the world beyond school.	EDUC 500 Written Reflection Assignments			EDUC 503 IEP				
6. Apply information and communication technology in managing student learning.			EDUC 504 Data Sheet					
7. Access and report on student learning.	EDUC 502 Assessment Instrument and Analysis	EDUC 502 Assessment Instrument and Analysis	EDUC 503 Web Resources Review	EDUC 503 Technology Resources Review	EDUC 502 Assessment Analysis	EDUC 504 Recorded Data and Intervention Plan		
8. Apply knowledge of students and how they learn to support student learning and development.	EDUC 502 Curriculum Unit	EDUC 502 Curriculum Unit		EDUC 503 IEP			EDUC 503 IEP	EDUC 503 Family Plan
9. Apply teaching subject area knowledge to support student learning.	EDUC 502 Lesson Plans	EDUC 502 Lesson Plans		EDUC 502 Lesson Plans				
10. Work as a member of professional teams.							EDUC 503 IEP	EDUC 503 Family Plan
11. Build partnerships with	EDUC 503	EDUC 503				EDUC 500		EDUC 503

families and the community.	Family Plan	Family Plan				Reaction Paper		Family Plan
12. Reflect on, evaluate and improve professional practice.	EDUC 500 Philosophy Statement	EDUC 502 Assessment Instrument and Analysis						EDUC 503 Ethics Report

In addition to these courses, the candidates have **ongoing field experiences in teaching**. Field experience for the program is substantial, sustained, standards-based, in real settings, planned and guided cooperatively with school and government partners, and for credit. As students progress through the program, attention is increasingly placed on field-based learning/internship experiences. Internships provide opportunities to synthesize and apply acquired knowledge in the workplace and to develop and refine skills included in the program’s standards-based curriculum. The students’ progress from a reactive position in initial field experiences, during which they are expected to observe and reflect; to an interactive position in which they participate to a limited extent in school activities; and, finally, to a fully active position during their final internship in which they assume the full responsibilities of a classroom teacher for a 10-week, 400 hour experience

**Table 4.1.3 Primary Education Diploma Program Field Hours**

<b>Diploma Program Field Hours</b>		
<b>Secondary Education</b>	<b>CRH</b>	<b>FEH</b>
Education Core	<b>27</b>	<b>27</b>
Qatari Schools & Society EDUC 500	3	3
Human Dev & Learning EDUC 501	6	6
Instructional Planning & Assessment EDUC 502	6	6
Intro to SpEd EDUC 503	6	6



Management of Ed Environment EDUC 504	6	6
Diploma-specific	12	<b>32</b>
Second Language Learners in the Secondary Classroom EDSE 502	3	8
Reading & Writing Across the Disciplines EDSE 503	3	8
Methods I: Instructional Strategies EDSE 554/555/556; 557; 558; 559; 560	3	8
Methods II: Inquiry and ICT for Specific Disciplines EDSE 564/565/566; 567; 568; 569; 570	3	8
Internship EDSE 580	6	300
Orientation and Seminar		40
		<b>399</b>

CRH= Credit hours FEH= Field Experience Hours Total number of field experience and internship hours for each program = 399 hours

#### 4.2. Program Length

The Diploma Program is two years long divided into three semesters (30 credit hours).

The Teaching Methods in majors provide the learner's with strategies used in teaching the best use of ICT in Teaching.

#### 4.3. List of Courses

**Table 4.3.1** *List of Courses in the diploma program*  
Program Plan 2012 – 2013  
Diploma Program in Secondary Education (Biology)

Education Core	Course Title	12 CRH	Semester No.	Prerequisites	Prerequisites & concurrent
EDUC 500	Qatari Schools and Society	1	Fall (1)		
EDUC 501	Human Development & Learning	2	Spring(2)		
EDUC 502	Instructional Planning & Assessment	3	Fall (1)		
EDUC 503	Introduction to Special Ed.	3	Fall (1)		
EDUC 504	Management of Educational Environment	3	Fall (3)		
Program Specific		12 CRH			
EDSE 503	Reading and Writing Across the Curriculum	3	Spring(2)		
EDSE 554	Methods I: Instructional Strategies - Biology	3	Fall (1 )		
EDSE 502	Second Language Learners in the Secondary Classroom	3	Spring(2)		
EDSE 564	Methods II: Inquiry and ICT For Biology	3	Spring(2)	EDSE 554	
Clinical Experience		6 CRH			

EDSE 580	Internship	6	Fall (3)	EDUC 500 EDUC 501 EDUC 502 EDUC 503 EDSE 503 EDSE 554 EDSE 502 EDSE 564	EDUC 504
Total		30			

**Table 4.3.2** *List of Courses in the diploma program*  
Program Plan 2012 – 2013  
Diploma Program in Secondary Education (Chemistry)

Education Core	Course Title	12 CRH	Semester	Prerequisites	Prerequisites & concurrent
EDUC 500	Qatari Schools and Society	1	Fall (1)		
EDUC 501	Human Development & Learning	2	Spring(2)		
EDUC 502	Instructional Planning & Assessment	3	Fall (1)		
EDUC 503	Introduction to Special Ed.	3	Fall (1)		

EDUC 504	Management of Educational Environment	3	Fall (3)		
Program Specific		12 CRH			
EDSE 503	Reading and Writing Across the Curriculum	3	Spring(2)		
EDSE 555	Methods I: Instructional Strategies - Chemistry	3	Fall (1 )		
EDSE 502	Second Language Learners in the Secondary Classroom	3	Spring(2)		
EDSE 565	Methods II: Inquiry and ICT For Chemistry	3	Spring(2)	EDSE 555	
Clinical Experience		6 CRH			
EDSE 580	Internship	6	Fall (3)	EDUC 500 EDUC 501 EDUC 502 EDUC 503 EDSE 503 EDSE 555 EDSE 502 EDSE 565	EDUC 504
Total		30			

**Table 4.3.3** *List of Courses in the diploma program*

Program Plan 2012 – 2013

Diploma Program in Secondary Education (Physics )

Education Core	Course Title	12 CRH	Semester	Prerequisites	Prerequisites & concurrent
EDUC 500	Qatari Schools and Society	1	Fall (1)		
EDUC 501	Human Development & Learning	2	Spring(2)		
EDUC 502	Instructional Planning & Assessment	3	Fall (1)		
EDUC 503	Introduction to Special Ed.	3	Fall (1)		
EDUC 504	Management of Educational Environment	3	Fall (3)		
Program Specific		12 CRH			
EDSE 503	Reading and Writing Across the Curriculum	3	Spring(2)		
EDSE 556	Methods I: Instructional Strategies - Physics	3	Fall (1 )		
EDSE 502	Second Language Learners in	3	Spring(2)		

	the Secondary Classroom				
EDSE 566	Methods II: Inquiry and ICT For Physics	3	Spring(2)	EDSE 556	
Clinical Experience		6 CRH			
EDSE 580	Internship	6	Fall (3)	EDUC 500 EDUC 501 EDUC 502 EDUC 503 EDSE 503 EDSE 556 EDSE 502 EDSE 566	EDUC 504
Total		30			

**Table 4.3.3** *List of Courses in the diploma program*  
Program Plan 2012 – 2013  
Diploma Program in Secondary Education (Social Studies)

Education Core	Course Title	12 CRH	Semester	Prerequisites	Prerequisites & concurrent
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EDUC 500	Qatari Schools and Society	1	Fall (1)		
EDUC 501	Human Development & Learning	2	Spring(2)		
EDUC 502	Instructional Planning & Assessment	3	Fall (1)		
EDUC 503	Introduction to Special Ed.	3	Fall (1)		
EDUC 504	Management of Educational Environment	3	Fall (3)		
Program Specific		12 CRH			
EDSE 503	Reading and Writing Across the Curriculum	3	Spring(2)		
EDSE 557	Methods I: Instructional Strategies – Social Studies	3	Fall (1 )		
EDSE 502	Second Language Learners in the Secondary Classroom	3	Spring(2)		
EDSE 567	Methods II: Inquiry and ICT For Social Studies	3	Spring(2)	EDSE 557	
Clinical Experience		6 CRH			
EDSE 580	Internship	6	Fall (3)	EDUC 500 EDUC 501 EDUC 502	EDUC 504

				EDUC 503 EDSE 503 EDSE 557 EDSE 502 EDSE 567	
Total		30			

**Table 4.3.4** *List of Courses in the diploma program*  
Program Plan 2012 – 2013  
Diploma Program in Secondary Education (Arabic Studies)

Education Core	Course Title	12 CRH	Semester	Prerequisites	Prerequisites & concurrent
EDUC 500	Qatari Schools and Society	1	Fall (1)		
EDUC 501	Human Development & Learning	2	Spring(2)		
EDUC 502	Instructional Planning & Assessment	3	Fall (1)		
EDUC 503	Introduction to Special Ed.	3	Fall (1)		



EDUC 504	Management of Educational Environment	3	Fall (3)		
Program Specific		12 CRH			
EDSE 503	Reading and Writing Across the Curriculum	3	Spring(2)		
EDSE 558	Methods I: Instructional Strategies – Arabic	3	Fall (1 )		
EDSE 502	Second Language Learners in the Secondary Classroom	3	Spring(2)		
EDSE 568	Methods II: Inquiry and ICT For Arabic Studies	3	Spring(2)	EDSE 558	
Clinical Experience		6 CRH			
EDSE 580	Internship	6	Fall (3)	EDUC 500 EDUC 501 EDUC 502 EDUC 503 EDSE 503 EDSE 558 EDSE 502 EDSE 568	EDUC 504
Total		30			

**Table 4.3.5** *List of Courses in the diploma program*  
 Program Plan 2012 – 2013  
 Diploma Program in Secondary Education (Islamic Studies)

Education Core	Course Title	12 CRH	Semester	Prerequisites	Prerequisites & concurrent
EDUC 500	Qatari Schools and Society	1	Fall (1)		
EDUC 501	Human Development & Learning	2	Spring(2)		
EDUC 502	Instructional Planning & Assessment	3	Fall (1)		
EDUC 503	Introduction to Special Ed.	3	Fall (1)		
EDUC 504	Management of Educational Environment	3	Fall (3)		
Program Specific		12 CRH			
EDSE 503	Reading and Writing Across the Curriculum	3	Spring(2)		
EDSE 553	Methods I: Instructional Strategies –Islamic	3	Fall (1 )		
EDSE 502	Second Language Learners in the Secondary Classroom	3	Spring(2)		

EDSE 563	Methods II: Inquiry and ICT For Islamic Studies	3	Spring(2)	EDSE 553	
Clinical Experience		6 CRH			
EDSE 580	Internship	6	Fall (3)	EDUC 500 EDUC 501 EDUC 502 EDUC 503 EDSE 503 EDSE 553 EDSE 502 EDSE 563	EDUC 504
Total		30			

**Table 4.3.6** *List of Courses in the diploma program*  
Program Plan 2012 – 2013  
Diploma Program in Secondary Education (English)

Education Core	Course Title	12 CRH	Semester	Prerequisites	Prerequisites & concurrent
EDUC 500	Qatari Schools and Society	1	Fall (1)		

EDUC 501	Human Development & Learning	2	Spring(2)		
EDUC 502	Instructional Planning & Assessment	3	Fall (1)		
EDUC 503	Introduction to Special Ed.	3	Fall (1)		
EDUC 504	Management of Educational Environment	3	Fall (3)		
Program Specific		12 CRH			
EDSE 503	Reading and Writing Across the Curriculum	3	Spring(2)		
EDSE 559	Methods I: Instructional Strategies – English	3	Fall (1 )		
EDSE 502	Second Language Learners in the Secondary Classroom	3	Spring(2)		
EDSE 569	Methods II: Inquiry and ICT For English	3	Spring(2)	EDSE 559	
Clinical Experience		6 CRH			
EDSE 580	Internship	6	Fall (3)	EDUC 500 EDUC 501 EDUC 502 EDUC 503	EDUC 504

				EDSE 503 EDSE 559 EDSE 502 EDSE 569	
Total		30			

**Table 4.3.7** *List of Courses in the diploma program*

Program Plan 2012 – 2013

Diploma Program in Secondary Education (Mathematics)

Education Core	Course Title	12 CRH	Semester	Prerequisites	Prerequisites & concurrent
EDUC 500	Qatari Schools and Society	1	Fall (1)		
EDUC 501	Human Development & Learning	2	Spring(2)		
EDUC 502	Instructional Planning & Assessment	3	Fall (1)		
EDUC 503	Introduction to Special Ed.	3	Fall (1)		
EDUC 504	Management of Educational	3	Fall (3)		

	Environment				
Program Specific		12 CRH			
EDSE 503	Reading and Writing Across the Curriculum	3	Spring(2)		
EDSE 560	Methods I: Instructional Strategies – Mathematics	3	Fall (1 )		
EDSE 502	Second Language Learners in the Secondary Classroom	3	Spring(2)		
EDSE 570	Methods II: Inquiry and ICT For Mathematics	3	Spring(2)	EDSE 560	
Clinical Experience		6 CRH			
EDSE 580	Internship	6	Fall (3)	EDUC 500 EDUC 501 EDUC 502 EDUC 503 EDSE 503 EDSE 560 EDSE 502 EDSE 570	EDUC 504
Total		30			

#### 4.4. Mapping of the Curriculum to Program Level Student Learning Outcomes

**Table 4.4.1** Mapping of Courses to Student Learning Outcomes

Course/ PLO	EDUC 500	EDUC 501	EDUC 502	EDUC 503	EDUC 504	EDSE 502	EDSE 503	EDSE 553-560	EDSE 580
1			I	D		M			M
2.a.			I	D		M			M
2.b		I	D	D	M	M			M
2.c.			I	D		M			M
3			I			D	D	D	M
4	I	D	D	M					M
5			I			D			M
6			I			D			M
7	I			D	D				M
8	I/M		D	M					M

Legend: I=Introduced; D=Developed; M=Mastered

#### 4.5. Course Sequencing:

Semester 1 :Students study all basic courses that qualify them to the next step in the program

Semester 2 : Students start studying major field courses such as instructional methods in Arabic ,Islamic studies and social studies.

Semester 3: Students are involved in the Internship courses where he joins the field .

.All courses build a strong foundation for the final semester and the internship where students are required to demonstrate all SLOs.

#### 4.6. Curriculum and Course Delivery

Full time faculty teaches all the courses in the diploma Program are offered by the College of Education. The faculty receives some assistance regarding the syllabus, methods of course delivery, the use of Blackboard and Taskstream and the use of smart classroom as needed. Visiting faculty can be used sometimes when needed and they implement the program policies as well

#### 4.7. Study Plan

**Table 4.7.1 Diploma Program in Primary Education  
Diploma Program in Secondary Education ( Arabic language)**

		<b>1<sup>st</sup> semester</b>	<b>Fall</b>
<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>	
EDUC 500	Qatari Schools and Society	1	
EDUC 502	Instructional Planning & Assessment	3	
EDUC 503	Introduction to Special Ed.	3	
EDSE 558	Methods I: Instructional Strategies - Arabic Studies	3	
<b>Total</b>		<b>10</b>	
		<b>2<sup>nd</sup> semester</b>	<b>Spring</b>
EDUC 501	Human Development & Learning	2	



EDSE 503	Reading and writing across the curriculum	3
EDSE 502	Second language learners in the secondary classroom	3
EDSE 568	Method II: Inquiry and ICT for Arabic Studies	3
<b>Total</b>		<b>11</b>
		<b>Fall</b>
		<b>3<sup>rd</sup> semester</b>
EDUC 504	Management of Educational Environment	3
EDSE 580	Internship	6
<b>Total</b>		<b>9</b>
<b>Total</b>		<b>30 CRH</b>

**Program Plan Table 4.7.2 Diploma Program in Primary Education  
Diploma Program in Secondary Education ( Islamic Studies)**

		<b>Fall</b>
		<b>1<sup>st</sup> semester</b>
<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
EDUC 500	Qatari Schools and Society	1
EDUC 502	Instructional Planning & Assessment	3
EDUC 503	Introduction to Special Ed.	3
EDSE 553	Method I: Instr Strt – Islamic Studies	3

<b>Total</b>		<b>10</b>
		<b>2<sup>nd</sup> semester</b>
		<b>Spring</b>
EDUC 501	Human Development & Learning <sup>1</sup>	2
EDSE 503	Reading and writing across the curriculum	3
EDSE 502	Second language learners in the secondary classroom	3
EDSE 563	Method II: Inquiry and ICT for Islamic Studies	3
<b>Total</b>		<b>11</b>
		<b>3<sup>rd</sup> semester</b>
		<b>Fall</b>
EDUC 504	Management of Educational Environment	3
EDSE 580	Internship	6
<b>Total</b>		<b>9</b>
<b>Total</b>		<b>30 CRH</b>

**Table 4.7.3 Diploma Program in Primary Education**

**Diploma Program in Secondary Education (Social Studies )**

		<b>1<sup>st</sup> semester</b>
		<b>Fall</b>
	<b>Course Title</b>	<b>Credit Hours</b>

<b>Course Code</b>		
EDUC 500	Qatari Schools and Society	1
EDUC 502	Instructional Planning & Assessment	3
EDUC 503	Introduction to Special Ed.	3
EDSE 557	Mthds I: Instr Strt – Social Studies	3
<b>Total</b>		<b>10</b>
		<b>2<sup>nd</sup> semester</b>
		<b>Spring</b>
EDUC 501	Human Development & Learning	2
EDSE 503	Reading and writing across the curriculum	3
EDSE 502	Second language learners in the secondary classroom	3
EDSE 567	Method II: Inquiry and ICT for Social Studies	3
<b>Total</b>		<b>11</b>
		<b>3<sup>rd</sup> semester</b>
		<b>Fall</b>
EDUC 504	Management of Educational Environment	3
EDSE 580	Internship	6
<b>Total</b>		<b>9</b>
<b>Total</b>		<b>30 CRH</b>

**Table 4.7.4 Diploma Program in Primary Education Diploma  
Program in Secondary Education – English Major**

		<b>Fall</b>
		<b>1<sup>st</sup> semester</b>
<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
EDUC 500	Qatari Schools and Society	1
EDUC 502	Instructional Planning & Assessment	3
EDUC 503	Introduction to Special Ed.	3
EDSE 559	Methods I: Instructional Strategies – English	3
<b>Total</b>		<b>10</b>
		<b>Spring</b>
		<b>2<sup>nd</sup> semester</b>
EDUC 501	Human Development & Learning	2
EDSE 503	Reading and writing across the curriculum	3
EDSE 502	Second language learners in the secondary classroom	3
EDSE 569	Methods II: Inquiry and ICT For English	3
<b>Total</b>		<b>11</b>
		<b>Fall</b>
		<b>3<sup>rd</sup> semester</b>
EDUC 504	Management of Educational Environment	3
EDSE 580	Internship	6
<b>Total</b>		<b>9</b>
<b>Total</b>		<b>30 CRH</b>

**Table 4.7.5 Diploma Program in Primary Education  
Program Plan  
Diploma Program in Secondary Education (Mathematics )**

		<b>Fall</b>
<b>Course Code</b>	<b>Course Title</b>	<b>1<sup>st</sup> semester</b>
		<b>Credit Hours</b>
EDUC 500	Qatari Schools and Society	1
EDUC 502	Instructional Planning & Assessment	3
EDUC 503	Introduction to Special Ed.	3
EDSE 560	Mthds I: Instr Strt - Mathematics	3
<b>Total</b>		<b>10</b>
		<b>Spring</b>
<b>Course Code</b>	<b>Course Title</b>	<b>2<sup>nd</sup> semester</b>
EDUC 501	Human Development & Learning	2
EDSE 503	Reading and writing across the curriculum	3
EDSE 502	Second language learners in the secondary classroom	3
EDSE 570	Method II: Inquiry and ICT for Mathematics	3
<b>Total</b>		<b>11</b>
		<b>Fall</b>
<b>Course Code</b>	<b>Course Title</b>	<b>3<sup>rd</sup> semester</b>
EDUC 504	Management of Educational Environment	3
EDSE 580	Internship	6
<b>Total</b>		<b>9</b>

<b>Total</b>	<b>30 CRH</b>
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**Table 4.7.6 Diploma Program in Primary Education  
Program Plan  
Diploma Program in Secondary Education ( Biology )**

		<b>Fall</b>
		<b>1<sup>st</sup> semester</b>
<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
EDUC 500	Qatari Schools and Society	1
EDUC 502	Instructional Planning & Assessment	3
EDUC 503	Introduction to Special Ed.	3
EDSE 554	Mthds I: Instr Strt - Biology	3
<b>Total</b>		<b>10</b>
		<b>Spring</b>
		<b>2<sup>nd</sup> semester</b>
EDUC 501	Human Development & Learning	2
EDSE 503	Reading and writing across the curriculum	3
EDSE 502	Second language learners in the secondary classroom	3
EDSE 564	Method II: Inquiry and ICT for Biology	3
<b>Total</b>		<b>11</b>
		<b>Fall</b>
		<b>3<sup>rd</sup> semester</b>
EDUC 504	Management of Educational Environment	3
EDSE 580	Internship	6

<b>Total</b>	<b>9</b>
<b>Total</b>	<b>30 CRH</b>

**Table 4.7.7 Diploma Program in Primary Education  
Program Plan  
Diploma Program in Secondary Education ( Chemistry )**

		<b>Fall</b>
		<b>1<sup>st</sup> semester</b>
<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
EDUC 500	Qatari Schools and Society	1
EDUC 502	Instructional Planning & Assessment	3
EDUC 503	Introduction to Special Ed.	3
EDSE 555	Method I: Inquiry and ICT for – Chemistry	3
<b>Total</b>		<b>10</b>
		<b>Spring</b>
		<b>2<sup>nd</sup> semester</b>
EDUC 501	Human Development & Learning	2
EDSE 503	Reading and writing across the curriculum	3
EDSE 502	Second language learners in the secondary classroom	3
EDSE 565	Method II: Inquiry and ICT for Chemistry	3
<b>Total</b>		<b>11</b>
		<b>Fall</b>
		<b>3<sup>rd</sup> semester</b>
EDUC 504	Management of Educational Environment	3

EDSE 580	Internship	6
<b>Total</b>		<b>9</b>
<b>Total</b>		<b>30 CRH</b>

**Table 4.7.8 Diploma Program in Primary Education  
Program Plan  
Diploma Program in Secondary Education ( Physics )**

Course Code	Course Title	Fall	
		1 <sup>st</sup> semester	Credit Hours
EDUC 500	Qatari Schools and Society		1
EDUC 502	Instructional Planning & Assessment		3
EDUC 503	Introduction to Special Ed.		3
EDSE 556	Mthds I: Instr Strt – Physics		3
<b>Total</b>		<b>10</b>	
		Spring	
		2 <sup>nd</sup> semester	Credit Hours
EDUC 501	Human Development & Learning		2
EDSE 503	Reading and writing across the curriculum		3
EDSE 502	Second language learners in the secondary classroom		3
EDSE 566	Method II: Inquiry and ICT for Physics		3
<b>Total</b>		<b>11</b>	
		Fall	
		3 <sup>rd</sup> semester	Credit Hours
EDUC 504	Management of Educational Environment		3



EDSE 580	Internship	6
<b>Total</b>		<b>9</b>
<b>Total</b>		<b>30 CRH</b>

#### 4.8. Changes in the Program Curriculum for the Past Five Years

See Program History Section 1.3

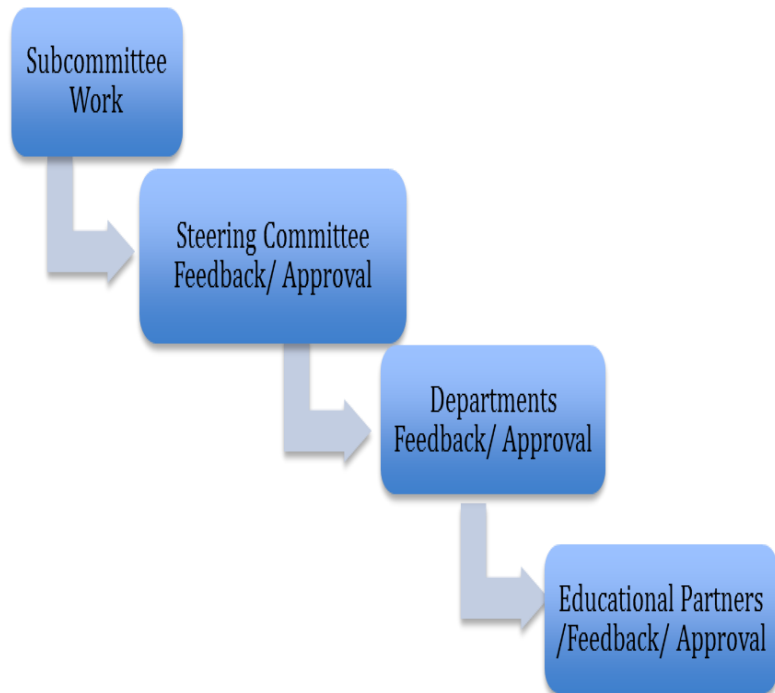
### 5. Program Relation with Internal and External Stakeholders

#### 5.1 Program External Stakeholders

The unit has strong and productive relationships with the Supreme Education Council that is responsible for school reform in Qatar. In 2008, the unit formed the Education Partners Committee that included leadership personnel from the Supreme Education Council and from schools in Qatar. This committee meets twice per year, reviews unit programs, and provides recommendations for program improvement. They also provide assistance and feedback in planning for new instructional, research and service programs in the college. It is clear from both interviews with committee members and review of committee minutes that this group of external advisers offers important advice and support on college initiatives.

The Education Partners Committee, an advisory group for the College of Education with representatives from K-12 and SEC, meets twice a year and is charged with reviewing all aspects of the unit including the assessment system. This group has been active, providing feedback on individual instruments as well as the system. The Educational Partners Committee is composed of representative members from the faculty of content areas, mentor teachers, principals of schools in which candidates engage in field and clinical experiences, staff from the Supreme Education Council and Supreme Evaluation Council, and other stakeholders. The purpose of these meetings is to engage stakeholders to make recommendations for program improvement so that the programs may continue to be responsive to the changing needs of the society and the candidates.





### **5.2 Program Relation with Other Programs Offered at Qatar University**

**The program has no relation to other programs offered at Qatar University because it is an in-service teacher educational qualifying program. But there are relationships within programs at the College level .Go back to program plan .**

### **5.3 Program Relation with the Core Curriculum Program**

It is not applicable to Diploma Students because it is a graduate program .

### **5.4 Program Relation with Programs Offered Outside the University**

**There is no similar program being offered *outside the university by other higher education institutions in Qatar.***

### **5.5 Program Contribution to Broader Community**

**The program helps in qualifying teachers to work at independent schools.** Faculty members are expected based on performance appraisal, to provide service to the community where a percentage of their annual appraisal is based on community service. Faculty are limited regarding their involvement in consulting Independent schools because all consulting opportunities must go through the National Center for Educator Development. Students can be involved in community service through the CED student clubs but because of the non-traditional status of diploma students, few if any are involved in these activities. Many of the diploma students are involved in community service through the school that they are employed

## **6 Assessment and Evaluation**

The Secondary Diploma program was designed to provide thorough and deep coverage of unit and national standards (Unit Learning Outcomes and QNPS). Each program has a matrix that provides examples of courses and/or assignments in which a candidate can demonstrate mastery of these skills .These matrices ensure that the program provides opportunity for candidates to demonstrate mastery of all unit learning outcomes and the standards articulated in the QNPS.

In developing course syllabi, faculty members are expected to target specific Unit Learning Outcomes, and to identify course objectives that reflect those learning outcomes. One or more measureable course learning outcomes relate to each course objective. In the syllabus, is a matrix that explains the

alignment among the following items: 1) Unit Learning Outcomes; 2) QNPS; 3) Course Objectives; 4) Course Learning Outcomes; and 5) Assessment (e.g., tasks/artifacts), so that if a unit learning objective is targeted, there is an assessment planned for that objective related to the course content.

In addition, Qatar University began initial preparation to become an applicant institution for the Southern Association of Colleges and Schools (SACS) in Fall 2009. Because SACS emphasizes on the documentation of institutional effectiveness, faculty in all colleges and programs identified target student learning outcomes in each course for the purpose of program assessment. Tracking these student outcomes provides additional data for evaluating the efficacy of the programs.

Once per semester, each coordinator prepares a report to present at the Department Heads and Coordinators Meeting that summarizes data related to each program. The data used to prepare these reports include: grade mean and mode for each course; degree of success on SACS targeted outcomes; results from the CPA, PPI, PDI; and Diversity Survey. Once per year, results from the Exit Survey and Post-Graduation Survey are also included. As one measure of program quality is the degree to which it is supporting the Education Reform in Qatar and meeting the needs of society, the number of applicants in these reports.

### **Process in developing the new assessment plan of the College of Education**

Responding the feedback from the visiting team as well as needed changes that either emerged during the self-study process or over the course of the year. A new Unit Assessment Plan has been developed. It has been through the final approved by the Accreditation Steering Committee, which consists of the dean, associate deans, coordinators, department heads, and chairs of each accreditation committee has reviewed and approved the plan. Perhaps the most significant change was that the measures through which candidates were assessed were reduced in number to provide deeper, more significant feedback and more efficient assessment. Some additional changes were to add stronger measures of candidate content knowledge for initial candidates and Masters in Special Education candidates; clarification of candidate dispositions in graduate programs and initiation of a system to access those dispositions across time, and requiring candidates to evaluate the impact they have on student learning and on creating a positive educational environment. Assignments were also included in all programs that require candidates to demonstrate their abilities to use technology effectively in teaching and learning.

### **Content Knowledge for Teacher Candidates**

The unit has specified admission criteria candidates must meet (e.g., a minimum GPA of 2.0 on a 4.0 scale for admission, TOEFL scores of at least 450 [except in the Arabic track], participation in an interview, and preparation of a writing sample. In addition, candidates applying for the Secondary Diploma Programs must pass a content exam developed by unit faculty in the appropriate subject. Admitted candidate data reveal that the unit systematically applied its benchmark.

Midway through the program and during their internship, candidates submit exhibits in an e-folio. The intent of the midway portfolio submission is for feedback to the candidate and for the unit to obtain a baseline rating. The data presented below are reflective of candidate performance midway through their program. The unit intends to share these data with the candidates so that they might earn higher scores at the final portfolio submission as they exit their program. Given the very small number of candidates in each program, poor performance on the part of a single candidate or few candidates can have a significant impact on the reported data. Such is the case with the Cohort 2 data presented below. Three candidates were terminated from the Diploma program because of their poor performance.

Diploma candidates' content knowledge also is assessed during the candidates' internship semester. Four items on the Classroom Performance Assessment (CPA) instrument assess the interns' subject area knowledge. University supervisors, the mentors, and the interns submit ratings on these four items.

### **Pedagogical Content Knowledge and Skills for Teacher Candidates**

Diploma candidates' pedagogical content knowledge and skills are assessed in two ways, through exhibits presented in their e-folios and performance during their internship as measured by the Classroom Performance Assessment (CPA). Multiple CPA items assess these candidates' pedagogical content knowledge and skills.

### **Professional and Pedagogical Knowledge and Skills for Teacher Candidates**

Diploma candidates' professional knowledge and skills are assessed in two ways, through exhibits presented in their e-folios and performance during their internship as measured by the Classroom Performance Assessment (CPA). Several items on the CPA address candidates' professional and pedagogical knowledge and skills.

Again, candidates' professional and pedagogical knowledge and skills are assessed through exhibits presented in their e-folio at the two checkpoints.

### **Student Learning**

These candidates' ability to assess and report student learning is assessed on the Classroom Performance Assessment form, with data gathered during their internship experience. Supervisor, mentor, and intern ratings on five items describe the candidates' ability to monitor students during lessons, plan and align valid and reliable assessments, assess and report student learning using methods in line with school policies, provide feedback to students, and review assessments for continued appropriateness. Candidate ratings on these items are high, ranging from 1.75 to 2.00. Candidates are not required to present data to demonstrate their ability to have a positive effect on all students learning.

### **Professional Dispositions for All Candidates**

Data are presented for the mid-point and end of the internship. Secondly, during their internships, initial-level candidates self-assess their dispositions on the Professional Practices Indicators form; supervisors and mentors also use this form to rate the candidates.

### Data Collection, Analysis, and Evaluation

For the Diploma programs, there are multiple assessments at each checkpoint. Common assessments include: checkpoint 1--GPA, course grades, interview, philosophy statement, PDI, and diversity survey; checkpoint 2--GPA, e-folio, and PDI; checkpoint 3--GPA, e-folio, CPA, PPI, PDI, diversity survey, and exit survey; and checkpoint 4--post graduation survey.

### Candidate Assessment:

#### Assessment Measures

Candidates are assessed on the eight learning outcomes on multiple assessment measures implemented across the duration of the program, from admission to completion (as recommended by NCATE, 2006). Measures have been selected that directly relate to candidate success, and include direct and indirect assessment measures. Evaluation is ongoing, with mid-semester, end of semester, and annual review of candidate success. These multiple measures provide triangulation of the data as well as an opportunity to view candidate progress over time (Table ).

**Table 6.1. Candidate Assessment Measures**

	Measure 1	Measure 2	Measure 3	Measure 4	Measure 5	Measure 6
<b>Diploma Programs</b>	<b>+Pre-Entry Content Exam</b>	<b>Micro-teaching</b>	<b>Internship Unit Plan</b>	<b>Classroom Practice Assessment instrument(CPA) &amp; Professional Dispositions Indicators instrument (PDI )</b>	<b>Portfolio</b>	<b>Post-graduate survey</b>

#### Checkpoints:

In the Post-Baccalaureate diploma program, Checkpoint 1 also occurs when the candidate applies for admission into teacher education, at the end of their first semester of coursework. At this time, candidates must have completed a minimum of seven credit hours of education courses with a GPA in all education courses of not less than 2.5/4.0 and no course grade lower than C (2.0/4.0). The courses that are prerequisite to this Checkpoint are EDUC 500 – Qatar Schools and Society (a one-credit hour course), EDUC 502 – Instructional Planning and Assessment, and EDUC 503 – Introduction to Special Education.

Checkpoint 2 is at the point at which all coursework is completed and the candidate is applying for internship. At this point, the candidate must also have a GPA in all education courses of not less than 2.5/4.0 and no course grade lower than C (2.0/4.0). The candidate must also have demonstrated basic competency in content, pedagogy, diversity, and technology by designing and delivering a micro-teach (a single, short lesson) at which he/she has achieved a minimum of satisfactory (3 on a 4-point scale) on at least 70% of the criteria. The candidate will have multiple opportunities to achieve this level of performance, but it must be met to pass this checkpoint. In addition, during the semester leading to this checkpoint, the candidate’s supervisor must score the

candidate on dispositions, using the Professional Dispositions Indicators (PDI) instrument. If the candidate does not score at least at satisfactory level (3.0/4.0) in at least 70% of items on the PDI, a conference is conducted with the supervisor, the candidate, and the program coordinator to clarify expectations to the candidate, the candidate is given additional time to demonstrate appropriate dispositions, and, at the end of the semester, the supervisor rescors the candidate. Although the candidate also completes the PDI at this time, the data is not used in assessment; rather, the activity serves to inform the candidate of what is expected in terms of dispositions. Any candidate who does not meet all requirements may not participate in student teaching.

Checkpoint 3 is at the end of student teaching. During student teaching, the candidate must complete a unit plan, which is assessed by the supervisor and the mentor, who meet together to reconcile differences in scoring to reduce bias and contribute to fairness. The candidate must obtain a mean on the two scorings of at least at the satisfactory level in at least 80% of items. If the candidate does not achieve this score, he/she will be given the opportunity to improve performance by developing and teaching another unit. In addition, at mid-point and end of student teaching, the supervisor, the candidate, and the mentor teacher will complete the Classroom Practice Assessment (CPA) and Professional Practices Indicators (PPI) surveys (Appendix ). A mean score of at least satisfactory (3 on a 4-point scale) on at least 80% of the criteria is required at the mid-point. Any deficiencies will be discussed at the midterm conference. Candidates must obtain a mean score of at least satisfactory (3 on a 4-point scale) on at least 80% of the criteria on the final assessment. Candidates who do not achieve this level will not achieve a passing score in student teaching and may be required to repeat the experience to achieve the levels necessary for the diploma.

A summative review of the candidate's work is provided by their online portfolios, which should, at this point, have at least one key assignment from each education course. They are also expected to have evidence of their impact on student learning and instructional decisions made on that evidence and evidence of their abilities to use technology in instruction. Two or more faculty members will score each portfolio by rubric. Candidates must achieve a mean score of at least at the satisfactory level in at least 80% of items. Candidates who do not achieve this level will be given feedback and may be rescored at the end of the semester, but this level of proficiency must be obtained to receive a passing grade in student teaching.

Checkpoint 4 occurs at the end of the induction year. Candidates and their immediate supervisors will be asked to complete a Post-Graduation Survey that provides assessment as to how the candidate is applying the knowledge and skills of the program plan into authentic contexts. No target score is established for candidates on this instrument, although the data will be used for program improvement.



**Table 6.2 Requirements at Each Checkpoint for Candidates in the Post-Baccalaureate Programs**

Post-Baccalaureate Diplomas	University Admission – Program specific Requirements	Checkpoint 1 Application for teacher education admission	Checkpoint 2 Application for internship: completion of all coursework	Checkpoint 3 Completion of internship	Checkpoint 4 End of first year of teaching
<ul style="list-style-type: none"> <li>• Early Childhood</li> <li>• Special Education</li> <li>• Primary Education</li> <li>• Secondary Education</li> </ul>	<ul style="list-style-type: none"> <li>• Baccalaureate GPA<math>\geq</math>2.0</li> <li>• TOEFL<math>\geq</math>450 or equivalent measure (except the Arabic concentration)</li> <li>• Successful interview</li> <li>• Completion of Computers for Education</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Passing score (<math>\geq</math>70) on ICT Exam</li> <li>• Passing score (<math>\geq</math>70) on content tests</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of EDUC 500, 502, 503)</li> <li>• Ed GPA<math>\geq</math>2.5</li> <li>• No grade lower than “C” in any education course</li> </ul>	<ul style="list-style-type: none"> <li>• Ed GPA<math>\geq</math>2.5 No grade lower than “C” in any education course</li> <li>• Micro teach ((70% %of assessed outcomes must be at the satisfactory level -- level 3 out of 4).</li> </ul> <p>Professional Dispositions Instrument (PDI) completed by college supervisor; (<math>\geq</math>70% of assessed outcomes must be at or above satisfactory level – 3/4)</p>	<ul style="list-style-type: none"> <li>• Ed GPA<math>\geq</math>2.5 No grade lower than “C” in any education course</li> <li>• Classroom Practice Assessment (CPA-PPI) completed at midpoint and end of internship completed by:               <ul style="list-style-type: none"> <li>a) Mentor Teacher</li> <li>b) College Supervisor</li> <li>c) Candidate self-assessment</li> </ul>               (<math>\geq</math>80% of assessed outcomes must be at or above satisfactory level – 3/4)             </li> <li>• Professional disposition Instrument (PDI) completed by               <ul style="list-style-type: none"> <li>a) Mentor teacher</li> <li>b) College Supervisor</li> <li>c) Candidate self-assessment</li> </ul>               (<math>\geq</math>80% of assessed outcomes must be at or above satisfactory level – 3/4)             </li> <li>• Unit Plan (80% of assessed</li> </ul>	<ul style="list-style-type: none"> <li>• Post Graduation Survey               <ul style="list-style-type: none"> <li>a) Candidate</li> <li>b) Current supervisor (example: principal or academic vice principal)</li> </ul> </li> </ul>

				<p>outcomes must be at the satisfactory level -- level 3/4 4).</p> <ul style="list-style-type: none"><li>• <b>Portfolio (80% of assessed outcomes must be at or above the satisfactory level – 3/4</b></li></ul>	
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## 6.1 Assessment and Evaluation of Program Operational Objectives

There aren't any program operational objectives..

**Table 6.1.1** Operational Objectives Assessment Details

Operational Objective	Assessment Measure	Target
Not Applicable		

## 6.2 Operational Objectives Assessment Results and Findings

**The program doesn't have operational objectives.**

## 6.3 Assessment of Student Learning Outcomes and Educational Objectives (2012/13)

### Process

#### Selection of products for assessment

The assessment plan is designed to evaluate all Program Learning Outcomes (PLOs) over a three-year cycle. The products identified for assessment were selected to represent mastery level performance and are thus selected, as much as possible, from courses near the end of a candidate's program. The exception to this is when an earlier course is clearly focused on an outcome, such that candidates are expected to demonstrate mastery by the end of the course. Each PLO will be assessed using a minimum of two direct measures. Some PLOs will also have an indirect measure. Data from overlapping cohorts may be included in the assessment.

#### Sample

All candidates in this program submit their work to an electronic portfolio system, and instructors score the products online. Since the system allows a single element of the assessment (specific to the PLO or PI) to be accessed, data reported to the university will consist of all candidates who complete the assessment (the population). To evaluate the validity of the scoring, a purposeful stratified sample of each product will be scored by three evaluators and compared to the population score. Inter-rater values and percentage of deviation scores will be calculated to assess the validity of the scoring. The sample for this process will consist of 30, selected to include individuals from all concentrations and each instructor (randomly selected within these groups). If the number of students in the program is below 30, then no sample will be selected; instead, multiple evaluators will evaluate the entire population.

**Cycle**

The three-year cycle for the program will assess two-to-three PLOs per year, with a minimum of two direct measures per PLO. The cycle of assessment is presented in

Table

**Table 6.3.1 Overall Assessment Schedule**

<b>Year</b>	<b>PLOs</b>	<b>Products and Courses</b>
1	PLO 1, PLO 2,	Micro-Teach (EDSE 553-560), Unit Plan, Final Self-Assessment CPA, Supervisor Assessment CPA (Student Teaching), Classroom Management Plan (EDUC 504)
2	PLO 6, PLO 7, PLO 8	Education Philosophy (EDUC 500), IEP (EDUC 504); Field Assignment (EDUC 504), Action Research (Methods 2, EDSE 563-570); Assessment Project, Supervisor CPS, Final Self Assessment CPA (EDPR 580)
3	PLO 3, PLO 4, PLO 5	IEP (EDUC 503), Field Assignment (EDUC 504), Action Research (EDSE 563-570), Technology Project(580), Supervisor CPA, Assessment Project (EDPR 580)_data collection(504)

**Data Analysis and reporting**

A four-point rubric specific for the PLO will be used to evaluate the PLO. The target percentage for each PLO is 80% or greater. Three evaluators will evaluate the products so that inter-rater reliability may be calculated to increase validity of results. Percentage of difference will also be calculated. These figures will be used when the program representatives are analyzing the data to develop the yearly action plan (see following).

All products will be posted to the TaskStream electronic system, as is the policy in the College of Education. Summary data and example products (best, average, and worst), with their scored rubrics, will be posted to the university online accreditation system.

All data from the analysis will be considered in committee by each program (overseen by the coordinator of the program) at the end of the semester. An action plan will be developed, based on the data analysis. Previous action plans will be reviewed to assess the degree to which objectives are being achieved. Data and action plans will be reviewed by the department and the college Assessment Committee for feedback.

At the end of each three-year cycle, data from each of the three years will be analyzed together for an in-depth program review.

i. **Table 6.3.2 Detailed Assessment Plan of Student Learning**

Program Learning Outcome	Performance Indicator (if any)	Assessment Method	Assessment Activity	Context for Assessment	Time of Data Collection	Person Responsible for Data Collection
PLO 1: Apply key theories and concepts of the subject matter in educational settings.		Direct	Micro-teach	Methods I (EDSE 553-560)	Year 1	Instructors in Methods I courses
		Direct	Unit Plan	EDSE 580	Year 1	EDSE 580-Internship Supervisors
		Indirect	Final Self-Assessment Classroom Performance Assessment Survey	EDSE 580	Year 1	EDSE 580-Internship Supervisors
PLO 2. Plan effective instruction to maximize student learning.	PI 2a. Design instructional plans to maximize student learning.	Direct	Unit Plan	EDSE 580	Year 1	EDSE 580-Internship Supervisors
		Direct	Micro-teach	Methods I (EDSE 553-560)	Year 1	Instructors in Methods I courses
		Indirect	Final Self-Analysis Survey Classroom Performance	EDSE 580	Year 1	EDSE 580-Internship Supervisors
	PI 2b. Design a supportive educational	Direct	Classroom Management Plan	EDUC 504	Year 1	Instructors of EDUC 504

	environment.	Direct	Supervisor/Ment or Survey Classroom Performance	EDSE 580	Year 1	EDSE 580- Internship Supervisors
	PI 2c. Use a range of assessments to inform teaching.	Direct	Unit Plan	EDSE 580	Year 1	EDSE 580 Internship Supervisors
		Direct	Micro-teach	Methods I (EDSE 553-560)	Year 1	Instructors in Methods I courses
PLO 3. Use current and emerging technologies in instructional ways.		Direct	Data Collection	EDUC 504	Year 3	Instructors EDUC 502
		Direct	Technology Project	EDSE 580	Year 3	EDSE 580- Seminar Instructor
PLO 4. Foster successful learning experiences for all students by addressing individual differences.		Direct	IEP	EDUC 503	Year 3	Instructors of EDUC 317
		Direct	Supervisor/Ment or Survey Classroom Performance	EDSE 580	Year 3	EDSE 580- Internship Supervisors
PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources		Direct	Action Research	Methods 2 (EDSE563-570)	Year 3	Instructors of EDSE563-570
		Direct	Assessment project	EDSE 580	Year 3	Seminar Instructor
PLO 6. Actively engage in scholarship in education.		Direct	Field Assignment	EDUC 504	Year 2	Instructors of EDUC 504
		Direct	Action Research	Methods 2 (EDSE 563-570)	Year 2	Methods 2 Instructors

PLO 7. Apply professional ethics in all educational contexts.	Direct	Education Philosophy	EDUC 500	Year 3	Instructors of 500
	Direct	Supervisor/Mentor or Survey Classroom Performance	EDSE 580	Year 3	EDSE 580- Internship Supervisors
	Indirect	Final Self-Assessment Classroom Performance Assessment Survey	EDSE 580	Year 3	EDSE 580- Internship Supervisors
PLO 8: Lead positive change in education.	Direct	Assessment Project	EDSE 580	Year 2	Seminar Instructor
	Direct	IEP	EDUC 504	Year 2	Instructors EDUC 504
	Indirect	Final Self-Assessment Classroom Performance Assessment Survey	EDSE 580	Year 2	EDSE 580- Internship Supervisors

#### 6.4 Student Learning Outcomes Assessment Results and Findings 2011/12

Several significant events occurred that had an impact on the assessment of the Diploma in Education Program at the College of Education for the academic year 2011-2012. First, we had formerly been instructed to have on file an assessment plan for each concentration field in the diploma programs, which meant that twelve separate assessment plans and assessment reports were required for the Diploma Program.

1. Early Childhood
2. Special Education
3. Primary Arabic
4. Primary English
5. Secondary Arabic Language

6. Secondary Islamic Studies
7. Secondary Social Studies
8. Secondary English Language
9. Secondary Mathematics
10. Secondary Biology
11. Secondary Chemistry
12. Secondary Physics

During this reporting period, we were instructed to integrate the concentrations and file a single assessment plan and annual report for the program. This report thus brings together the multiple previous assessment plans to report on the program as a whole.

A second important factor was that the accreditation organization for the College of Education strongly objected to the number of learning outcomes in the assessment plans. They required the college for their reports to significantly reduce the number of learning outcomes and focus instead on central, key outcomes and a limited number of highly significant assessment events. For this reason, at present we are compiling two completely separate assessment systems for the program. The plan is submit a revised assessment plan fall, 2012 that would unify the university requirements and those of the accreditation organization.

A third important factor was the policy change by the Supreme Education Council regarding the language of instruction in the PK-12 environment. This policy change, even more than the language policy change at the university level, requires a review of our programs and the assessments in various concentrations (especially in mathematics and science).

A fourth issue is the ongoing problem of low enrollment. For this reason, some concentrations only have an extremely small population available for assessment. For this reason, qualitative analysis may provide skewed results. This will be discussed more in the analysis section of this report. To remediate this, a larger sample of assessments were used for assessment to counteract the low sample of students.

Finally, because of these factors, a new assessment plan will be submitted in the fall for this program that more accurately represents the present context of the college and the program. This assessment report is based, as much as possible, on the integrated data of the twelve concentration assessment plans. Items for assessment were selected on the basis of the assessment plans as much as possible, but were frequently modified in order to assess the greatest number of students on that learning outcome.



Table 6.4.1( 2011-12 Results)

*Student PLO / PI Achievement Targets*

PLO / PI Id	Achievement Target
PLO- 1	Overall at least 70% of students achieve a score that translates to level 3 or greater on a 4 level scale rubric for the Program Learning Outcome as measured by their scores on the program learning outcome statement.
PI 1.a.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PI 1.b.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PLO- 2	Overall at least 70% of students achieve a score that translates to level 3 or greater on a 4 level scale rubric for the Program Learning Outcome as measured by their scores on the program learning outcome statement.
PI 2.a.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PI 2.a.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PLO- 3	Overall at least 70% of students achieve a score that translates to level 3 or greater on a 4 level scale rubric for the Program Learning Outcome as measured by their scores on the program learning outcome statement.
PI 3.a.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PI 3.b.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PLO- 4	Overall at least 70% of students achieve a score that translates to level 3 or greater on a 4 level scale rubric for the Program Learning Outcome as measured by their scores on the program learning outcome statement.
PI 4.a.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PI 4.b.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PLO- 5	Overall at least 70% of students achieve a score that translates to level 3 or greater on a 4 level scale rubric for the Program Learning Outcome as measured by their scores on the program learning outcome statement.
PI 5.a.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PI 5.b.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PLO- 6	Overall at least 70% of students achieve a score that translates to level 3 or greater on a 4 level scale rubric for the Program Learning Outcome as measured by their scores on the program learning outcome statement.
PI 6.a.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.

PI 6.b.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PLO- 7	Overall at least 70% of students achieve a score that translates to level 3 or greater on a 4 level scale rubric for the Program Learning Outcome as measured by their scores on the program learning outcome statement.
PI 7.a.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PI 7.b.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PI 7.c.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PLO- 8	Overall at least 70% of students achieve a score that translates to level 3 or greater on a 4 level scale rubric for the Program Learning Outcome as measured by their scores on the program learning outcome statement.
PI 8.a.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PI 8.b..	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.
PI 8.c.	at Least 70 % of students achieve a score that translates to level 3 or more on a 4 level scale rubric.

Table 6.4.2 Assessment Results: Assessment Context Level Summary

PLO / PI ID	Assessment Context	Number of Students scoring 1	Number of Students scoring 2	Number of Students scoring 3	Number of Students scoring 4	Total assessed Students	Nb Student Average**	% students scored 1+
PLO 1	Content: Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.	0	0	0	22	22	4	0
PI 1.a	Demonstrate knowledge of the Qatar National Professional Standards by developing meaningful learning activities.	0	0	0	11	11	4.00	0
	EDUC 502	0	0	0	3	3	4.00	0
	EDPR 542	0	0	0	5	5	4.00	0

	EDPR 580	0	0	0	3	3	4.00	0
<b>PI 1.b</b>	Describe multiple teaching and learning strategies and the context in which they apply.	0	0	0	11	11	4.00	0
	EDPR 502	0	0	0	3	3	4.00	0
	EDPR 542	0	0	0	5	5	4.00	0
	EDPR 580	0	0	0	3	3	4.00	0
<b>PLO 2</b>	Pedagogy: Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.	0	2	1	26	29	3.83	0
<b>PI 2.a</b>	Use a variety of research-based strategies to develop activities to support the learning of all students.	0	2	1	11	14	3.64	0
	EDUC 502	0	0	0	3	3	4.00	0
	EDUC 520	0	0	1	2	3	3.67	0
	EDUC 558	0	0	0	1	1	4.00	0
	EDPR 544	0	2	0	2	4	3.00	0
	EDPR 580	0	0	0	3	3	4.00	0
<b>PI 2.b</b>	Engage and support all learners through the use of effective learning strategies.	0	0	0	15	15	4.00	0
	EDUC 502	0	0	0	3	3	4.00	0
	EDPR 520	0	0	0	3	3	4.00	0
	EDPR 558	0	0	0	1	1	4.00	0
	EDPR 542	0	0	0	5	5	4.00	0
	EDPR 580	0	0	0	3	3	4.00	0

<b>PLO 3</b>	Technology: Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.	1	1	9	11	22	16	17
<b>PI 3.a</b>	Use technology effectively in teaching and learning.	0	0	3	3	6	3.50	0
	EDPR 545	0	0	1	2	3	3.67	0
	EDPR 545	0	0	2	1	3	3.33	0
<b>PL 3.b</b>	Describe how the use of technology may support learning for students with exceptionalities.	1	1	6	8	16	3.31	6.00
	EDUC 503	1	1	5	3	10	3.00	10
	EDPR 545	0	0	1	2	3	3.67	0
	EDPR 580	0	0	0	3	3	4.00	0
<b>PLO 4</b>	Diversity: Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.	2	2	14	13	31	3.23	6
<b>PI 4.a</b>	Modify instructional activities so that they support the learning of all students, including students with exceptionalities.	1	1	6	7	15	3.27	7
	EDUC 503	1	1	5	3	10	3.00	10
	EDPR 520	0	0	0	4	4	4.00	0
	EDPR 558	0	0	1	0	1	3.00	0
<b>PI 4.b</b>	Provide instructional scaffolding for students with exceptionalities, including individuals from culturally and/or linguistically diverse backgrounds.	1	1	8	6	16	3.19	6
	EDUC 503	1	1	5	3	10	3.00	0.1
	EDSE 502	0	0	3	0	3	3.00	0

	EDPR 580	0	0	0	3	3	4.00	0
<b>PLO 5</b>	Scholarly Inquiry: Actively engage in scholarship by learning from and contributing to the knowledge base in education	5	3	7	6	21	2.67	24
<b>PI 5.a</b>	Use multiple resources to investigate a problem in education.	2	1	1	3	7	2.71	29
	EDUC 504	0	0	0	3	3	4.00	0
	EDSE 568	0	0	1	0	1	3.00	0
	EDSE 566	0	1	0	0	1	2.00	0
	EDSE 564	2	0	0	0	2	1.00	1
<b>PI 5.b</b>	Review and critique educational research.	3	2	6	3	14	2.64	21
	EDUC 503	1	1	5	3	10	3.00	0.1
	EDSE 568	0	0	1	0	1	3.00	0
	EDSE 566	0	1	0	0	1	2.00	0
	EDSE 564	2	0	0	0	2	1.00	1
<b>PLO 6</b>	Problem Solving: Process a variety of factors to arrive at sound, well-informed decisions.	1	1	5	20	27	3.63	4
<b>PI 6.a</b>	Apply knowledge of human development to support teaching and learning.	0	0	0	13	13	4.00	0
	EDUC 501	0	0	0	9	9	4.00	0
	EDUC 504 (CMP)	0	0	0	2	2	4.00	0
	EDUC 504 (DCFA)	0	0	0	2	2	4.00	0
<b>PI 6.b.</b>	Process a number of factors in identifying solutions and making sound, well-informed decisions.	1	1	5	7	14	3.29	7

	EDUC 503	1	1	5	3	10	3.00	0.1
	EDUC 504 (CMP)	0	0	0	2	2	4.00	0
	EDUC 504 (DCFA)	0	0	0	2	2	4.00	0
<b>PLO 7</b>	Ethical Values: Apply professional ethics in all educational contexts.	0	24	12	15	51	2.82	0
	Describe the ethical responsibilities of educators toward all learners.	0	8	4	7	19	2.95	0
<b>PI 7.a.</b>	EDUC 500	0	8	2	1	11	2.36	0
	EDSE 568	0	0	1	0	1	3.00	0
	EDSE 566	0	0	0	2	2	4.00	0
	EDSE 564	0	0	0	2	2	4.00	0
	EDPR 580	0	0	1	2	3	3.67	0
<b>PL 7.b.</b>	Describe the ethical responsibilities of educators toward all stakeholders.	0	8	5	5	18	2.83	0
	EDUC 500	0	8	2	1	11	2.36	0
	EDSE 568	0	0	1	0	1	3.00	0
	EDSE 566	0	0	1	0	1	3.00	0
	EDSE 564	0	0	0	2	2	4.00	0
	EDPR 580	0	0	1	2	3	3.67	0
<b>PL 7.c.</b>	Demonstrate respect for teaching as a profession.	0	8	3	3	14	2.64	0
	EDUC 500	0	8	2	1	11	2.36	0
	EDPR 580	0	0	1	2	3	3.67	0
<b>PLO 8</b>	Initiative: Demonstrate the qualities of effective leadership in interpersonal and public contexts.	2	3	13	21	39	3.36	5
<b>PI 8.a.</b>	Initiate data based improvements in teaching and learning.	1	0	1	4	6	3.33	17

	EDUC 502	0	0	1	2	3	3.67	0
	EDPR 580	1	0	0	2	3	3.00	33
<b>PI 8.b.</b>	Initiate data based improvements in teaching and learning.	1	1	5	12	19	3.47	5
	EDUC 503	1	1	5	3	10	3.00	0.1
	EDSE 568	0	0	0	3	3	4.00	0
	EDSE 566	0	0	0	1	1	4.00	0
	EDSE 564	0	0	0	5	5	4.00	0
<b>PI 8.c.</b>	Communicate effectively in various educational contexts.	0	2	7	5	14	3.21	0
	EDUC 500	0	2	6	3	11	3.09	0
	EDPR 580	0	0	1	2	3	3.00	0

**Table 6.4.3 Assessment Results: PLO / OE Level Summary**

<b>PLO / PI ID</b>	<b>Assessment Context</b>	<b>Number of Students scoring 1</b>	<b>Number of Students scoring 2</b>	<b>Number of Students scoring 3</b>	<b>Number of Students scoring 4</b>	<b>Total Nb assessed Students</b>	<b>Student Average**</b>	<b>% students scored 1+</b>	<b>% students scored 3 or more**</b>
<b>PLO 1</b>	Content: Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.	0	0	0	22	22	4	0	100
<b>PI 1.a</b>	Demonstrate knowledge of the Qatar National Professional Standards by developing meaningful learning activities.	0	0	0	11	11	4.00	0	100
<b>PI 1.b</b>	Describe multiple teaching and learning strategies and the context in which they apply.	0	0	0	11	11	4.00	0	100
<b>PLO 2</b>	Pedagogy: Ensure effective	0	2	1	26	29	3.83	0	93

	planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.								
PI 2.a	Use a variety of research-based strategies to develop activities to support the learning of all students.	0	2	1	11	14	3.64	0	86
PI 2.b	Engage and support all learners through the use of effective learning strategies.	0	0	0	15	15	4.00	0	100
PLO 3	Technology: Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.	1	1	9	11	22	16	17	91
PI 3.a	Use technology effectively in teaching and learning.	0	0	3	3	6	3.50	0	100
PL 3.b	Describe how the use of technology may support learning for students with exceptionalities.	1	1	6	8	16	3.31	6.00	88
PLO 4	Diversity: Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.	2	2	14	13	31	3.23	6	87
PI 4.a	Modify instructional activities so that they support the learning of all students, including students with	1	1	6	7	15	3.27	7	87



	exceptionalities.								
PI 4.b	Provide instructional scaffolding for students with exceptionalities, including individuals from culturally and/or linguistically diverse backgrounds.	1	1	8	6	16	3.19	6	88
PLO 5	Scholarly Inquiry: Actively engage in scholarship by learning from and contributing to the knowledge base in education	5	3	7	6	21	2.67	24	62
PI 5.a	Use multiple resources to investigate a problem in education.	2	1	1	3	7	2.71	29	57
PI 5.b	Review and critique educational research.	3	2	6	3	14	2.64	21	64
PLO 6	Problem Solving: Process a variety of factors to arrive at sound, well-informed decisions.	1	1	5	20	27	3.63	4	93
PI 6.a	Apply knowledge of human development to support teaching and learning.	0	0	0	13	13	4.00	0	100
PI 6.b.	Process a number of factors in identifying solutions and making sound, well-informed decisions.	1	1	5	7	14	3.29	7	86
PLO 7	Ethical Values: Apply professional ethics in all educational contexts.	0	24	12	15	51	2.82	0	53
PI 7.a.	Describe the ethical	0	8	4	7	19	2.95	0	58

	responsibilities of educators toward all learners.									
PL 7.b.	Describe the ethical responsibilities of educators toward all stakeholders.	0	8	5	5	18	2.83	0	56	
PL 7.c.	Demonstrate respect for teaching as a profession.	0	8	3	3	14	2.64	0	43	
PLO 8	Communicate effectively in various educational contexts.	2	3	13	21	39	3.36	5	87	
PI 8.a.	Initiate data based improvements in teaching and learning.	1	0	1	4	6	3.33	17	83	
PI 8.b.	Initiate data based improvements in teaching and learning.	1	1	5	12	19	3.47	5	89	
PI 8.c.	Communicate effectively in various educational contexts.	0	2	7	5	14	3.21	0	86	

Table 6.4.5 Summary of PLO Statement Results

PLO / OE ID	PLO/OE Statement	Number of Students scoring 1	Number of Students scoring 2	Number of Students scoring 3	Number of Students scoring 4	Total assessed Students	Nb Student Average	Percentage students scored 1	Percentage students scored 3 or more	Target
PLO 1	Content: Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.	0	0	0	22	22	4	0	100	70%
PLO 2	Pedagogy: Ensure effective planning for instruction and the use of multiple learning	0	2	1	26	29	3.83	0	93	<b>70%</b>

	and pedagogical content strategies to maximize student learning and promote critical thinking.									
PLO 3	Technology: evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.	1	1	9	11	22	16	17	91	<b>70%</b>
PLO 4	Diversity: Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.	2	2	14	13	31	3.23	6	87	<b>70%</b>
PLO 5	Scholarly Activity: Actively engage in scholarship by learning from and contributing to the knowledge base in education	5	3	7	6	21	2.67	24	62	70%
PLO 6	Problem Solving: Process a variety of factors to arrive at sound, well-informed decisions.	1	1	5	20	27	3.63	4	93	70%
PLO 7	Ethical Values: Apply professional ethics in all educational contexts.	0	24	12	15	51	2.82	0	53	70%
PLO 8	Initiative: Demonstrate the qualities of effective leadership in interpersonal and public contexts.	2	3	13	21	39	3.36	5	87	70%

## ANALYSIS OF ASSESSMENT RESULTS

- *Student Performance:*

For six of the eight learning outcomes, students exceeded target values by a generous margin as measured on multiple assessments. Students did not score well however; on the learning outcome *Ethical Values* and *Scholarly Activity*. Both of these outcomes have been of concern previously.

In reviewing the assessment assignments and student products for both of these objectives, it is clear that each needs to be taught more specifically in the program, and more opportunities need to be established for students to examine and express their knowledge and abilities related to these objectives.

- *Assessment Tool:* Although the rubrics have been made to more specifically address the PLOs and PIs, clearly more specificity is needed. Too many standards are attached to the assessment assignments. The rubrics need to be further revised so that they specifically state the objective and have that standard, and that standard alone, attached to that rubric score.
- *Assessment Context:* As Tables 3.3 and 4.1 show, there is a balance between course work and fieldwork for assessments. In the revised assessment plans, this balance should be retained.
- *Assessment Sample:* Purposeful sampling was used for this report. In most cases, the entire population was used for assessment. The program urgently needs more students. Assessment will be more valid with a larger population. For this report, however, every effort was made to include a representative sample (or the entire population) for each reported data point.
- *Assessment Rubric:* As stated earlier, the rubrics need more work to be more specific. Faculty members need training on using rubrics to ensure that students understand what is expected of them on the task and to improve inter-rater reliability. Several faculty members, although trained in TaskStream, failed to complete the evaluation of student work on TaskStream. For the academic year 2012-2013, these faculty members will be identified earlier so that measures may be taken to ensure they complete their TaskStream evaluations.

## RECOMMENDATIONS FOR IMPROVEMENT

- Revise assessment plans
- Re-evaluate/ improve rubrics
- Have faculty training on using rubrics for assessment.
- Improve teaching & assessment of ethical values in education.
- Improve teaching & assessment of scholarly activities.

### 6.1. Accreditation

In January 2011, the College of Education received International Recognition in Teacher Education (IRTE) from the Center for Quality Assurance in International Education. **This included recognition of all programs within the college.** The only deficiencies noted in the recognition were that the college conceptual framework needed a stronger research base and that a more defined unit assessment should be developed and institutionalized. Both of these have been addressed by the college and are available for review. In January 2013, IRTE was subsumed by the National Council for Accreditation in Teacher Education (NCATE). For this reason, in April 2013, representatives from NCATE (rather than IRTE) will visit the college to review the two deficiency areas. If the representatives agree that they have been corrected, the college, and all programs within the college, will receive recognition by NCATE.

The recommendations of the committee resulted in systemic actions to strengthen and improve the unit. Among these changes were the following. (Report for the Academic Year 2010-2011 Submitted November 1, 2011 Annual Report of the College of Education, Qatar University to the Center for Quality Assurance in Teacher Education).

## 7. Continuous Improvement

### 7.1. Use of Assessment Results

#### Process for Using Data for Program Improvement

Committees for each standard meet periodically throughout the academic year to monitor data collection and to address any issues related to their committee responsibilities. The Associate Dean for Academic Affairs and the Data Manager work serve as the central point for data collection, analysis, and reporting. The reports from all committees are integrated into the Annual Report for the College of Education that is reviewed by the Accreditation Steering Committee, the Heads of Departments and Coordinators Meeting, full faculty during department meetings and/or *Shaping the Future* meeting, external stakeholders at the Education Partners Committee meeting, and CQATE. The purpose of this review process is to identify areas for program/unit improvement and to make decisions regarding revisions to policies or programs.

### 7.2. Improvement Actions

## ADOPTED IMPROVEMENT ACTIONS

Table 7.2.1 Action Plans for the Diploma Program for Academic Year 2012-2013.

Improvement Statement/ Description	Action	Associated Objective / PLO / OE (if any)	Action / Step*	Date	Used Resources		Reference to Evidence**
				Planned	Financial	Others	
Revise assessment plans	All		(1) Submit draft new assessment plans to Accreditation Steering Committee (ASC) and education partners (EP) for feedback. Assign subcommittees.	Sept. 2, 2012	None	None	Plan/ meeting minutes
			(2) Get feedback from committees and submit revised plans to ASC until approved.	Sept. 9, 2012			
			(3) Submit draft to Assessment Office for feedback.	Sept. 12, 2012			
			(4) Submit to departments for department approval.	Sept. 16, 2012			
			(5) Resubmit to Assessment Office for approval.	Sept. 23, 2012			
Re-evaluate/ improve rubrics	All		Meet with all faculty members in the program and review/improve rubrics.	Sept. 12, 2012	None	None	Revised rubrics
Have faculty training on using rubrics for assessment.	All		Faculty training	October	None	None	Sign-in sheets / copies of presentations and handouts
Improve teaching & assessment of ethical values in education.	PLO 8		Meet with program coordinator, assessment coordinator, and faculty members who teach the courses in which ethical values are specifically taught. Make improvements as necessary in assignments and assessments.	Sept. 23, 2012	None	None	Revised assignments/ assessments
Improve teaching & assessment of scholarly activities.	PLO 8		Meet with program coordinator, assessment coordinator, and faculty members who teach the courses in which ethical values are specifically taught. Make improvements as necessary in assignments and assessments.	Sept. 23, 2012	None	None	Revised assignments/ assessments

**Part 2**

**SUMMARY OF IMPROVEMENT ACTIONS IMPLEMENTED DURING CURRENT ACADEMIC YEAR**

Table 7.2.2 .1 Improvement Actions Recorded in Previous Assessment Reports

Improvement Statement/Description	Action	Assessment date & Results	Associated Objective / PLO / OE (if any)	Action / Step*	Date of Implementation		Used Resources		Current Status & Notes	Reference to Evidence**
					Planned	Actual	Financial	Others		
Convert all assessment rubrics to a 4-pt. scale		Completed April 2011	All	Faculty committees worked with	March 2011	April 2011	None		Still have a few rubrics to post; many need modification to ensure they specifically address PLOs	See rubrics in Rubrics Appendix.
Develop online system for posting and scoring assessment assignments		Completed April 2011	All	Faculty committees worked with assessment manager to accomplish this.	March 2011	April 2011	No additional costs for this program this year		All programs are posted; some still need rubrics attached.	See screen shots in Evidence Appendix.
Work on attaching specific PLO statements in rubrics for more exact assessment		Spring 2011	All	Faculty committees worked with assessment manager to accomplish this.	March 2011	Ongoing	None		Much clarification needs to be accomplished.	See rubrics in Rubrics Appendix.
Convert all assessment rubrics to a 4-pt. scale		Completed April 2011	All	Faculty committees worked with	March 2011	April 2011	None		Still have a few rubrics to post; many need modification to ensure they specifically address PLOs	See rubrics in Rubrics Appendix.
Provide more opportunities for candidates to be assessed on content knowledge (from chemistry concentration report).		Completed October 2011	PLO 1	Meeting between science instructors and assessment coordinator to review the courses and assignments. Included more	Fall, 2011	Fall, 2011	None	None	No chemistry candidates at this time.	See internship rubrics in Rubrics Appendix.

			rigorous assessments of content during the Internship (see rubrics).						
Review/ revise content exams for secondary	April 2012	PLO 1	Modified and/or acquired more appropriate tests. Assessment coordinator acquired the tests, which were reviewed by the program coordinator and science instructors.	Fall 2011	Spring 2012	None	None	Completed	Content exams (See Evidence Appendix)
Develop content exams for primary level candidates. Change entry requirements to require passing the content test for admission.	April 2012	PLO 1	Assessment coordinator, program coordinator, and science faculty worked as a team to develop the tests.	Fall 2011	Spring 2012	None	None	Completed	Content exams (See Evidence Appendix)

\* Many actions / steps may be required for any specific improvement action, each step should be recorded in a separate row

\*\* Evidence could be meeting minutes, official documents, exchange of emails between colleagues, new approved course syllabi, etc.

**Table 7.2.3 Other Improvement Actions**

Improvement Action Statement	Assessment Result/Target	Associated Objective / PLO / OE (if any)	Action / Step*	Date of Implementation		Used Resources		Current Status & Notes	Reference to Evidence**
				Planned	Actual	Financial	Others		
Submitted required to provide hybrid courses in the diploma program to better meet the needs of target population.	To get approval fall 2012, have pilot	All	(1) Submit plan to university.	Spring 2013	Unknown at this time.	Budget still in development.	None	In planning stage.	Online course presentations
			(2) Receive approval to proceed.						



	courses spring 2013.		(3) Work with instructors to develop online portion of the courses.						
			(4) Pilot courses spring 2012						
Incorporate Arabic language in the math and science strands.	Fall 2011	All	(1) Assign Arabic- speaking co-teachers for math/science courses.	Fall 2012	Unknown at this time.	Budget still in developme nt.	None	In planning stage.	Course materials
			<b>(2) Acquire and/or translate materials</b>						

*\* Many actions / steps may be required for any specific improvement action, each step should be recorded in a separate row*

*\*\* Evidence could be meeting minutes, official documents, exchange of emails between colleagues, new approved course syllabi*

## 8. Faculty and Staff

*The Diploma Program has 8 faculty members teaching in the program and all holding doctoral degree from different universities.. The nationalities of the faculty are diverse. Faculty members are male and female and are full-time.*

### 8.1 Faculty Roles and Responsibilities

The faculty members in the diploma Program teach courses in their area of expertise. Faculty members are encouraged to be innovative and improve the quality of their methods of instruction and content of their courses. Also, the University requires faculty to have specific information on the syllabi (e.g., rubric for grading students' assignment, statement regarding students with special needs) and CED accreditation required additional information. Each faculty member is expected to use the syllabus template for the classes they are teaching and also to use particular assignments deemed for accreditation. All faculty members are encouraged to improve their courses and are able to change assignment as long as they the new assignment fulfill accreditation requirements Ideas to modify or change part of the course is welcomed but these must be discussed with the diploma coordinator and sent to the curriculum committee for discussion. The college has its own procedures and policy regarding steps that it takes to discuss the ideas/plan (e.g., the college curriculum committee). All MEL faculty members are required to assess particular assignments on TaskStream for accreditation, provide hard copies of particular items in their courses to develop a course file and complete and electronic portfolio for one class at the end of each academic year.

### 8.2 Faculty and Staff Composition:

**Table 8.2.1 Faculty and Staff Member Composition(Fall 2012)**

Data as of <sup>1</sup> : Fall 2012	No.	HEAD COUNT		FTE <sup>2</sup>	RATIO TO FACULTY <sup>3</sup>
		FT	PT		
<b>Joint Position <sup>4</sup> (Faculty/Administrative)</b>	3	3	NA	0.73	0.08
<b>Faculty (Professor)</b>	4	4	NA	4	0.45
<b>Faculty (Associate Professor)</b>	3	3	NA	3	0.34
<b>Faculty(Assistant Professor)</b>	1	1	NA	1	0.115
<b>Lecturer</b>	None				
<b>Teaching Assistant</b>	None	-	-	-	-
<b>Student Teaching Assistant</b>	None	-	-	-	-
<b>Student Research Assistant</b>	None	-	-	-	-

<b>Technicians (Lab) / Specialist</b>	2	NA	-		
<b>Administrative &amp; Support</b>	3	NA	-		-
<b>Others <sup>5</sup></b>	---	-	-		-
<b>Diploma Student enrolment</b>	9	-	-		-
<b>Number of Graduates</b>		-	-		-
				8.73	

1 Data on this table should be for the Fall term immediately preceding the Academic Program Review.

2 For teaching assistants, 1 FTE equals 35 hours per week of work (or service).

For student teaching and research assistant, 1 FTE equals 15 semester credit-hours per semester.

For lecturers, 1 FTE equals 26 semester credit-hours per semester.

For faculty members, 1 FTE equals the full-time load of 21 semester credit-hours per academic year.

<sup>3</sup> Divide FTE in each category by total FTE Faculty (IDC and RC). Do not include administrative FTE.

<sup>4</sup> Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category. That is, they should be included in the head count of both categories but the FTE should be distributed among both categories based on university rules and regulation and if not applicable, based on the fraction of the appointment assigned to each category.

<sup>5</sup> Specify any other category considered appropriate, or leave blank.

### 8.3 Faculty Credentials

**Table 8.3.1** Faculty and Lecturer Credentials

Faculty Member /Lecturer Name	Rank	FT or PT	Highest Degree Earned	Field of Highest Degree	Institution from which Highest Degree Earned & Year	Number of Years of Experience		
						Govt. Indust, Practice,	Total at Univ. other than QU	Total at QU
Prof. Hissa Sadiq	Prof.	Ft	P.H.D	Philosophy in Education	عين شمس- كلية التربية	NA	NA	32 years
Prof. Ghadnana Al- Binali	prof	Ft	P.H.D	Social Instruction	عين شمس – كلية التربية	NA	NA	22 years

Prof. Atmane Ikhlef	Prof.	Ft	P.H.D	Psychology	Plymouth university UK		17 Yrs.	14 Yrs.
Prof .Maryam Al Flasi	Prof.	Ft	P.H.D	Educational psychology	Ain Shams university 1992	-	-	32 years
Dr. Asmaa Al Atya	Associate prof.	Ft	P.H.D	Ph.D Educational Philosophy Metal Health ( emotional disorders in children )	Ein Shams University Egypt			12 Yrs.
Dr. Ali Al - Rabai	Associate professor	Ft	P.H.D	Curriculum & Instructional	USEK Lebanon		26 years	1.5 years
Dr. Mohamed Atiah ( Visiting Faculty)	Associate professor	Ft	P.H.D	Arabic Instruction	جامعة -كلية التربية الأزهر		14 yrs	
Dr. Hessa Al-Binali	Assistant professor	Ft	P.H.D	Math Instruction	Swonsea University U.K 1993 وزارة التربية- مركز الحاسب الآلي	One year and half		19 yrs

#### 8.4 Faculty Competencies

All full time faculty members who teach in the diploma program achieved the rank of assistant ,Associate Professor or Professor. Each has an earned Ph.D. from a university in a specialty in the areas that they teach. The faculty members teach courses in their area of expertise.

**Table 8.4.1** Faculty Competencies

Faculty Member Name	FT or PT	Courses in the Curriculum that can be Taught by Faculty			Faculty Qualifications
		Course Id	Course Title	CH	

Prof. Hissa Sadiq	FT	EDUC 500- EDUC 400	Qatari Schools and Society	1	PH.D in
Prof. Ghadnana Al- Binali	FT	EDSE 557- EDPR 448 EDSE 567- EDPR 545	Methods1:Instructional strategies-Social Studies Internship Methods11:Inquirey and ICT-Social Studies Social Studies Methods	3 6 3 3	PH.D
Prof. Atmane Ikhlef	FT	EDUC 503 EDUC 501	Introduction to Special Education Human Development and Learning	3 3	PH.D
Prof .Maryam Al Flasi	FT	EDUC 501	Human Development and Learning	2	PH.D
Dr. Asmaa Al Atya	FT	EDUC 503 SPED 580	Introduction to Special Education Internship	3 6	PH.D
Dr. Ali Al - Rubai	FT	EDUC 504	Management of the Instructional Environment	3	PH.D
Dr. Mohamed Atiah ( Visiting Faculty)	FT	EDSE 568- EDSE 503- EDSE 502	Methods11:Inquirey and ICT-Arabic Reading and Writing across the Curriculum Second Language Learners across the Curriculum	3 3 3	PH.D
Dr. Hessa Al-Binali	FT	EDUC 502	Instructional Planning and Assessment	3	PH.D

### 8.5 Faculty Workload

The process follows the policy guidelines stated in the Qatar University Faculty Handbook, Spring 2012

#### Faculty Workload

The unit of measurement to calculate faculty workloads is the instructor credit hour (ICH). One ICH is equivalent to 50 minutes of classroom contact hours/week over a 16-week semester, plus the academic support time needed for preparation and grading. The faculty workload shall encompass but not be limited to teaching, administration, advising, and research, service to the University and community, and other duties. Additional work such as summer teaching, additional coursework during the regular academic year, or any commissioned work is not considered part of a faculty member's annual workload developing and revising the mission

#### Teaching Loads

The annual teaching workload for a faculty member is 21 ICH, distributed over two semesters. All consideration should be taken by the Department Chairperson not to assign a teaching load involving more than three preparations/semester, and not to exceed 15 ICH/semester. Exceptions must be approved by the College Dean. Teaching load factors are detailed in the table below. (For example, a laboratory course that is one contact hour per week over the course of the semester would be counted as 0.50 ICH).

**Procedures**

Determinations of FTE needs (for programs, departments, colleges, or the University) can be calculated by determining the total ICH (summing the ICH for each course in the relevant unit, taking into account the teaching load factors noted above), and then dividing this number by 21. The number of generated students' credit hours (SCH) will be taken into account. The department shall also consider the excess workload for large number of classes, by putting a ceiling on the number of students per class.

The total allotted FTE for each program will be negotiated and approved by the Vice President and Chief Academic Officer

**Teaching Loads Increase**

In special circumstances, the Department Chairperson may assign a teaching overload to a faculty member; this is not to exceed 3 ICH/semester, and the faculty member is entitled to corresponding financial compensation (see Faculty Compensation Policy).

**Teaching Loads Reduction:**

The annual teaching load can be reduced under certain circumstances

**Table 8.5.1** Faculty Workload 2012/13  
(Secondary Diploma)

Faculty Member Name	FT or PT	Classes Taught			Number of Advisees	Total Activity Distribution			
		Course Id	C H	Semester		Teaching	Research	Service	Other
Prof. Hissa Sadiq	FT	EDUC500 EDUC 400	2	Fall 2012 Spring 2013		20	-	Administrative work 80%	
Prof. Ghadnana Al- Binali	FT	EDSE 557 EDSE 580	5 6	Fall 2012 Spring 2013	30	30	30	30	

		EDSE 567 EDPR 545			90				
Prof. Atmane Ikhlef	FT	EDUC 503 SPED 580 SPED 603	3 6 3	Fall 2012	0	50	30	20	
Prof .Maryam Al Flasi	FT	EDU 501	2	SPRING2012 +2013	-	60%	20%	20%	
Dr. Asmaa Al Atya	FT	EDUC 503 PSYC 201	3 3	Fall 2012	-	60	25	15	Volunteer work with individuals with disabilities centers
Dr. Ali Al - Rubai	FT	EDUC 404	3	Fall 2012	6	50	20	20	10
Dr. Mohamed Atiah ( Visiting Faculty)	FT	EDSE 568 EDSE 503 EDSE 502	3 3 3	Spring 2013	Doesn't apply				
Dr. Hessa Al-Binali	FT	EDUC 502	3	Fall 2013		60	20	20	

## 8.6 Faculty Size

### Process for hiring Qualified Faculty

Faculty in the unit are well qualified with terminal degrees in their fields, and they have the required expertise for the courses they teach. Approximately one third of the faculty have achieved the full professor rank. Experienced teachers are qualified for their roles in the internship programs. The unit asserts a priority to hire highly qualified faculty. Faculty members are appointed by the Dean and approved by the Vice President and Chief Academic officer after confirmation by the President.

The unit follows university conditions for appointment which include:

An advanced degree from an accredited university or institution of higher learning

recognized by the State and Qatar University

Competency in teaching

Ability to engage in scholarly activity  
 Good collegiality and interpersonal skills

**Table 8.6.1 QU faculty cohort retention analysis (2007-2011)**

Hire Year	Cohort Size	Discontinued					Retained	
		2007-08	2008-09	2009-10	2010-11	2011-12	N	%
		%	%	%	%	%		
<i>College of Education</i>								
2007-2008	3	33		67		67	1	33%
2008-09	8		25	38	50	50	4	50%
2009-10	3				33	33	2	67%
2010-11	4				25	25	3	75%
2011-12	14					0%	14	100%

**8.7 Faculty Contribution to Research**

The College of Education continues to be involved in various intermural and internal funded research project. The College seeks often to draw different national stakeholders to the locus of CED's faculty capacity and draw on faculty expertise to address the key national priorities.

The faculty in their collaborative efforts with school practitioners work closely to translate those challenges into research priorities. The College established for basic research strands through a development of a research agenda in the academic year 2011/2012.

The research agenda elements maps initiative to the Qatari National Development Strategies. It is expected that the overall research agenda will benefit Qatar helping to understand and address challenges and identify best practices across educational areas.

The research agenda will:

Tackle the underachievement in math, science and English. Two of the proposed studies of the research agenda specifically address the underachievement of students in mathematics, science and English.



Strengthen education administration and the teaching profession. More than four studies of the research agenda address the improvement of teacher and school leader practices in the Independent Schools. Recommendations from these studies will provide understanding and operational steps in effective teaching practices.

Focus on quality education across schooling and teaching levels. The central aim of the research agenda is to achieve understanding in how to provide quality education in all levels of the Independent Schools.

Retain quality teachers and reduce teaching staff turnover. Elements of the research agenda will identify factors contributing to teacher satisfaction in the work place and effective strategies policies to retain teachers.

The knowledge and information gained from this initiative will provide data for better decisions for school systems. Research findings will improve preservice teacher education and inservice teacher training programs at CED that will result in better quality teachers for Qatari schools and total school improvement. Further, we foresee the results from this set of studies will benefit the Supreme Education Council (SEC), the Education Institute and the College of Education (CED) by providing a wealth of knowledge to inform national policy, improve the national curriculum, develop training programs, and improve school culture and organization. The results will address the needs of new programs on the best practices. We encourage our faculty to collaborative with international organizations and entitites to identify new educational issues needing further study that could set a research roadmap for the next decade. In addition, the research agenda will contribute to global knowledge on education and school reform and will enhance Qatar's image in the global sphere.

The College of **Education Research Committee** is formed by the college dean from faculty members. The Research Committee chair shall be the contact between the Research Office and the College.

The main role of the committee is to:

- Identify the committee mission as outlined by the dean of the College of Education and agreed on by the
- committee
- Recommend a strategy to encourage research activities at the college.
- Evaluate research project proposals submitted by faculty members seeking funding for their scholarly endeavors.
- Study the research grants for possible development from external funding sent to the College of Education. dean.
- Determine the criteria and procedure for supporting individual and group research grants.
- Translate committee members evaluation to the college dean and academic research office.
- Monitor research projects which were approved for financing, through periodic reports from the relevant researchers.
- Encourage researchers and facilitating their research activities by removing barriers to their pursuits, and by helping them to

- obtain external funds for their projects (preferably in collaboration with the Office of Research).
- Present a report about all research activities in the college at the end of each academic year to the Office of Research, through the college dean (regardless of whether they were financed by the university or self-initiated)..
- Set the procedures and timeline regarding the, proposal write-ups, report write-ups, review, submission & evaluation of research proposals.
- Any other roles recommended by the College.

**The faculty members are expected to conduct research in addition to teaching and services. The faculty members are evaluated annually on these three components. The following chart lists research interest and publications for each faculty member since arriving at Qatar University.**

**Table 8.7.1 Diploma Faculty Research Interests and Publications**

Faculty Member Name	Rank	Research Interests	Number of Publications				
			Date	Books	Journals	Referred Conferences	Others
<i>Prof. Hissa Sadiq</i>	<i>Professor</i>	Educational leadership	2011/12	-	1	2	2
		Professional development	2010/11	1	2	1	2
			2010/09	-	1	1	<b>Evaluative a book and a research</b>
Prof. Ghadnana Al- Binali	Professor	Social studies curriculum and instruction	2011/12				
			2010/11			1	

			2010/09			<b>1</b>	
Prof. Atmane Ikhlef	Professor	School mental health problems, motivational problems, self-regulated learning	2011/12	-	<b>1</b>	<b>3</b>	
			2010/11	<b>1</b>	-	<b>3</b>	
			2010/09	-	-	<b>1</b>	
Prof .Maryam Al Flasi	Professor	Early childhood	2011/12	-	2	4	
			2010/11	-	1	1	
			2010/09	-	2	3	
Dr. Asmaa Al Atya	Associate Professor	Special Education	2011/12	Chapter 1	2	12	2
			2010/11		2	4	2
			2010/09	Chapter 1	2	8	2
Dr. Ali Al - Rubai	Associate Professor	Preparing English Language teachers	2011/12	-	-	1	9
			2010/11	1		2	4
		Modern Methods of teaching English Language and society	2010/09	-	1	2	2
							Evaluating research
Dr. Mohamed Atiah ( Visiting Dr.)	Associate Professor		2012/13				
			2011/12	<b>NA</b>	NA	NA	NA
			2010/11	NA	NA	NA	NA

			2010/09	NA	NA	NA	NA
Dr. Hessa Al-Binali	Assistant Professor	Teaching and testing math					
		Designing math curriculum	2011/12			1	1
		Problem solving in math	2010/11				1
			2010/09				1

## 8.8 Faculty Grants and Awards

**Table 8.8.1** Diploma Faculty Grants for the Last 3 years

Faculty Member Name	Grant Id	Grant Title	Awarding Institution	Type of Participation*	Grant Date	Amount & Duration
Haitham Al-Khatib	UREP 13 - 093 - 5 - 022	Sixth Grade Mathematics Students Expert-Novice Distinction of Area and Perimeter of the Rectangle	QNRF	PI	2012/13	\$42800
Ramzi Nasser	UREP 13 - 097 - 5 - 025	Using mobile devices to improve students' completion rates of mathematics classroom assignments and its impact on mathematics achievement.	QNRF	PI	2012/13	\$45800
Ramzi Nasser	QUST-EDU-FALL-12/13-2	Assessment of Learning and Study Strategies of University Students in Qatar	QU	PI	2012/13	QR10000
Haitham Al-	QUST-	Attitudes Towards Teaching	QU	PI	2012/13	QR10000

Khateeb	EDU-FALL-12/13-1	Profession of Education Students in Qatar: A Three Year Study				
Aisha Fakhro(PI) Mubaraka Al-Akraf Badriya Al-Mulla Fatma Al-Mutawah	NPRP 4-766-5-117	مستوى لرفع مستقبلية رؤية الابتدائية المرحلة طلاب أداء بدولة الوطنية الاختبارات في قطر	QNRF	PI	2011/12	\$301.627.60 (3-year project)
Maha Cherif(PI) Nancy Allen Zohreh Eslami, Texas A&M University	NPRP 4-1172-5-172	Improving reading skills in the middle school science classroom	QNRF	PI	2011/12	\$ 964583 (3-year Project)
Maha Cherif(PI) Garry Moorman, Appalachian State University Sakil Malik, International Reading association	Middle East Partnership Initiative QUEX-MEPI-11/12-6	Strengthening Literacy Policy	American Embassy +MEPI	PI	2011/12	(3-year Project)
Ramzi Nasser(PI)	UREP 09 - 014 - 5 - 005	Training students in the practice of scholarship	QNRF	Pi	2011/12	
Ramzi Nasser(PI) Fatma Al-Motawa	UREP 10 - 079 - 5 - 023	An extracurricular reading program as an intervention to improve student reading habits	QNRF	Pi	2011/12	
	UREP 10 -	Emotional and	QNRF	Pi	<b>2011/12</b>	

Maha Al-Hindawi(PI) Clay Keller	025 - 5 - 009	Behavioral Disorders: A Descriptive Study of the Nature and Extent of the Problem in Qatar's Independent Schools				
Ramzi Nasser(PI)  Nancy Allen Michael Romanows ki Maha Al- Sherif	QUEX - SCICT -09/10- 11	KNET learning Management System Usage on students, teachers and parents in preparatory and secondary schools in Qata	ICT Qatar	PI	<b>2010/11</b>	
Ramzi Nasser(PI) (LPI) Dennis MCINERNE Y  Hissa Fakhroo	NPRP 09 - 302 - 5 - 052	Peer and teacher socio-cultural motivation. Its impact on student academic performance	QNRF	PI	<b>2010/11</b>	
Haitham Al- Khateeb(PI)	Start-up	The Self Esteem in Qatari and Arab-American Primary Students	QU	PI	<b>2010/11</b>	

Maha Al-Sherif(PI) Ali Al-Said Noof Al-Wadi	Student Grant	Students' and lecturers' attitudes to English as a medium of instruction policy in Qatar University	QU	PI	2010/11	
Ramzi Nasser(PI) Ebtessam Al-Sorahi	Student Grant	Implication of sleep deficit on college performance	QU	Pi	2010/11	
Ramzi Nasser (Student Grant)	QUST- CED-DES- 09/10-29	Adapting Instruments to Assess the Effectiveness of the Research Process	QU	PI	2009/10	QR10000
Abdel Hay Al Sayyed Muhammad (Faculty Grant)	QUSG- CED-DES- 09/10-19	أثر استخدام الوسائط المتعددة في تدريس التربية الإسلامية على التحصيل المعرفي لدى تلاميذ المرحلة الابتدائية	QU	PI	2009/10	QR50000
<b>Ramzi Nasser</b>	QUEX- CCC-09/10- 08	Reading Week": A proposal for implementing a weeklong reading intensive program in elementary schools	Childhood Cultural Centre	PI	2009/10	QR31200
Dr. Tricia Kerr (QU) (Contact PI)	NPRP 08 - 405 - 5 – 065	Understanding and strengthening students' and teachers' views on science and energy	QNRF	Contact PI	2009/10	\$578,000

\* *Lead Principal Investigator, Principal Investigator (PI), Co-PI, other please specify)*

**Table 8.8.2** Diploma Faculty Awards for the last Three Years

Faculty Member Name	Type of Award	Received From	Award Date	Award Additional Details
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Ramzi Nasser	Quality and Excellence Award	College of Education, QU	2010/2011	QR10000
Abdullah Abu Tineh	Quality and Excellence Award	College of Education, QU	2011/2012	QR10000

## 8.9 Faculty Evaluation

### Process followed in evaluating Faculty Performance

The Qatar University Faculty Handbook clearly delineates policies and procedures for faculty evaluation, both annual evaluation for improvement and merit salary consideration and periodic evaluation for promotion consideration. There is a Faculty Performance Review and Development System Framework which guides faculty members, department heads and deans in the annual report and evaluation process. Annually each faculty member prepares a report, including at least one course portfolio, and submits the material to the Department Head. The Department Head reviews the materials, verifies the documents submitted, meets with the faculty member to provide feedback, and reaches agreement with the faculty member on a work plan for the following year. These materials are submitted to the Dean who verifies results, considers any responses by the faculty member, and prepares the final faculty evaluation report, which is submitted to the University Office of Evaluation. The Dean and Department Head meet individually with faculty members whose performance is less than expected or unsatisfactory to discuss performance issues and complete an individual professional development plan. The majority of salary increase funds is distributed annually on a merit basis, and merit raises are keyed to results of the annual report and review process.

### In Addition to that ,

In the 2007-08 academic year, the College of Education initiated a peer observation program in which faculty members visit colleagues' classes and provide instructional feedback using a defined observation and comment protocol. The Peer Observation System is administered by the Quality Assurance Committee in the College of Education, which has developed a comprehensive Peer Observation System Guide/Manual to guide observers and assure consistency in the observation and feedback process. The Quality Assurance Committee determines a schedule of observations each academic year, and every faculty member in the unit is observed during any two-year period. The purposes of the Peer Observation System are to:

- a) Support active teaching processes to enhance the quality of teaching and learning
- b) Raise awareness about issues that faculty members face in teaching
- c) Encourage faculty members to engage in dialogue and exchange of ideas
- d) Motivate faculty members to engage in self reflection
- e) Make changes in the teaching-learning process based on evidence.

The Peer Observation System is not a faculty evaluation tool, and observation reports are confidentially maintained by the Quality Assurance Committee. Any release of the observation reports is at the discretion of the faculty member, and several faculty elect to include the reports in their annual review and/or promotion dossiers.



In developing the Peer Observation System, the Quality Assurance Committee examined faculty evaluation models from 10 universities around the world, and the completed protocol was reviewed by faculty at American University in Beirut. The process as currently implemented goes well beyond common practices in other universities in both the specificity and the scope of the program. Faculty members serving on the Quality Assurance Committee have submitted a paper on the Peer Observation System to UNESCO for review and possible publication.

- evaluating the performance and effectiveness of faculty

The process follows the university guidelines for faculty performance evaluation stated in the faculty handbook. Faculty members and the Supporting Academic Staff are subject to regular performance appraisal, according to the rules and regulations set by the University.

The head of the department forms a committee headed by him to look into faculty portfolios and evaluate them. The performance appraisal is based on the three major faculty activities:

1. Teaching and instruction
2. Scholarship and research
3. University and community service.

-Faculty members are expected to provide up-to-date reports involving teaching activities and student advising as assigned by the department.

- Faculty members will be responsible for course development and participate in curriculum and program development.

-Meet all instructional and advising responsibilities as specified in the policies and procedures (refer to Part-4 within this handbook).

-Participate in scholarly and research activities which enhance their professional development and contribute to their discipline.

- Serve as appropriate in the department, college and university committees.

-Provide professional services to the University and community

#### **Education Faculty: Implementation of Peer Observation:**

the Quality Assurance Committee:

College of Education started to reform and enhance the educational and teaching process, in order to achieve a quality assurance residing in aligning the academic program objectives with relevant educational outputs. This initiative contributed to improving the different programs this was clearly and concretely reflected by the changes in the educational process. Furthermore, members of the teaching faculty started using various teaching methods and modern strategies. In addition, members cooperated through the exchange of information concerning the academic performance of each other. The students' learning outcomes of this system were also reflected in measurement and assessment. Various means were applied, such as teaching faculty and program's external partners working as one group and the teaching faculty and students in another, with both groups exchanging information concerning the learning outputs assessment's progress report.

### 8.10 Faculty Development

The faculty members in the Educational Department are required to submit at the beginning of the academic year a Faculty Professional Development Plan. The plan is developed based on the CED Conceptual Framework of teaching, scholarship and leadership. The plan includes objectives, action plan, outcomes, evidence for support and date completed. At the end of the year, faculty are required to develop a course portfolio that is coupled with the Professional Development Plan and used to determine the yearly faculty performance evaluation. The Office of Faculty and Instructional Development provides numerous opportunities for faculty by offering workshops and programs that enable faculty members to improve teaching and research skills. Faculty are encouraged to attend OFID events and activities to meet their individual needs.

Table 8.10.1  
Diploma Faculty Attending External Conferences for the past three years

Name	Year			
	2012/13	2011/12	2010/11	2009/10
Prof. Hissa Sadiq		المؤتمر العالمي للإبداع والابتكار الذي سيعقد في دبي خلال الفترة من 10 - 12 يناير 2012	Education Qatar Conference, London 7-8 June 2011	American Association of Colleges for Teacher Education, Atlanta city, Gorgia, USA 19-22 February 2010
Prof. Atmane Ikhlef			American Educational Research Association Conference, USA 8-12 April 2011	
Dr. Ali Al - Rabai				
Dr. Asmaa Al Atya		The meeting Arab net work of Quality Assurance in higher education, Dubai 13-14 December 2011	ورشة العمل الثانية حول إنشاء لجان ضمان الجودة في التعليم العالي في المنطقة العربية - التي عقدت في بيروت في الفترة من 15-16 ديسمبر 2010 ملتقى الجمعية الخليجية للإعاقة الحادي عشر الكويت - 19 - 20 يناير 2011	

			Promoting Empowerment of Women in Arab Counties, Tunis,5-6 October ,2010	
Dr. Hessa al –BinAli		مؤتمر المجلس الوطني لمدرسي الرياضيات المنعقد في فيلاديلفيا بالولايات المتحدة الأمريكية في الفترة من 23-28 أبريل 2012		Lesson Study Immersion Program, Japan,24 June -7 July 2010

**Table8.10.2**

Diploma Faculty Professional Development Activities for the last three years  
National Center of Educator Development(NCED)

Name	2012/13	2011/12	2010/11	2009/10
Prof. Hissa Sadiq		Workshop : Mentoring and Supervision Program (Senior Manager)		
Prof. Ghadnana Al- Binali		Workshop : Teaching Social Studies at Elementary Level - Workshop : Teaching Social Studies at Preparatory and Secondary Level	- Workshop : Build and Design Curriculum	- Workshop : Teaching Social Studies at Elementary Level
Prof.Atmane Ikhlef	Workshop: Multiple Intelligence in The Classroom			-ورشة دافعية التعلم

	<p>-Workshop: Address The Deficit Syndrome Motivation</p> <p>-Workshop: Behavior Management</p>			
Prof .Maryam Al Flasi		Workshop: Problems and Disorders of Children in preschool	<p>-Workshop: Child evaluation and Pre-school</p> <p>-Workshop: Methods of Assessing Kindergarten Teacher</p>	<p>ورشة: تقييم الطفل في مرحلة الروضة</p> <p>-ورشة: تقييم أداء معلمة رياض الأطفال</p>
Dr. asmaa al Atya	<p>Workshop: Introduction to Mental Disability and case Study</p> <p>-Workshop: Strategies for Teaching Students with Intellectual Disabilities</p>	<p>ورشة: مدخل الى الاعاقة الذهنية ودراسة الحالة</p> <p>-ورشة: استراتيجيات تعليم ذوي الاعاقة الذهنية</p>	-Workshops: Partnership with Parents of Special Needs Students	
Dr. Ali Al- Rubai		<p>Workshop: Differentiated Learning</p> <p>-Workshop: Using DR-TR in Teaching Content-Based Reading for Primary School Students</p> <p>-Workshop: Writing as Logic Process: Teaching Essay Writing for Secondary School Students</p>		

Dr. Hessa Al-Binali		<p>-ورشة: تدريس المفاهيم الرياضية – مفهوم الضرب ومفهوم القسمة</p> <p>-ورشة: إعداد اختبار الرياضيات في ضوء مخرجات التعلم</p>		
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**Table 8.10.3**

**Data on OFID - College of Education (CED) Collaboration  
for AY 2010/2011- AY 2011/2012 and Fall 2012**

**1) AY 2010/2011**

<b>Fields</b>	<b>Activity</b>	<b>Facilitator</b>	<b>College</b>	<b>Date</b>	<b>No. of Participants in the session</b>
<b>Teaching methodology</b>	التكامل بين المناهج الدراسية	د. غدنانة البنعلي	<b>CED</b>	<b>Jan19,2011</b>	<b>29</b>
<b>New faculty</b>	<b>Preparing Course Portfolio</b>	<b>Dr. Ghadnana Saeed</b>	<b>CED</b>	<b>Oct.19&amp;26,2010 and March 8.2011</b>	<b>8</b>

**2) AY 2011/2012**

Field	Workshop Name	Facilitator	College	Date	No. of Participants in the session
Active Learning	استراتيجيات لتعليم الصفوف ذات الأعداد الكبيرة	د. علي الرباعي، د. محمد سليم	CED, CAS	15-02-2012, 25-03-2012, 13-12-2011	44
Active Learning	عمل العروض الطلابية وفنون التقديم الصفي	د. علي الرباعي	CED	22-04-12	12
Assessment at the course level	بناء اختبارات تحصيلية في ضوء مخرجات التعليم	أ. د. غدانة البنعلي، د. علي الرباعي	CED	30-04-2012, 23-04-2012, 14.02.2012, 7/12/2011,	30

### 3) Fall 2012

Theme	Date	Workshop Title	Facilitator	College	No. of Participants in the session
Active Learning	15-Jan-13	اشركونا في التعلم: هذا كل ما نريد!	(CED) د. علي الرباعي (CAS) د. محجوب الزويري (CSIS) د. ابراهيم الانصاري	CED, CAS, and CSIS	15

#### 8.11 Faculty Promotion

##### Process for promoting Faculty

The promotion process is also well delineated in the Faculty Handbook. Promotion consideration begins with the faculty member assembling a professional dossier presenting evidence for promotion in the areas of teaching, research and service. The materials are reviewed by a departmental committee and the Department Head before submission to the college level for further review. At the college level, the Promotion Committee reviews the dossier and makes a recommendation to the Dean, who reviews all departmental and college level reviews and makes her decision. If the Dean's decision is positive, the application

moves to the campus level. If the Dean's decision is negative, the application is not sent forward to the campus level for review. A negative decision by the Dean can be appealed by the faculty member, resulting in campus-level review of the application.

At the University level, the Promotion Committee typically accepts the department- and college- level decisions that the candidate's teaching and service record merit promotion. The university level review focuses on the candidate's research accomplishments. For promotion to Associate Professor, it is expected that the candidate will have published at least four original papers in reputable, refereed professional journals. There is a comparable expectation for promotion to the rank of Professor. When the College submits promotion materials for campus-level review, they include a list of 10 external reviewers who are qualified to comment on the quality and importance of the scholarly contributions of the candidate. The University Promotion Committee chooses three reviewers from the list and submits the candidate's scholarly papers to these reviewers for analysis. Based on these evaluations, as well as the input provided at the prior levels of review, the University Promotion Committee makes a recommendation to the Vice President for Academic Affairs, who recommends to the President for a final decision. Faculty candidates are informed of recommendations at each level of review, and can appeal decisions or file responses to decisions at all levels of the process. Faculty members who receive promotion to a higher professorial rank receive a salary increment based on the promotion.

Faculty members who have not merited promotion after ten years in rank meet with the Dean and Vice President for Academic Affairs to discuss the reasons for lack of progress. Options for action range from development of an action plan to improve performance to termination.

If a faculty member's performance is judged, through the annual review process, to fail to meet expectations for two consecutive years or two out of three years, or if the faculty member fails to submit evaluation documents without acceptable justification, the Department Head shall request the Dean to form a special review committee. This starts a process through which a faculty member may, after appropriate consideration at multiple levels of review, be recommended for termination due to Chronic Low Performance.

- Process for helping and encouraging faculty application & successful promotion

The process is as follows:

-Initially, the faculty member prepares a dossier which includes current CV, recent publications, internal and external Letters of Review, Student Evaluations, and a Summary Statement of research and/or teaching. This packet is submitted through the head of the department.

-The head of the department submits the work to the Department Promotion Committee which evaluates the candidate's work completion. This committee is responsible for helping the faculty in :

- Preparing his/her File
- Check into the completeness of its contents
- Writes a report to the head of the dept.

- Remind faculty of deadlines for submitting for promotions

-After making an evaluation report, it submits the recommendation to the Department head.

-The Department head prepares recommendation letter and transmits the dossier to the College promotion committee that reviews and writes recommendations .Then it submits it to the dean.

-The Dean forwards the reviews and makes a recommendation and passes the dossier on to the Office of Academic Affairs (OAP) and the Vice Provost Academic Affairs (VPAA).

In the Qatar University faculty handbook for Spring 2012, there are sections for:

Conditions for Promotion

General Rules for Promotion

Conditions for the Attainment of Each Rank

Title Approval

Application Forms

**Table 8.11.1** Diploma *Faculty Promotion*

<b>Faculty Member Name</b>	<b>Rank</b>	<b>Total Number of Years in Current Rank</b>	<b>Total Number of Years at QU</b>	<b>Date of Last Promotion at QU</b>
Dr. Asmaa Al Attiya	Associate Professor	4 years		February 2009
Dr. Marium Abou Flasa	Professor	2 years		October 2011



## 9 Teaching and Learning

### 9.1 Course Offering and Teaching Assignments

Faculty members in the diploma program are assigned courses to teach within their areas of expertise. The courses are determined by the specific plan of course offerings designed the MEL program. All classes are scheduled in the evening to meet the needs of the students enrolled in the program.

#### **Course offering:**

**Go back to the study plan.**

#### **Teaching assignments:**

There are many teaching assignments embedded in the courses syllabi that are being assessed using rubrics and checklists .

Classroom Management Plan ,Recorded Data Sheet ,Collected Data and written intervention plan

Classroom Management Plan ,Designing IEP ,Case study and Lesson Plan ,Ethical Report on Inclusion ,Written assignment

Observation ,Vignettes ,Observation assignment ,Written assignment ,Portfolio Setup/ Resume ,Philosophy Statement ,Reaction Paper ,Lifelong learning plan , complete lesson plan ,Group presentation and demonstrations of teaching methods ,Digital Model of ideal learning environment ,Family involvement model paper ,TEL(Technology Enriched Lesson Plan) ,Reflection journal entry on assessment techniques

Field experience paper. , Framework of learning,etc.

## 9.2 Class Size

The number of students who are enrolled in each cohort determines the class sizes in the diploma program. During the history of the program, there have never been more than ( ?? ) students in one class. Table 9.2 illustrates the class sizes for the Fall 2012 semester.

**Table 9.2 Class Size for Primary and Secondary Diploma Courses Offered: Fall 2012**

Course Number	Course Title	Students Actual Enrollment	Instructor
EDUC 500	Qatari Schools and Society	33	Dr. Hissa Sadiq
EDSE 558	Methods I: Instructional Strategies - Arabic Studies(Secondary dipl.)	4	Dr. Badryia AL-Malki
EDSE 557	Methods 1: Instructional Strategies –Social Studies Secondary Education)	3	Dr. Ghadnana Al-Binali
EDSE 580	Internship(Secondary Education)	7	Dr. Maha Cherrif
EDPR 580	Internship (Primary Education)	3	
EDPR 540	Reading / language Arts(Primary)	8	
EDPR 543	Arabic Methods 1(primary)	11	
EDUC 502	Instructional Planning and Assessment	32	Dr.Hissa Al-Binali Dr. Tricia Kerr
EDUC 503	Introduction to Special education	32	Dr. Asma Al-Attayah- Dr. Atman Ikhlef
EDSE 553	Method I: Instructional Strategies – Islamic Studies(secondary	2	Dr. Baryia AL-Malki

### **9.3 Instructional Material and Methodologies**

The instructional material and methodologies used in the secondary diploma courses are varied to suit the program as well as the course learning outcomes in addition to the type of learners involved. Instructors are encouraged to model best practices, including a range of teaching and learning methods to prepare the candidates as future specialists in the field. In the programs, there is a commitment to ensure that learning outcomes are made explicit to candidates. Appropriate methods are chosen to match the intended learning outcomes. Depending on the content and context requirements of the courses, our program staff often use a variety of group and cooperative learning methods such as mini-project, group project, portfolio, assignments, field studies, case study, reflective journal, designing a lesson plan and group discussion. Our students are encouraged to participate in class through graded case presentations and open discussion. Independent learning is a feature of all courses. It includes directed reading and carefully designed practical projects. In addition to formal instruction, there are opportunities for our candidates to participate in workshops and conferences sponsored by the unit.

Please, go over the course syllabi in Appendix ( **A** )for examples .

### **9.4 Use of Technology**

All faculty members teaching the diploma program use whatever technology is suitable for their classes and what is available in their classrooms. Each room used to teach are Smart Classroom equipped with the latest technology. The university is always willing to provide faculty with whatever technology and specialized software it believes is needed for research and teaching. Blackboard is of the major course management system that the university focuses. The University through Office of Faculty Instructional Development provides hands-on training as well as workshops for faculty. The university encourages and requires faculty to use Blackboard in their teaching and communication with students. In addition, faculty in the College of Education are trained and use Tasks team that is a fee-based web portal used in all MEL courses to store key assignments and rubrics that are scored on Tasksream. The data from these rubrics is available for analysis and used in program assessment for accreditation purposes. This online system thus provides an extensive portfolio of student work, which is evaluated to provide data on a student's mastery of program

### **9.5 Field Trips, Training and Internship programs**

The Diploma program does not provide any field trips at this time but fieldwork is an integral part of the program and all fieldwork designed to integrate theory and coursework into practice. The university utilizes K-12 schools to provide all students with field placements that will develop their knowledge, skills, and dispositions in the College of Education's learning outcomes and the Qatar National Professional Standards for School teachers .

The program offers multidimensional approach with the inclusion of academic preparation and field-based learning/internship. As candidates progress through their program, more importance is placed on field based learning and internship experiences. This provides opportunities to apply and reflect on acquired knowledge in the schools and to develop and refine skills in a schools setting.

In each of the College of Education's field and internship experiences, candidates are placed with local schools or other schooling contexts, under the direct supervision of a mentor. The candidate must also complete various activities throughout the experiences that require application and reflection of learned skill sets. The College of Education and the intern determine the selection and placement of the interns collaboratively, with a focus on the intern's specific career goals. Approval from the hosting school is required before the placement is final.

### **Purpose of the Field Experience/Internship Program**

The overall purpose of the field experience and internship program at Qatar University is to provide significant opportunities for candidates to synthesize and apply the knowledge and skills identified in the NPSSL through substantial, sustained, standards based work in real settings, planned and guided cooperatively by the institution and participating educational institutions as part of the requirements for the Diploma certificate.

The training and internship program is an integral part of all College of Education programs .

See the INTERNSHIP Handbook For Diploma Programs (Appendix D)for more details about the program .

### 9.6 Student Contribution to Research

Students conduct research as an impeded part of their course requirements . .Students apply their action research in the field as part of their methodology classes .

### 9.7 Extra-Curricular Activities

**The university provides activities for students see <http://www.qu.edu.qa/students/activities/index.php>**

**In addition, the College of Education provides opportunities for students to participate in extracurricular activities. The University, and the CED provide workshops for graduate students on topics relevant to their studies and time at QU. One concern is the students are working professionals who**

**work full time, have families and then pursue their graduate degree in the evenings. The students' involvement in Extra-Curricular Activities is limited because of their status as non-traditional students.**

### **9.8 Evaluation of Teaching and learning effectiveness**

This is conducted quite clearly by the college of Education at the level of the candidate , program and unit assessment plans .See Appendices (//////////) for more details. **Students have the opportunity to evaluate professors and classes at the end of each semester through the banner system. In addition, the program collects data from students during their last semester in the form of exit surveys, post-graduate surveys, and numbers of applications provide information on candidate and employer satisfaction with the programs and public perception of the quality of the programs.**

## **10 Resources, Facilities and Equipment**

### **10.1 Instructional Resources**

*All faculty members have laptops given to them by the University with all needed software. Faculty can also request specific software to be installed in their computers if needed*

### **10.2 Library Resources**

The resource library at the College of Education provides extensive resources; hardware and software materials to support the College programs .For a full survey of the resources , please check the College website :

<http://www.qu.edu.qa/education/resourceslibrary/index.php>

In addition to that, the university library has extensive amounts of resources to our programs . The University has two libraries one for male and one for females. The library provides several search engines for educational leadership both in Arabic and English. For more information about the University main library please visit the Library's website at

<http://www.qu.edu.qa/library/about/mission.php>

### 10.3 Facilities and Equipment

All faculty use Blackboard system .The laptops for all faculty members and assistants were replaced with latest IBM - T410 instead of the old IBM T61, and the software was updated to the latest versions. A third lecture-capture room was added, and the current video conferencing system is also being updated. There is a video conferencing room to invite expert speakers to contribute to the classes.

Technical support by College of Education to Faculty to ensure the quality of e-learning

1- Technical support for e. courses & LMS “ learning Management system “

- Bb 9
- Task stream
- Web quest
- Web2.0

1- Designing of e. learning materials

- Website
- Blog
- Presentation- Win.7 (MS, word, excel, pptx )

2- A/V

- Video capture
- DVD – CD
- Editing video – FCP
- <http://www.taalam.tv/>

3- Digital Communication

- Video Conference

4- Smart Class

-201-202-203-204-207-208-140-141-224-111

5- Computer labs

224-207-114

6- E. resources – library

7- Interactive learning

- Smart board - Promethean 9

10.4 **Office Space**

All full time faculty members in the program have their own office.

## 11 . Program Governance, Administration and Operation

### 11.1 Program Governance

#### Program governance, administration and operation

The program follows the Educational Sciences Dept. And consequently follows the head of the dept .The coordinator is the direct responsible person for the program and its operation. There are some leadership and responsibilities for the program coordinator as follows :

- Running the daily activities of the College Diploma programs
- Running all decisions related to college and university regarding the diploma programs
- Holding regular meetings with diploma faculty
- Reviewing the students applications wishing to join the program
- Preparing the study schedules in cooperation with the department
- Solving the student problems in cooperation with the head of the dept.
- Conducting the personal interviews
- Supervising the internship and field trainings through the field training coordinator and periodic meetings with faculty
- Preparing the required reports

- **decision making within the program**

Some decisions are taken between the program coordinator and the head of the department in relation to faculty .

### 11.2 Administration and Operations

The program coordinator is the one with direct responsibility for coordinating with the head of the dept.. There are program and Department level committees. They Cooperate and Collaborate to achieve the program and department objectives

*There are program and Department level committees that cooperate :*

***Program committees:***

*Field experiences and Internship committee*

*Student Interview committee*

*Student Special cases committee (student affairs)*

*Applications checkups and review committee*

***Department committees:***

*Job applications review committee*

*Cultural committee*

*Study Schedules' committee*

*Strategic Planning Committee*

*Course Descriptions Committee*



## 12 Program Financial Data

### 12.1 Personnel Related Costs

<< Identify personnel related costs for the previous and current fiscal years. Provide a detailed list of these costs by completing Table 12.1.1. >>

**Table 12.1.1 Personnel Cost Generated by the Program**

Personnel Cost Item	Previous Year	Current Year
Full Professor	QR _____	QR _____
Associate Professor	QR _____	QR _____
Assistant Professor	QR _____	QR _____
Lecturer	QR _____	QR _____
Teaching Assistant	QR _____	QR _____
Lab Technician	QR _____	QR _____
Administrative & Support	QR _____	QR _____
<b>Total:</b>	QR _____	QR _____

### 12.2 Operational Costs

<< Identify operational costs generated by the program for the previous and current fiscal years. Provide a detailed list of these costs by completing Table 12.2.1. Table 12.2.1 identifies most common operational cost items, a brief description of these cost items is provided in Appendix C. If other cost items are applicable to the program they should be listed in the table as well.

**Table 12.2.1 Operational Cost Generated by the Program**

Operational Cost Item	Previous Year	Current Year
One-Time non Recurrent Costs	QR _____	QR _____
Computer and Accessories	QR _____	QR _____
Software	QR _____	QR _____
Fairs and Exhibitions	QR _____	QR _____
Advertising, Publication & Printing	QR _____	QR _____
Communication & Utilities	QR _____	QR _____
Freight & Mail	QR _____	QR _____
Conferences & Training	QR _____	QR _____
Hospitality	QR _____	QR _____
Library Books and Journals	QR _____	QR _____
Books and Subscriptions	QR _____	QR _____
Illustrative & Educational Equipment	QR _____	QR _____
Laboratory Equipment	QR _____	QR _____

<b>Office Equipment</b>	QR _____	QR _____
<b>Supplies</b>	QR _____	QR _____
<b>Materials</b>	QR _____	QR _____
<b>Furniture and Fixtures</b>	QR _____	QR _____
<b>Maintenance</b>	QR _____	QR _____
<b>Other: _____</b>	QR _____	QR _____
<b>Total:</b>	QR _____	QR _____

### 12.3 Sources of Funding

<< Indicate the student fee revenues in the previous and current fiscal years based on the program enrollment data and provide detailed information on the sources of additional external funding.

**Table 12.3.1** *Revenues Generated by the Program*

<b>Revenue Item</b>	<b>Previous Year</b>	<b>Current Year</b>
Student Fees	QR _____	QR _____
Grants	QR _____	QR _____
Others: _____	QR _____	QR _____
<b>Total:</b>	QR _____	QR _____

*13* Support for the Program

13.1 Financial Support

13.2 Other Support Areas

#### 14 Overall Program Analysis and vision for the future

According to the low number of students enrolled in the program, in addition to their inability to carry and coordinate between the study in the program and professional work responsibilities at independent school, the college administration decided to freeze the program for an academic year to reconsider the program, change it into an online mode of delivery, or reconsidering the admission criteria to be more suited to students who are in-service teachers. **The freezing decision has been approved upon by university vice-president for Academic affairs on the 18<sup>th</sup> of March 2013**

##### 14.1 SWOT Analysis

A discussion Session for the self- assessment reports of the diploma programs (Primary &Secondary) at the college of Education

The session was held on Thursday 12/2/2013 from 11:00 AM to 1:00 PM in Room 231, college of Education Building.

List of Attendees:

Name	Position
Dr. Hisa Sadik	Dean of the College of Education
Dr.Fatma Al-Maadadi	Associate dean for student affairs
. Dr.Asma Al-attiya	Head of the Psychological sciences dept
Dr. Fatma Al-Mutawaa	Primary Education Diploma Coordinator
Dr. Eman Zaki	Accreditation Consultant , College of Education
Dr. Ali Araabi	Head of the Educational Sciences Dept.
Dr. Aisha Fakhroo	A Faculty at the diploma program
Dr. Ghadnana Al Binali	A Faculty at the diploma program
Dr. Abdullah abu Tineh r. Abou tina	Director of NCED
Dr. Badria Al Mulla	A Faculty at the diploma program
Dr. Maha Sherif	A Faculty at the diploma program
Mrs. Lamia	General Coordinator of the
Mrs. Amel	Primary and Secondary Diploma Admin.
Mrs.Nada Zenal	Special Education and Childhood Admin.

The diploma coordinator welcomed all and presented the SWOT analysis form in front of groups to start reflecting. Of the most important points resulting from the SWOT analysis are the following:

##### **First: Points of strength:**

1-The diploma programs represents the only and basic source for preparing and qualifying teachers (Graduates of other colleges rather than Education) to practice the profession of teaching.

2-The diploma programs are accredited and benchmarked by the IRTE agency for qualifying Teacher Education.

3-There is a highly qualified teaching staff.

4-There is a comprehensive Internship handbook for the Diploma programs

5-The Diploma programs offers varied courses which help in developing teachers' and educators 'professional performance in class management, teaching instructional, and incorporating technology in teaching .

6-There are many field indicators that assure the quality of the program outcomes regarding teachers and educators.

7-The study timeframe in the diploma is suitable. (3 semesters)

### **Points of Weaknesses:**

1-Lack of students joining the different diploma program

2-Students'inability to coordinate between work and study

3-Lack of efficiency of the school cooperating teacher or not being able to dedicate time to provide suitable educational supervision to diploma students.

4-Resulting complications from the internship of the student teacher at the same school where he works.

5-Weakness in admission to the program by Qatari teachers

6-Lack of any kind of incentives or privileges offered to diploma graduates.

7-Lack of students in the early childhood diploma program in the recent years

8-Lack of appropriateness of some of the field training tasks to teachers with teaching experiences.

9-Students'weakness in the English language

10-Lack of efficiency of the seminar in supporting the students.

11-Academic weakness of some the primary diploma program students which resulted from the fact that the academic specializations of those students are to some extent away from the class teacher preparation tracks in the primary stage ( art education, medical sciences , etc.)

12- Lack of students' motivation

### **Opportunities:**

1-Teaching the diploma courses in Arabic

2-Working on finding effective partnerships with the Education Institute and Independent school owners.

3- Seeking to have full release from work- permit for Qatari teachers during the period of study.

4-Providing incentives or privileges to diploma graduates

5- Reconsidering the offered courses.

6-Offering some courses online.

7-Restructuring some of the field work assignments to suit the requirements of qualifying teachers during field work.

### **Threats:**

- 1- Lack of admission to the program by Qatari teachers
- 2-Lack of coordination between the Education institute and the diploma program requirements at the College of Education
- 3-Lack of students 'motivation
- 4-Unavailability of the cooperating teacher or lack of his qualifications in supervising diploma students effectively.
- 5- Offering teacher education qualifying programs in other colleges and universities.
- 6-Conintuation in the lack of not providing any incentives or privileges to diploma graduates

15. Conclusion

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**Appendix A**

Course Syllabi

**Appendix B**

Faculty Resumes

**APPENDIX C**

Operational Cost Items Descriptions

**APPENDIX D**

Internship Handbooks

APPENDIX A

Course Master Syllabus

Course Number:

Course Title:

Number of Credit Hours:

Number of Contact Hours:

Required or Elective:

Catalog Description: -----  
-----  
-----  
-----

Course Prerequisites: - -----  
- -----

Course Co-requisites: - -----  
- -----

Textbooks(s): -----

References: - -----  
- -----

Course Objectives: - -----  
- -----  
- -----  
- -----

Course Learning Outcomes: CO-Id: -----  
-----  
-----  
-----

<i>Relationship of Course Outcomes to Program Level Student Learning Outcome(s):</i>	<u>Course Outcome CO-Id</u>	<u>Student Learning Outcome(s) SLO_Id, SLO_Id, ...</u>
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----

<i>Principal Topics Covered:</i>	<u>Topic</u>	<u>[Number of 50-minute Classes]</u>
	1. ----	[ ]
	2. ----	[ ]
	3. ----	[ ]
	4. ----	[ ]
	5. ----	[ ]
	6. ----	[ ]
	7. ----	[ ]
	8. ----	[ ]

Preparer of this Syllabus

Date of Preparation

**APPENDIX B**  
**Faculty Resume Template**

**< Name >**

---

*Rank*

---

*Degrees - -----*  
*Earned - -----*  
*- -----*

---

*Date of Initial  
Appointment*

---

*Area of Specialty*

---

*Academic and Other  
Related Experience*

---

*If you do not have a formal  
degree in the field,  
describe ways in which you  
have competence in the  
field*

---

*List of Courses Taught in  
the Past Three Years*

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

---

*Principal Publications from  
the Past Five Years*

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

---

*Professional Activities and  
Awards*

---

*Institutional Service for the  
Past Five Years*

---



## APPENDIX C

### Operational Cost Items Descriptions

#### **Computers and Accessories**

This class includes all costs required for the purchase of computers and accessories.

#### **Software**

This class includes all costs required for obtaining yearly software licences.

#### **Fairs and Exhibitions**

This class includes all costs associated with the following categories:

- Fairs and exhibitions supplies
- Rental towards participation in fairs & exhibitions

#### **Advertising, Publication and Printing**

This class includes all costs required for advertisements and announcements; it also includes payment for printing, publication, binding, etc.

#### **Communication and Utilities**

This class includes all costs required for transmitting verbal, written, and recorded messages, correspondence, data, and information. It includes costs of telephone services, telegrams, FAX transmissions, electricity and water.

#### **Freight and Mail**

This class includes all costs required for services to transport, move, and deliver materials, and resources owned, leased, or used by the university. It includes costs of postage, messenger and courier services.

#### **Conferences and Training**

This class includes all costs associated with the following categories:

- Official Assignment Compensation: This category includes all costs required for a flat unaccountable daily allowance for accommodations, meals and incidental expenses in accordance with university policy for employees representing Qatar University in international and regional gatherings/conferences.
- Air Ticket for Official Assignment: This category includes all costs required for official assignment air ticket in accordance with university policy.

**Hospitality**

This class includes all costs associated with the following categories:

- Reception and Formal Meetings: This category includes all costs required for meals and soft drinks for reception events and formal meetings.
- Accommodation for guests: This category includes all costs required for guest lecturers and job recruits accommodation.

**Library Books and Journals**

This class includes all costs required for library books and Journals.

**Books and Subscriptions**

This class includes all costs required for local and international organizations for student books. It also includes payments for subscriptions in local and international professional institutions; payment for subscriptions in local and foreign newspapers and periodicals.

**Illustrative and Educational Equipment**

This class includes all costs required for illustrative and educational equipment

**Laboratory Equipment**

This class includes all costs required for laboratory equipment

**Office Equipment**

This class includes all costs required for office equipment

**Supplies**

This class includes all costs required for supplies and materials used in the operation of the program including the following categories:

- Stationary: This category includes costs of readily expendable items, such as paper, pencils, folders, university forms, letterheads, envelopes, paper clips, etc.
- Cleaning: This category includes costs of readily expendable items, such as tissue, bin, etc.
- Food: This category includes costs of readily expendable items, such as tea, coffee, milk, etc.

**Materials**

This class includes all costs required for purchases of supplies, materials, and commodities consumable within one year or less for current operating purposes.

**Furniture and Fixtures**

This class includes all costs required for furniture and fixtures.

**Maintenance**

This class includes all costs required for contractual services, including labour and materials, to repair, maintain, overhaul, rebuild, renew, and restore owned and leased facilities and resources, such as buildings, equipment, motor vehicles, furniture, computers, roads and walks.

**Others**

This class includes all costs required for current expenditures not identified by above classes and categories.