# Self Study Report

**For the**

## Master of Education in Educational Leadership

**Hosted by**

## Educational Sciences

## College of Education

**at**

## Qatar University

March 2013
Submission Date

**CONFIDENTIAL**

# Contents

## 1. Background Information

The Masters of Education in Educational Leadership (MEL) is the only graduate program within the Department of Educational Sciences. The Department is part of the College of Education. The MEL Program at Qatar University is benchmarked to Qatar National Professional Standards for school leaders and aligned with the standards from Educational Leadership Constituent Council (ELCC). The program provides students with theoretical and practical knowledge and skills enabling them to function as outstanding leaders who are committed to reform and continuous improvement of education as successful practitioners and scholars, capable of leading and transforming a wide variety of educating organization.

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 exchanging information). Subcommittees were established in departments concerning the programs to be reviewed from Faculty and administrators. A particular location 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 done separately.

This self study was prepared by the coordinator of the MEL program, Dr. Michael H. Romanowski assisted by Deena Abukshaisha, the department administrative coordinator. Additional information in this report was provided by Dr. Eman Zaki, Consultant for Accreditation and following faculty members: Ramzi Nasser, Abdullah Abu-Tineh.

### 1.1. Contact Person Details

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### 1.2. Introduction to Qatar University

Education is a major contributing factor to the well being of any society; therefore, the Emir of Qatar issued a decree in 1973 proclaiming the establishment of the College of Education, the founding college of Qatar University. Fifty-seven male and 93 female students were admitted in that first year. After several semesters, rapid development of the country made it necessary to expand beyond the College of Education to accommodate new areas of specialization. At present, Qatar University 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. The current enrollment is approximately 8,000 (2008 – 2009 Fact Book). Of 8,000 students, 80% are female. The campus is divided into two sections, one for male students, and the other for female. The undergraduate courses are taught separately; however, male and female faculty members teach at both campuses. The graduate programs are often taught in co-educational settings; for example, the post-baccalaureate and M.Ed. programs offered by the unit are taught in co-education classes.

**Qatar University 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.

**Qatar University 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.

### 1.3. Program History

The Master of Education in Educational Leadership was implemented in 2007 and was proposed to meet the new trends, innovation and on-going development in the field of education in general, and educational leadership in particular. It keenly addresses the needs of the Supreme Education Council to recruit qualified school leaders to manage schools in Qatar and is intended to meet the university ambition to launch post-graduate programs to fulfill societal aspirations and objectives. Below are the major changes that have occurred in the MEL program since its inception.

Table 1.3

| Major Program Changes Since Implementation |
|---|
| The MEL program was aligned with the newly developed Qatar National Professional Standards for School Leaders |
| All students are required to submit TOEFL/IELTS scores |
| TOEFL/IELTS scores raised to 520/6.0 |
| Program has received international accreditation |
| SLO rewritten |
| Development of Checkpoints |
| Continued revising of assessment plans and actions based on assessments |
| Assessment activities were articulated in a rigorous unit assessment plan. The Taskstream™ |

| online assessment system has been more fully operatized to support unit assessment, with multiple measures of learning outcomes tracked throughout each program. |
|---|
| 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. |
| 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. |
| A Post-graduation survey was developed that specifically addressed the knowledge and skills of the masters 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. |
| Stronger internship observation and evaluation has been instigated for the Masters in Education programs |
| Remove Action Research from 606 and move to 609 because we needed time in EDUC 606 to cover qualitative and quantitative research in more depth. 609 centers on action research and can be taught prior to the field experience that requires an action research project. |

## 1.4.   General Program Information

Program Name: Master of Education in Educational Leadership
Degree Title: Master of Education
4 Semesters, 33 Semester Hours
The College of Education via the Department of Educational Sciences, in the College of Education, hosts the program

## 1.5.   Type of Program

The MEL program provides classes for non-traditional students, those who are working during the day and seek to earn their graduate degree in the evenings. Courses are offered Sunday through Wednesday from 3:30-6:30 on the QU campus following a traditional lecture classroom structure utilizing a variety of teaching strategies. There are three courses (EDEL 608, EDEL 609 and EDEL 610) that require field experiences/internship in educational settings.

## 1.6.   Program Organizational and Administrative Structure

The College of Education at Qatar University hosts the MEL program. Within the CED, the MEL program is housed in the Educational Sciences Department. The following chart illustrates both the organizational and administrative structure for the program.

Dean

Administrative & Financial Coordinator

Associate Dean for Academic Affairs

Associate Dean for Student Affairs

Psychological Sciences Department

Educational Sciences Department

National Center for Educator Development

Masters in Special Education

Diploma in Early Childhood

Diploma in Special Education

Early Childhood Center

Masters in Educational Leadership

Bachelor in Primary Education

Bachelor in Secondary Education

Diploma in Secondary Education

Diploma in Primary Education

## 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)

1) 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. 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.

2) 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.

3) The Taskstream™ online assessment system has been more fully operatized 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.

4) 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.

5) Stronger measures of content knowledge were established, including content exams in all programs.

6) Data-based reports for the last three years aligned to unit learning outcomes were completed and filed on the university assessment site.

7) 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.

8) Assessment of candidate's instructional use of technology was included in each program in the unit.

9) 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).

10) Stronger internship observation and evaluation has been instigated for the Masters in Education programs.

11) 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.

12) 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 University Academic Program Review that the MEL program completed.

## 2. Program Description

The MEL Program is housed within the Department of Educational Sciences. Both males and females enroll in the program. The program has three faculty members all with Ph.D. degrees from American universities who currently teach in the program. The MEL program requires one adjacent faculty member because of the required course specialty. The three full time QU members teach the following number of courses: Professor/Program Coordinator of the program teaching 5 courses totaling 18 credit hours; Associate Professor/NCED Director teaching 2 courses totaling 6 credit hours; Associate Professor teaching two courses totaling 6 credit hours; one adjunct faculty member teaching 1 course 3 credit hours. All full time faculty members have their own laptop computers, the rooms are equipped with Smart Room technology and classes are offered in the evening to meet the needs of the non-traditional students enrolled in the program. The MEL program provides ample opportunities for field experiences and students complete a 6-credit internship during the last semester of the program.

### 2.1. Mission Statement

The coordinator of the MEL program drafted a mission statement that was used as a starting point for the development of the program mission. Faculty members involved in the development of the program reviewed the statement during various meetings. The statement was discussed, revised and reworked and the final mission statement appears below. The mission statements for the University, the College of Education, the Department of Educational Social Sciences, and the MEL Program are available on the University Website. The MEL program mission is also located on program brochures.

**MEL Program Mission Statement**

To prepare educational leaders who are outstanding practitioners and scholars committed to educational reform through continuous improvement and who are prepared to lead and transform a wide variety of educational organizations.

**Educational Sciences 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.

**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. 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

**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 MEL 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

The Program Educational Objectives were developed based on the conceptual framework of the College of Education, the CED's student learning outcomes, the mission of the program and the National Professional Standards for School Leaders. Dr. Nancy Allen began the process by developing several educational objectives that were discussed and the MEL faculty members (accreditation committee) drafted several versions of the objectives and reworked each objective until faculty members believed that these objectives would serve the program well. A final version was written and these have been used during Accreditation visits. Here are the objectives of the MEL program:

1) Encourage the habits of scholarship among faculty, candidates, and graduates so that the program reflects and contributes to a growing body of knowledge in education.
2) Graduate leaders who are committed to providing exemplary educational environments and opportunities to learn for every student.
3) Reflect a commitment to diversity, equity, and justice in education.
4) Honor and support professionalism and ethical practices in education.

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

| | | Elements of University Mission | | |
|---|---|---|---|---|
| | | Prepare competent graduates by providing high quality education | Conduct quality research that addresses contemporary challenges and advances knowledge | Identify and meet the needs and aspirations of society |
| **Elements of MEL Program Mission** | To prepare educational leaders who are outstanding practitioners committed to educational reform through continuous improvement | X | | X |
| | To prepare educational leaders who are outstanding scholars committed to educational reform through continuous improvement | | X | X |
| | To prepare educational leaders who are prepared to lead and transform a wide variety of educational organizations. | | | X |

### 2.5. Program Level Student Learning Outcomes

The MEL Program provides students with the needed theoretical and practical knowledge and research skills that are important for educational leaders. In October, 2012, the Student Learning Outcomes (PLOs) were slightly modified and are as follows:

**Teaching**

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

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

3. **Technology:** Use current and emerging technologies in instructionally powerful ways.

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

**Scholarship**

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

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

**Leadership**

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

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

## 2.6. Mapping of Student Learning Outcomes to Program Educational Objectives

**Table 2.6.1**    Mapping of Student Learning Outcomes to Educational Objectives

|  | SLO 1 | SLO 2 | SLO 3 | SLO 4 | SLO 5 | Obj. 6 | SLO 7 | SLO 8 |
|---|---|---|---|---|---|---|---|---|
| **Obj. 1** |  |  |  |  | X |  |  |  |
| **Obj. 2** | X | X | X | X |  | X |  | X |
| **Obj. 3** |  |  |  | X |  |  | X | X |
| **Obj. 4** |  |  |  |  | X |  | X |  |

## 2.7. Needs for the Program

*University needs:* The MEL program advances the study of educational leadership and is the only program in Qatar that allows education professionals to further study and develop in this area. QU seeks to provide high quality graduate programs that prepare competent graduates, destined to shape the future of Qatar. The MEL contributes to the university's mission by providing educational leaders who are effective leaders who can play a primary role in shaping the Qatari education system.

*Market needs:* The MEL program did not collect data on the market needs for Educational Leadership. However, the program is the main source of meeting the needs of qualified educational leaders equipped with the latest trends in the field of educational leadership and in the light of the international standards in order to participate effectively and creatively in the reform projects that are at the center of Qatar's educational reform, *Education for a New Era*.

*Country needs: Qatar National Vision 2030* states that "Qatar aims to build a modern world class educational system that provides students with a first-

rate education, comparable to that offered anywhere in the world" (p. 6). This requires the development of educational leaders. Graduates from the MEL program continue in their professional positions or secure positions as leaders in Independent Schools, the Supreme Educational Council or other educational institutions. In addition, *Qatar National Development Strategy 2011-2016* states that there is a "need to strengthen education administration and the teaching profession" (p. 14). The MEL program is meeting that need for the country of Qatar.

## 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 MEL program. Currently, there are 35 students in the MEL Program and table 3.3 illustrates consistent enrolment.

## 2.9. Program Promotion and Student Outreach

The MEL Program is on the QU website providing detailed information about the program. MEL 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. Students

### 3.1. Student Body

The number of students in the MEL Program as of Fall 2012 is 32 students including 26 females and 6 males. The large majority of these students are currently employed professionals. The number of Qatar and non-Qatari students (and their nationalities) are shown in the table 3.1.

3.1 Number of students enrolled in the MEL program

| Nationality | Semester/Year | | | | | |
|---|---|---|---|---|---|---|
| | Spring 2007 | Spring 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
| **Qatari** | **10** | **6** | **6** | **5** | **6** | **6** |
| **Bosnia** | **1** | | | | | |
| **USA** | **1** | **1** | | **1** | | **1** |
| **Oman** | **1** | | | | | |
| **Canada** | **1** | **1** | | | | |
| **Jordan** | **1** | **3** | **1** | | **1** | **2** |
| **Sudan** | **1** | **1** | | **1** | | |
| **Yemen** | **1** | **1** | **1** | **1** | **1** | |
| **Egypt** | | **1** | | **1** | **3** | **4** |
| **Lebanon** | | **1** | **1** | | **1** | |
| **Pakistan** | | **1** | | | | **2** |
| **India** | | **1** | | | | **1** |
| **Nigeria** | | **1** | | **1** | | **1** |
| **Australian** | | **1** | | | | |
| **Palestine** | | | **1** | **1** | | **2** |
| **Syria** | | | | | **1** | **2** |
| **UK** | | | | | **1** | |
| **Gambia** | | | | | **1** | |
| **Nepal** | | | | | | **1** |
| **Total** | **17** | **19** | **10** | **11** | **15** | **22** |

Faculty members are required to add several statements to their syllabi that address students' need and address issues of diversity. These are as follows:

**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/

**Student Complaints Policy:**
Students at Qatar University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either

academic or non-academic.  For more information about the policy and processes related to this policy, you may refer to the students' handbook.

**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; Office hours: 7:30 AM – 2:30 PM

### 3.2. Student Admission Process and Requirements

Qatar University has a policy of non-discrimination and the Admissions Department assesses each application on the basis of the applicant's academic merit and scholastic achievement, regardless of race, gender or religion. Qatar University also ensures that all its facilities are accessible to special need students. Students apply to the MEL program on specific dates assigned by the University. Incoming students must have a GPA of 2.5 score above and 520 or above in TOFEL (or 6.0 in IELTS) to be admitted to the program. Each individual who applies to the MEL program has an interview with the MEL program Coordinator and/or a MEL faculty member. Individual who apply for the MEL program should have at least 3 years of formal teaching experience. Although past years the MEL program admitted some students with little or no teaching experience. The current cohort includes 20 students all with teaching experience and several candidates who meet the GPA and language requirements were not accepted into the program. With accreditation requirements and the focus of the program, we will continue to require formal teaching experience. The program admits 20-25 students per year.

Special Note:

The first year of the program, the TOEFL/IELTS scores requirement was waived for individuals who majored in English. During Year 4 Spring 2008, the TOEFL score required was 500 and the policy at that time was to round scores of 490 or higher. As the chart indicates, that policy has not been followed since 2008. Since the fall of 2009, the TOEFL/IELTS score of 520 has been in placed and as the chart illustrates, no one under that score has been admitted. This progressive change follows Qatar University Admission policies and also is based on the thinking that students who did not have

scores at or above 500 did not do as well as in the program as students scoring above the 500.

**Table 3.2.1** High School Scores for the Past Five Years

| Academic Year | Number of New Admitted Students | Undergraduate GPA | | |
|---|---|---|---|---|
| | | MIN. | MAX. | AVG. |
| Current Year | 22 | 2.5 | 3.65 | 3.099 |
| Year – 1 | 15 | 2.67 | 3.82 | 3.2153 |
| Year – 2 | 11 | 2.4 | 3.82 | 2.992 |
| Year – 3 | 10 | | | |
| Year – 4 | 19 | | 3.89 | |

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

| Academic Year | TOEFL Scores | | IELTS / … | | SAT / … | | IC$^3$ | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|
| | MIN. | AVG. | MIN. | AVG. | MIN. | AVG. | MIN. | AVG. | MIN. | AVG. |
| Current Year , Fall 2012 | 560 | 560 | 6 | 6.35 | NA | | NA | | NA | |
| Year – 1 Fall 2011 | 537 | 603.5 | 6 | 6.5 | | | | | | |
| Year – 2 Fall 2010 | 533 | 543.333 | 5.5 | 6.1 | | | | | | |
| Year – 3 FAll 2009 | 525 | 547.428 | 5.5 | 5.5 | | | | | | |
| Year – 4 Spring 2008 | 490 | 548.88 | 5.5 | 5.5 | | | | | | |

## 3.3. Student Enrollment

*<< Briefly summarize student enrollment data for the past five years and analyze trends. Table 3.3.1 might be used to record required data.*

**Table 3.3.1** *Enrollment Trends for Past Five Years*

| Academic year | Full-Time Students (FT) | Part-Time Students (PT) | Total Student FTE* | Number of Graduates |
|---|---|---|---|---|
| Current Year | 22 | **Non Applicable** | | Expected 22 to graduate in spring 2014 |
| Year – 1 | 13 | | | Expected 13 graduates in spring 2013 |
| Year – 2 | 12 | | | 8 |
| Year – 3 | 10 | | | 7 |
| Year – 4 | 19 | | | 16 |

* FTE = Full-Time Equivalent

*In addition to student enrollment in the major offered by the program, enrollment data should also include data on the number of students from the program who are enrolled in minors offered by other programs. Tables 3.3.2 might be used to record required data. Tables 3.3.3 might be used to record data on the number of students from other programs enrolled in the minor offered by the program, if any.*

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

| Minor Name | Year – 4 | Year – 3 | Year – 2 | Year – 1 | Current Year |
|---|---|---|---|---|---|
| **Non 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); … |
|---|---|---|---|---|---|
| **Non Applicable** | | | | | |

\* FTE = Full-Time Equivalent

>>

## 3.4. Student Transfer

There have been neither students who have transferred out the of MEL program nor students who have transferred into the MEL program from other universities.

**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 |
|---|---|---|
| Current Year | 0 | 0 |
| Year – 1 | 0 | 0 |
| Year – 2 | 0 | 0 |
| Year – 3 | 0 | 0 |
| Year – 4 | 0 | 0 |

## 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 Leaders (QNPSSL) and a comprehensive overview of the MEL program.

In addition, the primary role of the Associate Dean for Student Affairs is to insure that all candidates have access to advising and counselling. The Student Support Committee recognizes outstanding candidate achievements and assesses candidates' satisfaction with advising services.

### 3.6. Student Retention

The College of Education engages in several practices geared toward student retention. Student satisfaction surveys are distributed every year, analysed and through the Support Committee. Student counselling services are provided. Orientations are provided for new students and the CED provides an at risk and academic probation system that gathers academic information about students from 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 and assignments.

2. Students are provided with academic, social, and personal support. Support is provided in structured forms such as, advising, and 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. This is clear from the use of early warning systems, classroom assessment techniques, and progress reports providing students much needed information about their performance.

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 utilize for this purpose. Among the more popular are cooperative and/or collaborative learning, problem-based learning, learning communities and student centered- instruction. 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** *Applied, Admitted, Registered, Specialized, and Dismissed Students **per Academic Year** for Last Five Years*

| Academic Year | Number of Student Applied | | Number of Student Admitted | | Number of Student Registered | | Number of Student Specialized | | Number of Student Drop-Out/Dismissed | | Number of Student under Probation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | PT* | FT* | PT | FT | PT | FT | PT | FT | PT | FT | |
| Current Year | | 72 | | 22 | | 22 | | | | 3 | |
| Year – 1 | | 43 | | 15 | | 13 | | | | 2 | |
| Year – 2 | | 40 | | 12 | | 12 | | | | 3 | |
| Year – 3 | | 45 | | 12 | | 10 | | | | 3 | |
| Year – 4 | | 35 | | 19 | | 19 | | | | 2 | |

*PT: Part Time; FT: Full Time*

**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 | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| Current Year | 72 | | 22 | 30.5 | 22 | 100 | | |
| Year – 1 | 43 | | 15 | 34.88 | 13 | 86.66 | | |
| Year – 2 | 40 | | 12 | 30 | 12 | 100 | | |
| Year – 3 | 45 | | 12 | 26.66 | 10 | 83.33 | | |
| Year – 4 | 35 | | 19 | 54.28 | 19 | 100 | | |

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

| Cohort Year | # Specialized Students | Continued to 2nd Year | Continued to 3rd Year | | Graduated in 3 Years | | Continued to 4th Year | | Graduated in 4 Years | | Continued to 5th Year | | Graduated in 5 Years | | Continued to 6th Year | | Graduated in 6 Years | | Drop-Out / Dismissed | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Year – 10 | | | | | | | | | | | | | | | | | | | | |
| Year – 9 | | | | | | | | | | | | | | | | | | | | |
| Year – 8 | | | | | | | | | | | | | | | | | | | | |
| Year – 7 | | | | | | | Non Applicable | | | | | | | | | | | | | |
| Year – 6 | | | | | | | | | | | | | | | | | | | | |
| Year – 5 | | | | | | | | | | | | | | | | | | | | |
| Year – 4 | | | | | | | | | | | | | | | | | | | | |
| Year – 3 | | | | | | | | | | | | | | | | | | | | |
| Year – 2 | | | | | | | | | | | | | | | | | | | | |
| Year – 1 | | | | | | | | | | | | | | | | | | | | |

**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 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Year – 5 | | | | | | | | | | | | | | | | | | | |
| Year – 4 | | | | | | | | | | | | | | | | | | | |
| Year – 3 | | | | | | | | | | | | | | | | | | | |

| Year – 2 | |
|---|---|
| Year – 1 | **Non Applicable** |

### 3.7. Graduation Requirements and Trends

The Mel students are required to meet several checkpoints throughout their program. The MEL 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 each in the spring semester of every academic year. MEL Administrative Assistant for MEL and MEL 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.

| Graduate Programs | University Admission – Program specific requirements | Checkpoint 1 Upon completion of 18 credit hours | Checkpoint 2 Upon completion of all course work except Internship | Checkpoint 3 Completion of internship | Checkpoint 4 Post Graduation One year after program completion |
|---|---|---|---|---|---|
| M.Ed. in Educational Leadership M.Ed. in SPED | • Baccalaureate<br>• GPA$\geq$2.5<br>• TOEFL$\geq$520 or IELTS $\geq$6.0<br>• Interview score in top 20 to be selected<br>• Self assessment of dispositions | • GPA$\geq$3.0<br>• Portfolio assessment course items to date; at least 80% of items scored at satisfactory level (3 out of 4)<br>• Completion of disposition survey: Faculty: EDEL 605 or SPED 601; at least 80% of items scored at satisfactory level (3 out of 4) | • GPA$\geq$3.0<br>• Comprehensive Exam $\geq$70% | • GPA$\geq$3.0<br>• Portfolio – all required artifacts (at least 90% of items scored at satisfactory level: 3 out of 4)<br>• Supervisor & mentor evaluation (at least 90% of items scored at satisfactory level: 3 out of 4)<br>• Final Project (at least 90% of items scored at satisfactory level: 3 out of 4) | • Post Graduation Survey<br>a) Supervisor<br>b) Graduate self-assessment |

**Table 3.7.1**   *Graduation Trends for the Past Five Years*

| Academic year | Part-Time Student Graduates (PT) | Full-Time Student Graduates (FT) | Total Number of Graduates | Total Number of Graduates with | Average GPA for all Graduates |
|---|---|---|---|---|---|

| | | | | GPA > 3.5 | |
|---|---|---|---|---|---|
| **Current Year** | | | | | Expected to graduates in spring 2014 |
| **Year – 1** | | | | | Expected 13 graduates in spring 2013 |
| **Year – 2** | | 8 | 8 | 4 | 3.51 |
| **Year – 3** | | 7 | 7 | 5 | 3.63 |
| **Year – 4** | | 16 | 16 | 12 | 3.799 |

**Table 3.7.2** Average Graduation Time

| Academic Year | Students who Graduated in | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | 2 years | | 2.5 years | | 3 years | | More than 3 years | | |
| | # | % | # | % | # | % | # | % | |
| **Current Year** | | | | | | | | | |
| **Year – 1** | | | | | | | | | |
| **Year – 2** | 7 | 87.5 | 1 | 12.5 | | | | | 8 |
| **Year – 3** | 6 | 85.71 | | | 1 | 14.2 | | | 7 |
| **Year – 4** | 14 | 87.5 | 1 | 6.25 | 1 | 6.25 | | | 16 |

### 3.8. Student Placement

There is no specific (formal) program to assess students in job placement. In addition, the majority students enrolled in the MEL program are currently teachers, coordinators, Vice Principals or Principals in Independent, Private or International Schools.

**Table 3.8.1** *Placement of Program Graduate*

| Student Id | Year Matriculated | Year Graduated | Other Degrees after Graduation | Initial Employer | Initial Employment Date | Current Employer & Job Title |
|---|---|---|---|---|---|---|
| | | | Not Applicable | | | |

### 3.9. Student Support Services

Beyond the services provided to all QU students, students enrolled in the MEL program have addition opportunities to develop a educational leaders. The Graduate Studies Office at QU offers workshops that are specifically designed to meet graduate students' needs. The Student Support Committee (SSC) in the College of Education provides social activities and academic workshops that meet students' needs. Each academic year, the SSC distributes a Student Satisfaction Survey (for both undergraduate and graduate students), analyzes the results and develops an action plan based on these results. These additional activities help carry out the program's

mission to provide opportunities for continuous improvement for educational leaders.

## 4. Curriculum

The MEL program was designed to meet the needs of the Qatar educational reform for effective leaders. Programs were surveyed throughout the US to help determine the coursework, length and final internship. A current review of several major American universities demonstrates that the current MEL program at QU is still benchmarked with current programs. For example, Indiana University requires 36 hours; Penn State 33 hours; University of Illinois 36 hours and USC 36 hours. These programs differ in the areas of thesis, internships or capstones requirements. Some require thesis while other program provide students with choice.

### 4.1. Curriculum Description

The MEL Program requires 33 credit hours, as follows:

| Course No | Name of Course | Credit Hours |
|---|---|---|
| EDEL601 | Foundations Educational Administration and Leadership | 3 |
| EDEL602 | Management of School Information Systems | 3 |
| EDEL603 | Educational Policy in Qatar | 3 |
| EDEL604 | Curriculum Design and Development | 3 |
| EDEL605 | Instructional Supervision | 3 |
| EDUC606 | Educational Research Methodologies | 3 |
| EDEL607 | School Finance and Resources Management | 3 |
| EDEL608 | Seminar in Issues in Educational Leadership | 3 |
| EDEL609 | Action Research | 3 |
| EDEL610 | Internship | 6 |

Only candidates who have met the following qualifications will be admitted to the Internship:

- Successful completion of all program courses except Internship
- Achieved a GPA of at least 3.0 / 4.0
- Scores 70% or above on a comprehensive exam

Candidates who complete all program courses except Internship III and who have a score of at least 70% on the comprehensive exam will be awarded a High Diploma in Educational Leadership. Candidates who successfully complete Internship III will be awarded a Masters Degree in Educational Leadership.

**Table 4.1.1** *Curriculum Structure*

| Curriculum Component | Number of Courses | Total Number of Credit Hours |
|---|---|---|
| General Education Requirements* | NA | |
| Required Courses in Major | 10 | 33 Credit Hours |
| Elective Courses in Major | NA | |

| | | | |
|---|---|---|---|
| **Concentration** | NA | | |
| **Minor** | NA | | |
| **Free Electives (if Applicable)** | NA | | |
| **Others: _____** | | | |
| **Total:** | 10 | 33 Credit Hours | |

\* *Core Curriculum Program Courses*

## 4.2. Program Length

The MEL Program is two years long divided into four semesters (33 credit hours).
The length is similar to other programs within the College of Education, other colleges at Qatar University as well as other universities internationally.

## 4.3. List of Courses

**Table 4.3.1**  *List of Courses in MEL Program*

| Course Id. | Course Title | Nb. Credit Hours | Nb. Contact Hours | | Prerequisites** | Co-Requisites |
|---|---|---|---|---|---|---|
| | | | Theo. | Lab. | | |
| EDEL601 | Foundations Educational Administration and Leadership | 3 | | | Admission to the MEL Program | NA |
| EDEL602 | Management of School Information Systems | 3 | | | Admission to the MEL Program | NA |
| EDEL603 | Educational Policy in Qatar | 3 | | | Admission to the MEL Program | NA |
| EDEL 604 | Curriculum Design and Development | 3 | | | Admission to the MEL Program | NA |
| EDEL605 | Instructional Supervision | 3 | | | EDEL 601; EDEL 604 | NA |
| EDUC 606 | Educational Research Methodologies | 3 | | | EDEL 601; EDEL 604 | EDEL 601; EDEL 604 |
| EDEL607 | School Finance and Resources Management | 3 | | | EDEL 601 | |
| EDEL608 | Seminars in Issues in Educational Leadership | 3 | | | EDEL 601 | |
| EDEL609 | Action Research | 3 | | | EDEL 605; 608; EDUC 606 | |
| EDEL610 | Internship | 6 | | | Completion of all other courses in the program with a program GPA of at least a B. Completion of the Program Comprehensive Exam with a score of at least 70%. | |

**One concern is that Banner may not have the Prerequisites listed as above because when course IDs where change, Prerequisites may not have been move with the course changes.

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

The MEL Program provides students with the needed content, pedagogical, theoretical knowledge and research skills that are important for them to as educational leaders.

In October 2012, the College of Education Unit Learning Outcomes (PLOs) were slightly modified to improve clarity. Here are the PLOs for the CED Unit Learning Outcomes that are used for the MEL program:

**College of Education Unit Learning Outcomes**

**Teaching**

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

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

3. **Technology:** Use current and emerging technologies in instructionally powerful ways.

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

**Scholarship**

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

6. **Problem Solving:** Arrive at data-informed decision by systematically examining variety of factors and resources.

**Leadership**

7. **Ethical Values:** Apply professional ethics in all educational contexts.
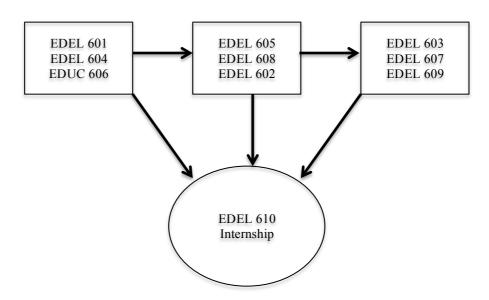
8. **Initiative:** lead positive change in education.

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

| Courses \ SLOs | SLO 1 Content | SLO 2 Pedagogy | SLO 3 Technology | SLO 4 Diversity | SLO 5 Scholarly Inquiry | SLO 6 Problem Solving | SLO 7 Ethical Values | SLO 8 Initiative |
|---|---|---|---|---|---|---|---|---|
| **Major Required Courses** | | | | | | | | |
| **EDEL601 Foundations Educational Administration and Leadership** | X | | | X | | X | X | X |
| **EDEL602 Management of School Information Systems** | | X | X | X | | X | | |
| **EDEL603 Educational** | X | | | | X | X | | |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| Policy in Qatar | | | | | | | | |
| EDEL604 Curriculum Design and Development | X | X | X | X | | | | |
| EDEL605 Instructional Supervision | X | X | | | X | X | | |
| EDUC606 Educational Research Methodologies | X | | X | | X | X | X | |
| EDEL607 School Finance and Resources Management | X | | | | | X | X | |
| EDEL608 Seminar in Issues in Educational Leadership | | X | | | | X | | X |
| EDEL609 Action Research | | X | | | X | X | X | |
| EDEL610 Internship | X | X | X | X | X | X | X | X |

## 4.5. Course Sequencing

Year one of the program provides a solid foundation for the second year demands of field experiences and the internship. EDEL 601, 604 and EDUC 606 are the initial courses of the program since these provide the basis for future courses and field experiences. The Second semester courses EDEL 605, EDEL 602 and EDEL 608 develop a more in depth study of educational leadership requiring not only a theoretical foundation, but practical use of the theories, knowledge and skills developed in the first semester of study. EDEL 608 requires field experience and the application of many theories and critical reflection. The third semester requires the previous knowledge as students begin to engage in policy, finance and action research. 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 MEL Program are offered by the College of Education. However, under certain circumstances, the MEL Program seeks help from faculty members outside the department or university to teach particular courses. This is case with EDEL 607 School

Finance where professors from the College of Business have been solicited to teach the course. This past semester (fall 2012), Dr. Nancy Allen and a finance expert taught the course for 6 sessions at QU and the remaining sessions were delivered online.

If the MEL Program needs help teaching a course or more, then the head of the department, with the help of faculty members, identifies instructors who taught the same class before or have the needed credentials to teach the needed course(s). Also, the Dean of the College of Education provides assistant as needed. After identifying the suitable faculty member(s), the program coordinator meets with him/her and outlines the expectations associated with the course based on the requirements outlined by the department and other entities at the university. 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.

**Table 4.7.1** *Current Study Plan for the Program*

| FIRST YEAR ([   ] credit hours) | | | SECOND YEAR ([   ] credit hours) | | |
|---|---|---|---|---|---|
| **Fall Semester** | | | **Fall Semester** | | |
| Course #        Course Title | | Cr Hrs | Course #        Course Title | | Cr Hrs |
| EDEL 601 Foundations in Educational Administration             and Leadership | | 3 | EDEL 602 Management of School Information Systems | | 3 |
| EDEL 604 Curriculum Design and Development | | 3 | EDEL 605 Instructional Supervision | | 3 |
| EDUC 606 Educational Research Methodologies | | 3 | EDEL 608 Seminar in Issues in Educational Leadership | | 3 |
| Total Credit Hours in Semester [ 9] | | | Total Credit Hours in Semester [ 9] | | |
| **Spring Semester** | | | **Spring Semester** | | |
| Course #        Course Title | | Cr Hrs | Course #        Course Title | | Cr Hrs |
| EDEL 603 Educational Policy in Qatar | | 3 | EDEL 610 Internship | | 6 |
| EDEL 607 School Finance and Resources Management | | 3 | | | |
| EDEL 609 Action Research | | 3 | | | |
| Total Credit Hours in Semester [ 9] | | | Total Credit Hours in Semester [ 6] | | |

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

See Program History Section 1.3: Table 1.3 Major Program Changes Since Implementation

## 5. Program Relation with Internal and External Stakeholders

Since the MEL Program does not offer courses to other colleges of departments, there is little interaction with other programs on campus. Within the College of Education, the MEL program works closely with the Master of Education in Special Education program regarding accreditation matters, aligning of checkpoints and other curricular matters, the development of aspects of he curriculum like the internship handbook and there is constant communication between the program on matters relevant to both programs. One faculty member serves on the Graduate Studies Committee. However, the MEL program does not service the university programs.

### 5.1. Program External Stakeholders

The MEL program has no formalized program or advisory board that links the MEL program to external stakeholders. The CED has the Education Partners Committee that is also utilized to provide input and feedback regarding issues relevant to the MEL program. 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 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 and 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

In addition, our current students and graduates work in Independent Schools, the Supreme Education Council and other educational institutions. Faculty members conduct workshops with Independent School teachers via the National Center for Educator Development.

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

There are no programs at Qatar University that are connected to the MEL Program.

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

The MEL is a graduate program and there are no courses in the program offered to students enrolled in the Core Curriculum Program.

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

The MEL Program does not offer courses for programs outside the university.

### 5.5. Program Contribution to Broader Community

There are no specific methods that the MEL Program follows to promote and support faculty and student involvement in the community at large. 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 Mel students, few if any are involved in these activities. Many of the MEL students are involved in community service through the school that they are employed.

## 6. Assessment and Evaluation

The MEL program was designed to provide thorough and deep coverage of unit and national standards (Unit Learning Outcomes and QNPS). The program has a matrix that provides examples of courses and/or assignments in which a candidate can demonstrate mastery of these skills. This matrix ensures 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 to the unit preparing its self-study for IRTE, 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 seven 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.

### 6.1. Assessment and Evaluation of Program Operational Objectives

The MEL program does not have operational objectives at this time.

### 6.2. Operational Objectives Assessment Results and Findings

The MEL program does not have operational objectives at this time.

### 6.3. Assessment of Student Learning Outcomes and Educational Objectives

**Table 6.1.1**

The MEL program follows the CED comprehensive assessment system. The process for developing the system included articulating unit-wide outcomes and proficiencies, making decisions on data to be collected that address these expectations, creating or adapting assessment instruments to collect data, and organizing the system by checkpoints to ensure consistency and coherence.

The assessment system reflects the conceptual framework, which is aligned with institutional, state, and professional standards. The framework's three elements of teaching, scholarship, and leadership and the eight outcomes derived from these elements are the foundation for the assessments used

to monitor candidate progress in both initial and advanced programs.  In addition, dispositions identified by the M.Ed. programs are included.

Decisions about candidate performance are based on multiple assessments at specific checkpoints throughout the program.  For the MEL program, evaluations of candidates are conducted at the following points: admission to the university, checkpoint 1—end of 2nd semester, checkpoint 2—end of 3rd semester, checkpoint 3—end of 4th semester, and checkpoint 4—post graduation (year after program completion) year.

The assessment system also includes some measures of program quality.  To ensure adherence with unit expectations, programs use a specific course syllabi template that aligns unit learning outcomes, Qatar National Standards for Teachers and School Leaders (QNS), course objectives, course learning outcomes, and assessments.  To ensure program effectiveness, faculty review aggregated data from specific assessments to monitor trends on unit outcomes, although these reviews are conducted primarily at the initial level and are not systematic.  In addition, programs administer exit surveys when candidates complete their programs and post graduation surveys a year after program completion.  These surveys are intended to ascertain how well the programs prepared candidates according to the conceptual framework.  However, these surveys have not been consistently administered across programs, and the results have not been consistently distributed to faculty or used.

The program uses various information technologies to maintain assessments, including Banner at the admissions level, Blackboard at the course level and TaskStream at the unit level.  TaskStream was selected after a review of other data management systems because it included tools to customize candidate portfolios and was able to generate reports.

**Table 6.3.1**   Overall Assessment Schedule

| | Assessment Cycle Duration: ___ Years;   From: _____        To: _____ | | | |
| --- | --- | --- | --- | --- |
| | **First Year in Cycle** | | **Second Year in Cycle** | |
| | **Fall Semester** | **Spring Semester** | **Fall Semester** | **Spring Semester** |
| **SLO 1** | | X | | X |
| **SLO 2** | X | | | X |
| **SLO 3** | X | X | | |
| **SLO 4** | X | X | | |
| **SLO 5** | | X | X | |
| **SLO 6** | | | X | |
| **SLO 7** | | | | X |
| **SLO 8** | | | X | X |

**Table 6.3.2**   Detailed Assessment Plan

| PLO | Program Learning Outcomes | Assessment Method | Assessment Tool | Context for Assessment* | Assessment Date | Person Responsible for Data Collection |
| --- | --- | --- | --- | --- | --- | --- |
| **PLO 1** | Apply key theories and | Direct | Professional | EDEL 608 | Spring Year 1 | Michael |

| | | | | | | |
|---|---|---|---|---|---|---|
| | concepts of the subject matter in educational settings. | | Development Report | | | Romanowski |
| | | | Final Report | EDEL 610 (Internship) | Spring Year 2 | Michael Romanowski |
| | | Indirect | Self-Assessment | EDEL 610 (Internship) | Spring Year 2 | Michael Romanowski |
| PLO 2 | Plan effective instruction to maximize student learning. | Direct | Curriculum Unit | EDEL 604 | Fall Year 1 | Michael Romanowski |
| | | | Final Report | EDEL 610 (Internship) | Spring Year 2 | Michael Romanowski |
| PLO 3 | Use current and emerging technologies in instructionally powerful ways. | Direct | Quantitative Data Analysis | EDUC 606 | Fall Year 1 | Ramzi Nasser |
| | | | School Technology Plan | EDEL 602 | Spring Year 1 | Abdullah Abu-Tineh |
| PLO 4 | Foster successful learning experiences for all students by addressing individual differences. | Direct | Curriculum Unit | EDEL 604 | Fall Year 1 | Michael Romanowski |
| | | | School Technology Plan | EDEL 602 | Spring Year 1 | Abdullah Abu-Tineh |
| PLO 5 | Arrive at data-informed decisions by systematically examining a variety of factors and resources. | Direct | School Technology Plan | EDEL 602 | Spring Year 1 | Abdullah Abu-Tineh |
| | | | Action research Report | EDEL 609 | Fall Year 2 | Michael Romanowski |
| PLO 6 | Actively engage in scholarship in education. | Direct | Policy Research Paper | EDEL 603 | Fall Year 2 | Ramzi Nasser |
| | | | Action Research Report | EDEL 609 | Fall Year 2 | Michael Romanowski |
| PLO 7 | Apply professional ethics in all educational contexts. | Direct | Action Research Report | EDEL 609 | Fall Year 2 | Michael Romanowski |
| | | | Final Report | EDEL 610 (Internship) | Spring Year 2 | Michael Romanowski |
| | | Indirect | Self-Assessment | EDEL 610 (Internship) | Spring Year 2 | Michael Romanowski |
| PLO 8 | Lead positive change in education. | Direct | Action Research Report | EDEL 609 | Fall Year 2 | Michael Romanowski |
| | | | Final Report | EDEL 610 (Internship) | Spring Year 2 | Michael Romanowski |
| | | Indirect | Self-Assessment | EDEL 610 (Internship) | Spring Year 2 | Michael Romanowski |

*\* Context for assessment is the course or other setting in which assessment data is to be collected.*

## 6.4. Student Learning Outcomes Assessment Results and Findings

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.

At the start of the process (Fall 2009), we had identified so many PLO statements that the data could not be appropriately collected, reported, or analyzed. To complete the reports in the best way possible, course grades for those courses which required mastery of the targeted PLO

statements were used in reporting. This was not the best method, but it was the best that could be done at the time. By the end of Spring 2010, the PLOs and PLO statements had been conceptualized so that they better represented the mission, goals, and learning outcomes targeted by the programs; however, faculty had not had this information throughout the semester. We focused on the specific assignments that contained the target PLO statement, and used that data for analysis. Again, this was not the best method, but it was the best we could do at the time. Starting in Spring 2011, assignments identified throughout the programs are directly linked to specific PLO statements and, as these are scored by online rubrics, data will be available by student, by outcome statement, by outcome, by program, and by college

**Table 6.1.1**

| PLO / OE Id | Achievement Target |
|---|---|
| PLO-1 | Overall at least 80% of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome and at least 80% of students achieve a score of 3 or more in each of the Outcome Elements (Performance Indicators) associated with the PLO. |
| PLO-1.a | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-1.b | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-1.c | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-2 | Overall at least 80% of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome and at least 80% of students achieve a score of 3 or more in each of the Outcome Elements (Performance Indicators) associated with the PLO. |
| PLO-2.a | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome.. |
| PLO-2.b | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-3 | Overall at least 80% of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome and at least 80% of students achieve a score of 3 or more in each of the Outcome Elements (Performance Indicators) associated with the PLO. |
| PLO-3.a | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-3.b | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-4 | Overall at least 80% of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome and at least 80% of students achieve a score of 3 or more in each of the Outcome Elements (Performance Indicators) associated with the PLO. |
| PLO-4.a | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-4.b | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-5 | Overall at least 80% of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome and at least 80% of students achieve a score of 3 or more in each of the Outcome Elements (Performance Indicators) associated with the PLO. |
| PLO-5.a | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-5.b | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-6 | Overall at least 80% of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome and at least 80% of students achieve a score of 3 or more in each of the Outcome Elements (Performance Indicators) associated with the PLO. |
| PLO-6.a | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-6.b | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-7 | Overall at least 80% of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome and at least 80% of students achieve a score of 3 or more in each of the Outcome Elements (Performance Indicators) associated with the PLO. |
| PLO-7.a | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |

| PLO / PI ID | Target |
|---|---|
| PLO-7.b | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-7.c | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-7.d | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-7.e | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-8 | Overall at least 80% of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome and at least 80% of students achieve a score of 3 or more in each of the Outcome Elements (Performance Indicators) associated with the PLO. |
| PLO-8.a | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-8.b | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-8.c | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-8.d | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |
| PLO-8.e | Overall at least 80 % of students achieve a score of 3 or more on a 4 level scale rubric for the Program Learning Outcome |

*Student PLO / PI Achievement Targets*


***Assessment Results 2011-2012: 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 Nb assessed Students | Student Average** | Percentage students scored 1+ | % students scored 3 or more++ |
|---|---|---|---|---|---|---|---|---|---|
| PLO 1 | Content: Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter. | | | | | | | | |
| PI 1.a. | Apply knowledge of curriculum theory and practice to design and evaluate curriculum. | 0 | 0 | 4 | 12 | 16 | 3.75 | 0 | 100 |
| | EDEL 604 | 0 | 0 | 3 | 5 | 8 | 3.63 | 0 | 100 |
| | EDEL 608 | 0 | 0 | 1 | 7 | 8 | 3.88 | 0 | 100 |
| PI 1.b | Know and apply a range of effective supervision strategies. | 0 | 1 | 5 | 10 | 16 | 3.44 | 0 | 94 |
| | EDEL 605 | 0 | 1 | 1 | 6 | 8 | 3.38 | 0 | 0.88 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| PI 1.c. | Apply knowledge of change theory to improve education. | 0 | 1 | 5 | 10 | 16 | 3.44 | 0 | 94 |
| | EDEL 609 | 0 | 0 | 1 | 7 | 8 | 3.88 | 0 | 100 |
| | EDEL 608 | 0 | 0 | 1 | 7 | 8 | 3.88 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| PLO 2 | Pedagogy: Ensure effective 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 multiple, research-based strategies to support teaching and learning. | 0 | 0 | 8 | 16 | 24 | 3.67 | 0 | 100 |
| | EDEL 604 | 0 | 0 | 3 | 5 | 8 | 3.63 | 0 | 100 |
| | EDEL 609 | 0 | 0 | 1 | 7 | 8 | 3.88 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| PL 2.b | Lead and manage teacher improvement through effective supervision. | 0 | 0 | 7 | 9 | 16 | 3.56 | 0 | 100 |
| | EDEL 608 | 0 | 0 | 3 | 5 | 8 | 3.63 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 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. | | | | | | | | |
| PI 3.a. | Use appropriate technologies to acquire, analyze, and report information. | 0 | 0 | 11 | 5 | 16 | 3.31 | 0 | 100 |
| | EDEL 609 | 0 | 0 | 7 | 1 | 8 | 3.13 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| PL 3.b | Explain how to manage technology resources to support | 0 | 0 | 4 | 12 | 16 | 3.75 | 0 | 100 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | teaching and learning. | | | | | | | |
| | EDEL 602 | 0 | 0 | 0 | 8 | 8 | 4.00 | 0 | 100 |
| | EDEL 608 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| **PLO 4** | Diversity: Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences. | | | | | | | | |
| **PI 4.a.** | Illustrate how to allocate school resources to support the learning of all students, including students with exceptionalities. | 0 | 0 | 12 | 20 | 32 | 3.63 | 0 | 100 |
| | EDEL602 | 0 | 0 | 8 | 8 | 8 | 4.00 | 0 | 100 |
| | EDEL 607 | 0 | 0 | 2 | 6 | 8 | 3.75 | 0 | 100 |
| | EDEL 608 | 0 | 0 | 2 | 6 | 8 | 3.75 | 0 | 100 |
| **PI 4.b** | Reflect on means and effectiveness of addressing the special learning needs of students with exceptionalities. | 0 | 0 | 8 | 8 | 16 | 3.50 | 0 | 100 |
| | EDEL 608 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| **PLO 5** | Scholarly Inquiry: Actively engage in scholarship by learning from and contributing to the knowledge base in education. | | | | | | | | |
| **PI 5.a.** | Use multiple resources to investigate a problem in education. | 0 | 0 | 8 | 8 | 16 | 3.50 | 0 | 100 |
| | EDEL 601 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| **PL 5.b** | Review and critique educational resources. | 0 | 3 | 3 | 10 | 16 | 3.44 | 0 | 81 |
| | EDEL 603 | 0 | 1 | 1 | 6 | 8 | 3.38 | 0 | 88 |
| | EDEL 609 | 0 | 2 | 2 | 4 | 8 | 2.75 | 0 | 75 |
| **PLO 6** | Problem Solving: Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions. | | | | | | | | |
| **PI 6.a.** | Describe how to manage school resources in a responsible and ethical ways. | 0 | 0 | 8 | 8 | 16 | 3.50 | 0 | 100 |
| | EDEL 607 | 0 | 0 | 2 | 6 | 8 | 3.75 | 0 | 100 |
| | EDEL 602 | 0 | 0 | 6 | 2 | 8 | 3.25 | 0 | 100 |
| **PL 6.b** | Develop and actuate plans for improving education. | 0 | 0 | 5 | 11 | 16 | 3.69 | 0 | 100 |
| | EDEL 608 | 0 | 0 | 1 | 7 | 8 | 3.88 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| **PLO 7** | Applies professional ethics in all educational contexts. | | | | | | | | |
| **PI 7.a.** | Apply ethical values to the collection, analysis, and reporting of data. | 5 | 3 | 3 | 5 | 16 | 1.81 | 31.25 | 50 |
| | EDEL 609 | 5 | 3 | 0 | 0 | 8 | 1.38 | 62.5 | 0 |
| | EDEL 608 | 0 | 0 | 3 | 5 | 8 | 3.63 | 0 | 100 |
| **PI 7.b.** | Apply professional and ethical values in authentic educational contexts. | 0 | 0 | 5 | 11 | 16 | 3.69 | 0 | 100 |
| | EDEL 601 | 0 | 0 | 1 | 7 | 8 | 3.88 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| **PI 7.c** | Demonstrate respect for teaching as a profession. | 0 | 0 | 1 | 15 | 16 | 3.94 | 0 | 100 |
| | EDEL 601 | 0 | 0 | 0 | 8 | 8 | 4.00 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 1 | 7 | 8 | 3.88 | 0 | 100 |
| **PI 7.d** | Describe the ethical responsibilities of educators towards all learners. | 0 | 0 | 3 | 13 | 16 | 3.81 | 0 | 100 |
| | EDEL 601 | 0 | 0 | 0 | 8 | 8 | 4.00 | 0 | 100 |
| | EDEL 608 | 0 | 0 | 3 | 5 | 8 | 3.63 | 0 | 100 |
| **PI 7.e** | Describe the ethical responsibilities of educators toward all stakeholders. | 0 | 0 | 3 | 13 | 16 | 3.81 | 0 | 100 |

| PLO / PI ID | PLO/ OE Statement | # scoring 1 | # scoring 2 | # scoring 3 | # scoring 4 | # assessed Students | Student Average | % scored 1 | % scored 3 or more |
|---|---|---|---|---|---|---|---|---|---|
| | EDEL 601 | 0 | 0 | 0 | 8 | 8 | 4.00 | 0 | 100 |
| | EDEL 608 | 0 | 0 | 3 | 5 | 8 | 3.63 | 0 | 100 |
| PLO 8 | Initiative: Demonstrate the qualities of effective leadership in interpersonal and public contexts. | | | | | | | | |
| PI 8.a. | Initiate and lead positive change focused on student achievement. | 0 | 0 | 8 | 16 | 24 | 3.67 | 0 | 100 |
| | EDEL 609 | 0 | 0 | 1 | 7 | 8 | 3.88 | 0 | 100 |
| | EDEL 608 | 0 | 0 | 3 | 5 | 8 | 3.63 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| PI 8.b. | Identify ways to engage multiple stakeholders in developing and realizing a school vision. | 0 | 0 | 4 | 12 | 16 | 3.75 | 0 | 100 |
| | EDEL 601 | 0 | 0 | 0 | 8 | 8 | 4.00 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| PI 8.c | Communicate effectively in various educational contexts. | 0 | 0 | 7 | 17 | 24 | 3.71 | 0 | 100 |
| | EDEL 601 | 0 | 0 | 0 | 8 | 8 | 4.00 | 0 | 100 |
| | EDEL 609 | 0 | 0 | 3 | 5 | 8 | 3.63 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| PI 8.d | Initiate data based improvements in teaching and learning. | 0 | 0 | 7 | 9 | 16 | 3.56 | 0 | 100 |
| | EDEL 609 | 0 | 0 | 3 | 5 | 8 | 3.63 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |
| PI 8.e | Initiate and lead positive change focused on student achievement. | 0 | 0 | 7 | 9 | 16 | 3.56 | 0 | 100 |
| | EDEL 609 | 0 | 0 | 3 | 5 | 8 | 3.63 | 0 | 100 |
| | EDEL 610 | 0 | 0 | 4 | 4 | 8 | 3.50 | 0 | 100 |

**Table 5.2**    *Assessment Results: PLO / OE Level Summary*

| PLO / PI ID | PLO/ OE Statement | # scoring 1 | # scoring 2 | # scoring 3 | # scoring 4 | # assessed Students | Student Average | % scored 1 | % 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 | 2 | 14 | 32 | 48 | 3.63 | 0 | 96 | 80% |
| PI 1.a. | Apply knowledge of curriculum theory and practice to design and evaluate curriculum. | 0 | 0 | 4 | 12 | 16 | 3.75 | 0 | 100 | 80% |
| PI 1.b | Know and apply a range of effective supervision strategies. | 0 | 1 | 5 | 10 | 16 | 3.44 | 0 | 94 | 80% |
| PL 1.c | Apply knowledge of change theory to improve education. | 0 | 1 | 5 | 10 | 16 | 3.44 | 0 | 94 | 80% |
| PLO 2 | 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 | 0 | 15 | 25 | 40 | 3.63 | 0 | 100 | 80% |
| PI 2.a | Use multiple, research-based strategies to support teaching and learning. | 0 | 0 | 8 | 16 | 24 | 3.67 | 0 | 100 | 80% |
| PI 2.b | Lead and manage teacher improvement through effective supervision. | 0 | 0 | 7 | 9 | 16 | 3.56 | 0 | 100 | 80% |
| PLO 3 | Technology: Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment. | 0 | 0 | 15 | 17 | 32 | 3.53 | 0 | 100 | 80% |

| Code | Description | | | | | | | | |
|------|-------------|---|---|---|---|------|-------|-----|-----|
| Pl 3.a | Use appropriate technologies to acquire, analyze, and report information. | 0 | 0 | 11 | 5 | 16 | 3.31 | 0 | 100 | 80% |
| Pl 3.b | Explain how to manage technology resources to support teaching and learning. | 0 | 0 | 4 | 12 | 16 | 3.75 | 0 | 100 | 80% |
| PLO 4 | Diversity: Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences. | 0 | 0 | 20 | 28 | 48 | 3.58 | 0 | 100 | 80% |
| Pl 4.a | Illustrate how to allocate school resources to support the learning of all students, including students with exceptionalities. | 0 | 0 | 12 | 20 | 32 | 3.63 | 0 | 100 | 80% |
| Pl4.b | Reflect on means and effectiveness of addressing the special learning needs of students with exceptionalities. | 0 | 0 | 8 | 8 | 16 | 3.50 | 0 | 100 | 80% |
| PLO 5 | Scholarly Inquiry: Actively engage in scholarship by learning from and contributing to the knowledge base in education. | 0 | 3 | 11 | 18 | 32 | 3.47 | 0 | 91 | 80% |
| Pl 5.a | Use multiple resources to investigate a problem in education. | 0 | 0 | 8 | 8 | 16 | 3.50 | 0 | 100 | 80% |
| PL 5.b | Review and critique educational resources. | 0 | 3 | 3 | 10 | 16 | 3.44 | 0 | 81 | 80% |
| PLO 6 | Problem Solving: Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions. | 0 | 0 | 13 | 19 | 32 | 3.59 | 0 | 100 | 80% |
| Pl 6.a | Describe how to manage school resources in a responsible and ethical ways. | 0 | 0 | 8 | 8 | 16 | 3.50 | 0 | 100 | 80% |
| Pl 6.b | Develop and actuate plans for improving education. | 0 | 0 | 5 | 11 | 16 | 3.69 | 0 | 100 | 80% |
| PLO 7 | Applies professional ethics in all educational contexts. | 5 | 3 | 15 | 57 | 80 | 3.55 | 6 | 90 | 80% |
| Pl 7.a | Apply ethical values to the collection, analysis, and reporting of data. | 5 | 3 | 3 | 5 | 16 | 1.81 | 31.25 | 50 | 80% |
| Pl 7.b | Apply professional and ethical values in authentic educational contexts | 0 | 0 | 5 | 11 | 16 | 3.69 | 0 | 100 | 80% |
| Pl 7.c | Demonstrate respect for teaching as a profession. | 0 | 0 | 1 | 15 | 16 | 3.94 | 0 | 100 | 80% |
| PL 7.d | Describe the ethical responsibilities of educators towards all learners. | 0 | 0 | 3 | 13 | 16 | 3.81 | 0 | 100 | 80% |
| PL 7.e | Describe the ethical responsibilities of educators toward all stakeholders. | 0 | 0 | 3 | 13 | 16 | 3.81 | 0 | 100 | 80% |
| PLO 8 | Initiative: Demonstrate the qualities of effective leadership in interpersonal and public contexts. | 0 | 0 | 33 | 63 | 96 | 3.66 | 0 | 100 | 80% |
| Pl 8.a | Initiate and lead positive change focused on student achievement. | 0 | 0 | 8 | 16 | 24 | 3.67 | 0 | 100 | 80% |
| Pl 8.b | Identify ways to engage multiple stakeholders in developing and realizing a school vision. | 0 | 0 | 4 | 12 | 16 | 3.75 | 0 | 100 | 80% |
| Pl 8.c | Communicate effectively in various educational contexts. | 0 | 0 | 7 | 17 | 24 | 3.71 | 0 | 100 | 80% |
| Pl 8.d | Initiate data based improvements in teaching and learning. | 0 | 0 | 7 | 9 | 16 | 3.56 | 0 | 100 | 80% |
| PL 8.e | Initiate and lead positive change focused on student | 0 | 0 | 7 | 9 | 16 | 3.56 | 0 | 100 | 80% |

| achievement. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|

All PLOs were met at above target areas except one; for 74% of the PLOs, 100% of the candidates scored at the 3 or 4 level. The one PLO that is of particular concern is PLO 7a: Apply ethical values to the collection, analysis, and reporting of data. This was only achieved at the 50% level. Candidates did not demonstrate knowledge or skill in applying rigor and concern during the collection, analysis, and reporting of data.

Many of the rubrics still do not correctly and/or specifically attach the appropriate standard to its assessment. The verbiage of the rubrics still needs to be focused to more clearly describe the knowledge and skill it is purporting to assess and to be linked specifically to that standard. The rubrics also need to link to the Qatar National Professional Standards (QNPR) so that the candidates will be better prepared for the new licensure procedures.

As noted by Mary Allen during her 2011 visit and as specifically stated by IRTE (the accreditation organization for the College of Education), too many PLOs are being tracked, limited the depth and specificity for assessment and analysis.

**RECOMMENDATIONS FOR IMPROVEMENT**

All courses that discuss data collection and analysis, which include EDEL 602, EDEL 607, EDUC 606, EDEL 608, and EDEL 609 will increase the attention to this area. It will be more closely assessed at the assignment level in each of these four courses.

Rubrics will be improved so that the verbiage more clearly describes the targeted assessment. Standards will be correctly linked to the assignment and QNPR standards will be added.

A new assessment plan has been submitted for approval with fewer, more substantive and clearly measureable learning outcomes in fall 2012.

### 6.5. 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.

## 7. Continuous Improvement

### 7.1. Use of Assessment Results

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.

Use of Data for Program Improvement

The program uses data, including candidate and graduate performance information, to evaluate the effectiveness of the program. The program uses both course and field experience data to determine individual candidate progress as well as trends across candidates. At the end of each semester and review any curricular deficiencies and any field placement problems and specific assessments are used to look for trend data. For example, faculty in the M.Ed. in Educational Leadership conducts an item analysis of the comprehensive exam to determine areas of weaknesses in the curriculum. Faculty in the M.Ed. in Special Education plan to use exit and post graduation data, either by survey or focus groups, for feedback on program effectiveness.

Changes made to programs as a result of data analysis. In the M.Ed. in Educational Leadership program, faculty determined that, after an item analysis of the comprehensive exam, candidates were not strong on finance, and the faculty collaborated with a professor from the College of Business on strengthening the content.

### 7.2. Improvement Actions

This is the first program review for the MEL program. No improvement actions have been taken based on any previous program review. See Section 1.3 and 1.7 of this Self-Study to review program changes that have been made based on Accreditation Visits and Reviews.

## 8. Faculty and Staff

The MEL Program has 3 faculty members all holding doctoral degree from an accreditation university in the United States. Two of the faculty have earned Ph.D.s in Educational Leadership and one faculty member earned a Ph.D. in Curriculum and Instruction. The nationalities of the faculty are American, Canadian and Jordanian. All faculty members are male and are full-time. One full professor and two associate professors make up the MEL faculty and because of the special expertise required for EDEL 607 School Finance,

### 8.1. Faculty Roles and Responsibilities

The faculty members in the MEL 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 encourage 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 MEL 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

The MEL program has three faculty members: three males. Two faculty members have degrees in Educational Leadership and one faculty member's degree is in Curriculum and Instruction. All three earned their degrees from American universities. All adjunct faculty have terminal degrees and extensive coursework in the area of instruction. The department has one administrative assistant and a graduate assistant who is shared with the dean, department chair and another faculty member in the educational sciences department.

**Table 8.2.1** *Faculty and Staff Member Composition*

| Data as of [1]: Fall 2012 | HEAD COUNT | | FTE [2] | RATIO TO FACULTY [3] |
|---|---|---|---|---|
| | FT | PT | | |

| | | | | |
|---|---|---|---|---|
| **Joint Position** [4] (*Faculty/Administrative*) | 2 | - | 1 | |
| **Faculty** (*Indefinite Duration Contract - IDC -*) | | - | - | |
| **Faculty** (*Regular / Rolling Contract - RC -*) | 1 | - | .3 | |
| **Lecturer** | | - | - | |
| **Teaching Assistant** | | - | - | - |
| **Student Teaching Assistant** | | - | - | - |
| **Student Research Assistant** | | - | - | |
| **Graduate Assistant** | 1 | | | |
| **Technicians (Lab) / Specialist** | | - | - | - |
| **Administrative & Support** | 1 | - | - | - |
| **Others** [5] | | - | - | - |
| **Number of Graduates** | | - | - | - |
| **Student/Faculty Ratio** | | - | - | 35/1.3= 26.9 |

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.

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

4  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.

5  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 QU* |
| Michael H. Romanowski | Professor | FT | Ph.D. | Educational Leadership | Miami University, 1993 | | 15 | 5 |

| Abdullah Abu-Tineh | Associate Professor | FT | Ph.D. | Educational Leadership | Florida State University, 2003 | | 6 | 4 |
| Ramzi Nasser | Associate Professor | FT | Ph.D. | Curriculum and Instruction-Math and Science Ed. Education | University of Massachusetts, 1993 | 1 | 14 | 5 |

### 8.4. Faculty Competencies

All full time faculty members who teach in the MEL program achieved the rank of Associate Professor or Professor. Each has an earned Ph.D. from an accreditation 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 | |
|---|---|---|---|---|---|
| Michael H. Romanowski | FT | EDEL 604 | Curriculum Design and Development | 3 | Ph.D. Educational Leadership |
| | | EDEL 605 | Instructional Supervision | | |
| | | EDEL 608 | Issues in Educational Leadership | | |
| | | EDEL 609 | Action research | | |
| | | EDEL 610 | Internship | | |
| Abdullah | FT | EDEL 601 | Foundations in Educational Administration and Leadership | | Ph.D. Educational Leadership |
| | | EDEL 602 | Management of School Information Systems | | |
| Ramzi Nasser | FT | EDEL 603 | Educational Policy in Qatar | | Ph.D. Curriculum and Instruction Math and Science Ed. Education |
| | | EDUC 606 | Educational Research Methodologies | | |
| Adjunct Faculty | PT | EDEL 607 | School Finance and Resources Management | | |

### 8.5. Faculty Workload

The university determines the faculty workload (21 ICH) for each academic year (7 classes per year). In addition to teaching, faculty are involved in research as well as committees within the department, college, university and community at large. One faculty in the MEL program serves as coordinator and he teaches 18 ICH (this includes a 6 credit internship). Another faculty member serves as the NCED Director and teachers 2 classes (6 credits per year) and the remaining faculty member teaches two classes in the MEL program and the rest of how teaching load is in other programs.

**Table 8.5.1**   Faculty Workload

| Faculty Member Name | FT or PT | Classes Taught | | | Number of Advisees | Total Activity Distribution | | | |
| | | Course Id | CH | Semester | | Teaching | Research | Service | Other |
|---|---|---|---|---|---|---|---|---|---|
| Michael H. Romanowski | FT | EDEL 604 EDEL 609 | 6 | Fall 2012 | 32 | 50 | 30 | 20 | |
| Abdullah Abu-Tineh | FT | EDEL 601 | 3 | Fall 2012 | 0 | 50 | 30 | 20 | |
| Ramzi Nasser | FT | EDEL 603 EDUC 606 | 6 | Fall 2012 | 0 | 50 | 30 | 20 | |
| Danny Allen | PT | EDEL 609 | 3 | Fall 2012 | 0 | NA | NA | NA | NA |

### 8.6. Faculty Size

There are 3 faculty members in the MEL program and the program uses one adjunct professor to teach the EEL 607 Finance and Management course. The department has one administrative assistant. The size of the faculty member is adequate for teaching the courses but there are limitations regarding supervision of students in the filed experience courses and the internship. The key issue here is the large percentage of students in the MEL program are females who complete field experiences and internships in female schools. This causes difficult for the male instructors to supervise these students in their settings. The current faculty prevents the MEL program from having faculty teach outside their specializations.

### 8.7. Faculty Contribution to Research

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**  Faculty Research Interests and Publications

| Faculty Member Name | Rank | Research Interests | Number of Publications | | | |
|---|---|---|---|---|---|---|
| | | | Books, Book Chapters | Journals | Referred Conferences Papers | Others |
| Michael H. Romanowski | Professor | Educational reform, curriculum, development of critical thinking, critical pedagogy | 1 | 13 | 7 | 1 |
| Abdullah Abu-Tineh | Associate Professor | Learning in schools, organizational learning, leadership, leading change, Leadership styles, women and leadership | 1 | 8 | 1 | |
| Ramzi Nasser | Associate Professor | Institutional research, teacher development, psychological factors to students' achievement | 1 | 21 | 3 | |

### 8.8. Faculty Grants and Awards

MEL faculty have been awarded several grants and have received several awards. These are listed below.

**Table 8.8.1**  Faculty Grants

| Faculty Member Name | Grant Id | Grant Title | Awarding Institution | Type of Participation* | Grant Date | Amount & Duration |
|---|---|---|---|---|---|---|
| Michael H. Romanowski | NPRP 42055033 | Education For a New Era: Principals, Teachers and Parents Perceptions. | QNRF-NPRP | Lead PI | 2011-2012 | One Year $49, 146 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Qatari Educational Reform and the Independent School Model: Principals, Teachers and Parents Perceptions | QU Internal Grant | Lead PI | 2010-2011 | One Year $14776 |
| | | How Critical Thinking is Taught in Independent School Social Studies Classes | QU Student Grant | Lead PI | 2011-2012 | 6 Months $27: |
| | | The Cultural Influences on Qatari Female Leadership | QU Student Grant | Lead PI | 2009-2010 | 6 Months $27: |
| | | Faculty Perceptions of Academic Freedom | QU Student Grant | Lead PI | 2008-2009 | 6 Months $27: |
| | | Identity Issues: Expatriate Professors Teaching and Researching in Qatar | QU Student Grant | Lead PI | 2011-2012 | 6 Months $27: |
| | | | | | | |
| Abdullah Abu-Tineh | ID: QUUG-CED-DES-09/10-4 | Exploring the Relationship between Organizational Learning and Career Resilience among Faculty Members at Qatar University | Qatar University Internal Grant | Lead PI | April 2010. | 1 Year 21000 QAR |
| | | | | | | |
| Ramzi Nasser | | Use of Concepts Maps to Understand Teacher Perception of Professional Development in a Qatari Independent School. | Qatar University Internal Research Grant | Lead PI | 2008-2009 | 6 month $6,812.00 |
| | | Front Loading Interview questions to Understand Teacher Perceptions of Professional Development. | QU Student Grant | Lead PI | 2009 | 6 month $2,739.00 |
| | | Adapting Instruments to Assess the Effectiveness of the Research Process. Qatar University. | QU Student Grant | Lead PI | 2009 | 6 month $2,739.00 |
| | | Reading Week": A proposal for implementing a weeklong reading intensive program in elementary schools. | Children Cultural Center Qatar | Lead PI | 2010 | 6 month $8,547.00 |
| | | Effectiveness of Study Skill Mentoring Approach. Undergraduate Research Experience Program | Qatar National Research Fund | Lead PI | 2010 | 1 Year $10000 |
| | | Gender differences, achievement in Light of Peer & Teacher Socio-cultural Motivation. Faculty Internal Grant, Qatar University | Qatar University Internal Research Grant | Lead PI | 2010/2011 | 1 Year $13183.56 |

| | | Knowledge NET learning Management System Usage on students, teachers and parents in preparatory and secondary schools in Qatar. | ICT QATAR | Lead PI | | **6 Months** 26377 |
|---|---|---|---|---|---|---|
| | | Peer and teacher socio-cultural motivation. Its impact on student academic performance. National Research Priorities Program | Qatar National Research Fund | Lead PI | 2010 | 1-year $68,946.24 |
| | | Scholarly publishing: Training undergraduate students.  Undergraduate Research Experience Program | Qatar National Research Fund | Lead PI | 2011 | 1 year 19,500.00 |
| | | An extracurricular reading program as an intervention to improve student habits. Undergraduate Research Experience | Qatar National Research Fund | Lead PI | 2011 | 1 year $39,598 |
| | | Elderly Belief in Just World as a Way to Cope in Elderly Homes | Qatar University | Lead PI | 2011 | 1-year 7,850 |
| | | Assessment of Learning and Study Strategies of University Students in Qatar. | QU Student Grant | Lead PI | 2009 | 1 Year 10000QR |
| | | Evaluating Educational Structures. | Pearson Education Limited | Lead PI | 2012 | 1-year 25000 GBP |

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

**Table 8.8.2** Faculty Awards

All faculty members in the MEL program have won awards while at Qatar University. Three awards have been given from the College of Education and one award from Qatar University.

| Faculty Member Name | Type of Award | Received From | Award Date | Award Additional Details |
|---|---|---|---|---|
| Abdullah Abu-Tineh | Qatar University College of Education Quality and Excellence Award | College of Education | June 2012 | 10000QR Stipend |
| Michael H. Romanowski | Qatar University Outstanding Teaching Award (Humanities and social science fields) | Qatar University | September 2011 | 2000QR Stipend |
| Michael H. Romanowski | Qatar University College of Education Quality and Excellence Award | College of Education | June 2011 | 10000QR Stipend |
| Ramzi Nasser | Qatar University College of Education Quality and Excellence Award | College of Education | June 2010 | 10000QR Stipend |

### 8.9. Faculty Evaluation

The Department Chair of the Educational Sciences Department following specific criteria and procedures outlined by Qatar University and available online evaluates all faculty members.

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 that 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.

### 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.

### 8.11. Faculty Promotion

The Department of Educational Sciences follows Qatar University policy for faculty promotion. The have been no promotions of MEL faculty the past five years.

**Table 8.10.1** Faculty Promotion

| Faculty Member Name | Rank | Total Number of Years in Current Rank | Total Number of Years at QU | Date of Last Promotion at QU | |
|---|---|---|---|---|---|
| Michael H. Romanowski | Professor | 10 Years | 5 | NA | |
| Abdullah Abu-Tineh | Associate Professor | 10 Years | 4 | NA | |
| Ramzi Nasser | Associate Professor | 6 | 5 | NA | |

## 9. Teaching and Learning

### 9.1. Course Offering and Teaching Assignments

Faculty members in the MEL 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.

### 9.2. Class Size

The number of students who are enrolled in each cohort determines the class sizes in the MEL program. During the history of the program, there have never been more than 25 students in one class. Table 10.2 illustrates the class sizes for the Fall 2012 semester.

Table 9.2 Class Size for MEL Courses Offered: Fall 2012

| Course Number | Course Title | Actual Enrollment |
|---|---|---|
| EDEL 601 | Foundations in Educational Leadership | 22 |
| EDEL 603 | Educational Policy in Qatar | 12 |
| EDEL 604 | Curriculum Design and Development | 20 |
| EDUC 606 | Educational Research Methodologies | 20 |
| EDEL 607 | School Finance and Resources Management | 12 |
| EDEL 609 | Action research | 12 |

### 9.3. Instructional Material and Methodologies

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, such as the

### 9.4. Use of Technology

All faculty members teaching the MEL program use whatever technology is

suitable for their classes and what is available in their classrooms. Each room used to teach MEL 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 Taskstream 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 goals and objectives.

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

The MEL does not provide any field trips at this time but fieldwork is an integral part of the Mel 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 Leaders.

The Master of Education in Educational Leadership (MEL) program offers multidimensional approach with the inclusion of academic preparation and field-based learning/internship. As MEL 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 educational leadership 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 Masters in Educational Leadership degree.

More specifically, the goals of the educational leadership field experience and internship are:
Substantial
Sustained
Standards Based
Real Settings
Planned and Guided Cooperatively

## 9.6. Student Contribution to Research

Student research projects were presented as partial fulfilment to the Research Methodology course (EDUC 606) as well as submitted as abstracts to the Action Research Committee for inclusion in the Conference. The action research projects were assessed on stringent and rigorous scientific criteria specifically in the role of the researcher involvement in the action research whether as practitioners or school leaders. Graduate students will receive feedback prior to the presentations of their research projects. The following papers were accepted and presented at the 3rd Annual Action Research Conference:

a) Improving mathematical communication skills in Qatar Secondary Independent Schools. (Student: Fatma Saeed al-Hassan).
b) How to enhance the skills of English proficiency through applying the Student-Centered Approach? (Student: Hala Abou Saad)
c) Encouraging students learn scientific research skills by using experimental activities (Student: Maha Fahmy)
d) The Effect of Social Communication Networks on Fifth Graders' Development in English Writing, (Student: Mayada Aboulela)
e) Assessing Student Outcomes through Teaching mathematics specific Language (Student: Cham Sheikh)
f) The Effect of Concept Mapping on the Conceptual Understanding of 9th grade Science Students (Student: Shereen Hamadeh)

## Feedback

Graduate students were assessed based on a stringent criterion prior to the presentation of the conference paper. These criteria are as follows:

Research site: The place the study where it is to be carried out. The assessment examined the individual characteristics of the school, the class and grade level.

Researchers: How the work was related to the research and what was the student's role at the school.

Problem: The research focus and question.

Process: Research designed, methodology, how the data was analyzed and interpreted.

Findings: Expected findings, the significance of your research and how it is potentially contributing to knowledge of the field and how the research could be continued.

Action Plan: Indicate the generative transformational influence of your action research.

The graduate students received feedback from the public audience and at the Action Research Conference in the improvement in the research methodology and were given an idea of how academic papers are delivered.

**Publication and Scholarly Activity**

One of the main roles of faculty has been to work closely with students in developing their research skills. Students now regularly are now encouraged to write proposal with faculty or publish jointly research work they have done.

Current faculty-student publications:

1. Romanowski, M. & Al-Khatib, H. (2011) Truth against truth: American and Arab history school textbooks: portrayal of the Arab-Israeli conflict. The Near and Middle Eastern Journal of Research in Education, 1, 2-14.

2. Romanowski, M. H. & Al-Hassan, F. S. (In Press). Middle eastern women in Qatar and their perspectives on the barriers to leadership: Incorporating transformative learning theory into graduate educational leadership programs. *The Near and Middle East Journal of Research in Education.*

Current faculty-student joint submitted proposals

1. Using mobile devices to improve students' completion rates of mathematics classroom assignments and its impact on mathematics achievement (Ramzi Nasser and Khalid Alhasson) ($45,800.00)

2. Using conceptual tools to help build conceptual understanding and meaningful learning: the case of concept maps (Ramzi Nasser and Shereen Hamadi) (37,749.00)

### 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 MEL students to participate in extracurricular activities. The University, the CED and the graduate studies office 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 MEL students' involvement in Extra-Curricular Activities is limited because of their status as non-traditional students. The table below lists several examples of opportunities provided for MEL students.

| Workshop Title | Sponsor |
| --- | --- |
| Endnote and electronic resource workshop | QU Library |
| Using On Line References | QU Library |
| Making the Connection | Graduate Studies Office |
| Education Research Projects scope, structure, approach, methodology and resources (Professor Dennis MCInerney) | CED |

### 9.8. Evaluation of Teaching and learning effectiveness

Students have the opportunity to evaluate professors and classes at the end of each semester through the banner system. In addition, the MEL 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 (e.g., MS Office and SPSS).

### 10.2. Library Resources

The resource room in the College of Education was established in 2005 in collaboration with Texas A&M University. The purpose of the resource room was to support graduate and diploma students and primary teachers in the State of Qatar. The mission of the Resource Room is to provide support and services to the students, faculty and staff of the College of Education. The Resource Room provides a study area, computing facilities and easy access to books, teaching resources and materials all accessible for students. In addition, color printing, scanning and laminating services are provided for faculty and staff.  Yearly, faculty are requested to suggest books and resources to be added to the resource room.

The Resource Room offers a work area for the preparation of educational lessons and displays as well as an area for viewing educational DVDs and CD's for all members of the College of Education. The Resource Room lends out books and materials relating to primary as well as secondary mathematics, science, fiction and nonfiction (in both Arabic and English) and academic books relating to a variety areas in the field of education. Regular emails regarding the latest resources available are sent to faculty members and students. There is a stand at the Resource Room entrance that displays the newest materials. Short training is available for faculty and students about electronic searches and the resources room.  For additional information regarding the CED Resource Room please visit the website at http://www.qu.edu.qa/education/resourceslibrary/index.php

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

The program has access to 3 computer labs, all classrooms are well equipped with Smart Room technology, the CED has a resource room for faculty and students and there are rooms available for larger class lectures and small seminar type classes. There is no need for laboratories and the MEL program has adequate facilities and equipment to effectively delivery quality instruction.

### 10.4. Office Space

All full time faculty members in the Mel program have their own office. Part time faculty members are provided with space for their time on campus.

## 11. Program Governance, Administration and Operation

### 11.1. Program Governance

The MEL program is housed in the College of Education in the Educational Sciences Department. The Department Chair of the Educational Sciences oversees all programs in the department and the MEL Coordinator is the person directly in charge of the MEL program governance, administration, and operation of the program. The leadership role and management responsibilities of the MEL coordinator include the following:
- Manage the day-to-day activities of the MEL program
- Meet with prospective students, advise all MEL students, address student concerns, develop course scheduling
- Administer all decisions made by the college and the department
- Meet monthly with faculty members teaching in the MEL program
- Provide leadership in accreditation responsibilities
- Prepare accreditation reports
- Ensure the proper teaching of the programs of study, and prepare the teaching schedule in consultation with the department chair and faculty members
- Prepare for the dean, annual report
- Supervise Graduate Assistant and Administrative Assistant
- Promote the MEL program
- Review applicant files for admission, conduct personal interviews with applicants and provide to admissions selected applicants for admission to the MEL program

Most of the decisions that affect the faculty are done collectively or in consultation with the concerned faculty member. Decisions that have minimal or no impact on faculty work are made by the coordinator/department chair without involving the faculty.

### 11.2. Administration and Operations

A previously addressed, the department chair oversees all programs in the Educational Sciences Department. The MEL coordinator is responsible for the MEL program. There are no committees specifically for the MEL program and MEL faculty are assigned to committees through, self-nomination/election or asked or appointed by the chair of the department, the Dean or other university officials. Faculty members are usually assigned to committees that they can contribute but also to those committees that are relevant for the MEL program and graduate students.

## 12.Program Financial Data

### 12.1. Personnel Related Costs

Personal cost are not separated by programs in college

### 12.2. Operational Costs

Personal cost are not separated by programs in college

### 12.3. Sources of Funding

No revenues Generated by the Program

## 13. Support for the Program

### 13.1. Financial Support

There is not direct financial support for the program. The program as a part of the Educational Sciences Department and is included in the budget submitted each academic year. The dean of the college approves or disapproves/modifies the budget.

### 13.2. Other Support Areas

Not additional support areas applicable for this program

# 14. Overall Program Analysis and vision for the future

## 14.1. SWOT Analysis

The SWOT analysis was prepared from input from Dr. Michael Romanowski, Dr. Abdullah Abu-Tineh, Dr. Ramzi Nasser, Dr. Nancy Allen and Dr. Hissa Sadiq, Dean of the College of Education.

| 1. Academic Program | |
|---|---|
| **Strength** | **Weaknesses** |
| 1. One of two graduate programs in education and the only graduate program in educational leadership in the country. | 1. Accreditation requirements changing with new international system requiring changes in assessment plans. |
| 2. The program has international accreditation. | 2. The program needs a female faculty member or teaching assistant to conduct supervision for field experiences and internships in female Independent Schools. |
| 3. The program is offered in English allowing students to enter Ph.D. programs in UK and USA. | 3. The program needs to develop a permanent faculty member who can teach EDEL 607 Finance and Management. |
| 4. Stability of faculty. Faculty teaching the program are currently in their fifth year (2 faculty members) and fourth year (one faculty member) at QU. | 4. The program needs to develop operational objectives |
| 5. There have been an adequate amount of students each year to allow for repetition of the program. | 5. There is a need to offer the program in Arabic for educational leadership who lack the English proficiency. |
| 6. The program attracts a significant number of educational leadership from the Independent School system. | |
| 7. The MEL program is professional oriented and is aligned with the needs of the marketplace. | |
| **Opportunities** | **Threats** |
| 1. New assessments plans are greatly improved, focusing more on authentic knowledge. | 1. Supreme Education Council shift in policy could impact the program. |
| | 2. Similar program might be developed at a university in Education City. |
| **2. Students** | |
| **Strength** | **Weaknesses** |
| 1. The quality of MEL students is improving. | 1. Few qualified male applicants. |
| 2. Stability of faculty is an advantage for students. | 2. Need stronger recognition by the SEC for graduates. |
| | |
| **Opportunities** | **Threats** |
| 1. Large percentage of previous students seeking higher degrees (Ph.D.s and Ed.Ds) | 1. Additional new masters programs which may result in competition for best students. |

| 2. Previous students finding leadership positions in education. | |
| --- | --- |
| | |

| **3. Faculty** | |
| --- | --- |
| **Strength** | **Weaknesses** |
| 1. Well qualified faculty with diverse backgrounds. | 1. Few in number |
| 2. Stability | |
| 3. Collegiality | |
| 4. Research Activities and Grants | |
| **Opportunities** | **Threats** |
| 1. College is providing opportunities for visiting professors to enrich to program. | |
| | |

| **4. Policies, Procedures, Staff, Space, Equipment** | |
| --- | --- |
| **Strength** | **Weaknesses** |
| 1. Resource budget is generous. | 1. Texts are hard to get in a timely manner as most must be shipped from US. |
| 2. College provides partial payment for student texts. | |
| | |
| **Opportunities** | **Threats** |
| 1. The opportunity to develop additional graduate programs. | 1. Supreme Education Council shift in policy could impact the program. |

## 15. Conclusion

Overall, the MEL program is progressing. The new assessment plan will improve the assessment of the program and provide valuable data to make program improvements. The MEL enrollment has been consistent throughout the year the program has been offered and there is no evidence that enrollment will be an issue in the future. The program is Internationally Accredited and the language of instruction is English that allows graduates to purse doctoral degree in the US and UK.

The MEL faculty members are very productive with 46 publications (2 with graduate students), 20 grants (2 NPRP) and 11 conference presentations. The faculty members have been here for 5 years of the program and this stability is strength in the program.

The self-review points out that the MEL program needs to develop operational objectives.

**Course Master Syllabus**


**QATAR UNIVERSITY**

**COLLEGE OF EDUCATION**

**COURSE NUMBER:**

**COURSE TITLE**


INSTRUCTOR:          EMAIL:
**OFFICE NUMBER:**       **OFFICE HOURS:**
**PHONE:**             **CLASS MEETING:**


**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK**
*Together we shape the future through excellence in teaching, scholarship, and leadership.*

**COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES**
**(Checked outcomes are addressed in this course)**

> **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.
>
> **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.
>
> **Ethical Values:** Apply professional ethics in all educational contexts.
>
> **Initiative:** Lead positive change in education.

**COURSE DESCRIPTION**
**Prerequisites**:

**COURSE OBJECTIVES**
On completion of this course, candidates should understand how to:

COURSE LEARNING OUTCOMES

**TEXTBOOKS & READINGS**

**COURSE REQUIREMENTS**

**Use of Blackboard**

The course Blackboard site will be used for announcements, course resources, and assignments. Students will be expected to access the Blackboard sit at least once per week.

**COURSE MATRIX**

| Unit Learning Outcomes | QNPS | Course Objectives | Course Learning Outcomes | Assessment (Tasks/Artifacts) |
|---|---|---|---|---|
|  |  |  |  |  |

COURSE OUTLINE

ASSESSMENT

GRADING SYSTEM
A  =100.00 - 90
B+ = 89.99 - 85
B  = 84.99 - 80
C+ = 79.99 - 75
C  = 74.99 - 70
D+ = 69.99 - 65
D  = 64.99 - 60
F  = 59.99 -  0

**SPECIAL NEEDS**

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; Office hours: 7:30 AM – 2:30 PM

**STUDENT COMPLAINTS POLICY**

Students at Qatar University have the right to pursue complaints related to faculty, staff, and other students.  The nature of the complaints may be either academic or non-academic.  For more information about the policy and processes related to this policy, you may refer to the students' handbook.

**ACADEMIC HONESTY**

Qatar University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity.  The College of Education supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Qatar University encourages students to be responsible and accountable for their decisions and actions.  Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action.  Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a

grave breach of honesty.  Academic dishonesty and plagiarism are described on *page 37* **in the Qatar University Student Handbook.**

**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/.

**REFERENCES**

<u>**Books and Articles**</u>

<u>**Professional Organization and Internet Sites**</u>

    **Professional Standards for School Leaders**
1. Lead and manage learning and teaching in the school community.
2. Develop, communicate, and report on strategic vision and aims of the school and community.
3. Lead and manage change.
4. Lead and develop people and teams.
5. Develop and manage school-community relations.
6. Develop and manage resources.
7. Reflect on, evaluate, and improve leadership and management.

**Course Assignments (Descriptions) and Rubrics**

# Michael H. Romanowski

| | |
|---|---|
| *Rank* | Professor |
| *Degrees Earned* | - Ph.D. Educational Leadership<br>- M. S. Social Studies Education<br>- B. S. Secondary Education |
| *Date of Initial Appointment* | August 2008 |
| *Area of Specialty* | Educational Leadership/Curriculum |
| *Academic and Other Related Experience* | Ohio Northern University 14 Year experience<br>Huazhong University of Science & Technology, Wuhan, China 1 Year |
| *List of Courses Taught in the Past Three Years* | 1. EDEL 604 Curriculum Design and Development<br>2. EDEL 605 Instructional Supervision<br>3. EDEL 608 Seminar in Issues in Educational Leadership<br>4. EDEL 609 Action Research<br>5. EDEL 610 Internship |
| *Principal Publications from the Past Five Years* | 1. Romanowski, M. H. & Nasser, R. (2012). Critical Thinking and Qatar's Education For a New Era: Negotiating Possibilities. International Journal of Critical Pedagogy. Vol 4 (1) pp 118-134.<br>2. Romanowski, M. H. & Nasser, R. (2012). How Critical Thinking is Taught in Qatari Independent Schools' Social Studies Classrooms: Teachers' Perspectives. International Journal of Education, 4 (1). ISSN 1948-5476.<br>3. Romanowski, M. H. & Alkhateeb, H. (2011). East vs. West: American and Arab History Textbooks Portrayal of the Arab-Israeli Conflict. The Near and Middle East Journal of Research in Education.<br>4. Romanowski, M. H. & Nasser, R. (2010). Faculty Perceptions of Academic Freedom at a GCC University. Prospects, 40, pp. 481-498.<br>5. Romanowski, M. H. (2009). "Excluding Ethical Issues From U. S. History Textbooks: 911 and the War on Terror," American Secondary Education, 37, (2): 26-48. |
| *Professional Activities and Awards* | QU Outstanding Teaching Award (Humanities and Social Science fields), 2011<br>Qatar University College of Education Quality and Excellence Award, 2011 |
| *Institutional Service for the Past Five Years* | Various University and College Committees<br>Extensive work with OFID |

**Faculty Resume Template**

# Abdullah Abu-Tineh

| | |
|---|---|
| *Rank* | Associate Professor |
| *Degrees Earned* | Ph.D. Educational Leadership<br>2003<br>Florida State University |
| *Date of Initial Appointment* | 6/ September/ 2009 |
| *Area of Specialty* | Educational Leadership and Human Resource Development |
| *Academic and Other Related Experience* | Director of the National Center for Educator Development/ QU<br>Head of Neutral Attestation Panel/ Evaluation Institution(SEC)<br>A member of Qatar Academy Al-Wakra  Board of Governance |
| *List of Courses Taught in the Past Three Years* | 1.  EDEL 601 Foundations Educational Administration and Leadership<br>2.  EDEL 602 Management of School Information Systems<br>3.  EDUC 606 Educational Research Methodologies<br>4.  EDEL 603 Educational Policy in Qatar<br>5.  EDUC 504 management of Educational Environment |
| *Principal Publications from the Past Five Years* | Abu-Tineh, A. (2013). Leadership effectiveness in Jordanian Educational Institutions: A comparison of Jordanian female and male leaders. *Educational Management Administration & Leadership,41*(1), 79-94<br><br>Al-Omari, A., Abu-Tineh, A., & Khasawneh, S. ( 2013). Faculty members' attitudes, expectations and practices of Knowledge Management at higher education institutions in Jordan. *International Journal of Management in Education,7*( 1/2), 199-211.<br><br>Khasawneh, S. Alomari, A. and Abu-Tineh, A. (2012). The relationship between transformational leadership and organizational commitment: The case for vocational teachers in Jordan. *Educational Management Administration & Leadership, 40*(4), 494-508.<br><br>Abu-Tineh, A. (2011). Exploring the Relationship between Organizational Learning and Career Resilience among Faculty Members at Qatar University. *International Journal of Educational Management, 25*(6), 635-650.<br><br>Abu-Tineh, A., Khasawneh, S., & Khalaileh, H. (2011). Teacher self-efficacy and classroom management styles in Jordanian schools. Management in Education: The Journal of Professional Practices , 25(4), 175-181. SAGE Publisher: UK.<br><br>Abu-Tineh, A. (2010). Leadership and learning schools: Exploring the relationship toward a new school reform. LAP LAMBERT Academic Publishing: Germany |
| *Professional Activities and Awards* | Qatar University College of Education Quality and Excellence Award, 2012 |
| *Institutional Service for the Past Five Years* | Various University and College Committees<br>Presenter of various professional development programs<br>General coordinator of a conference/College of Education |

**Faculty Resume Template**

# Ramzi Nasser

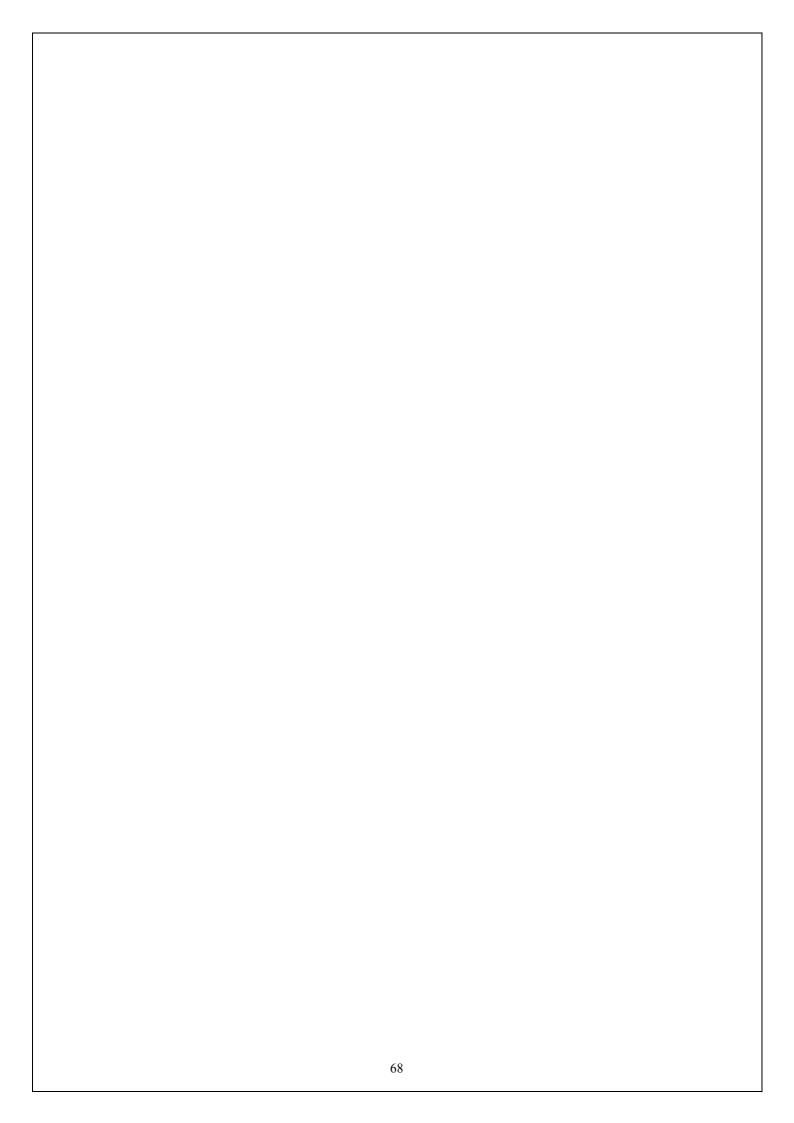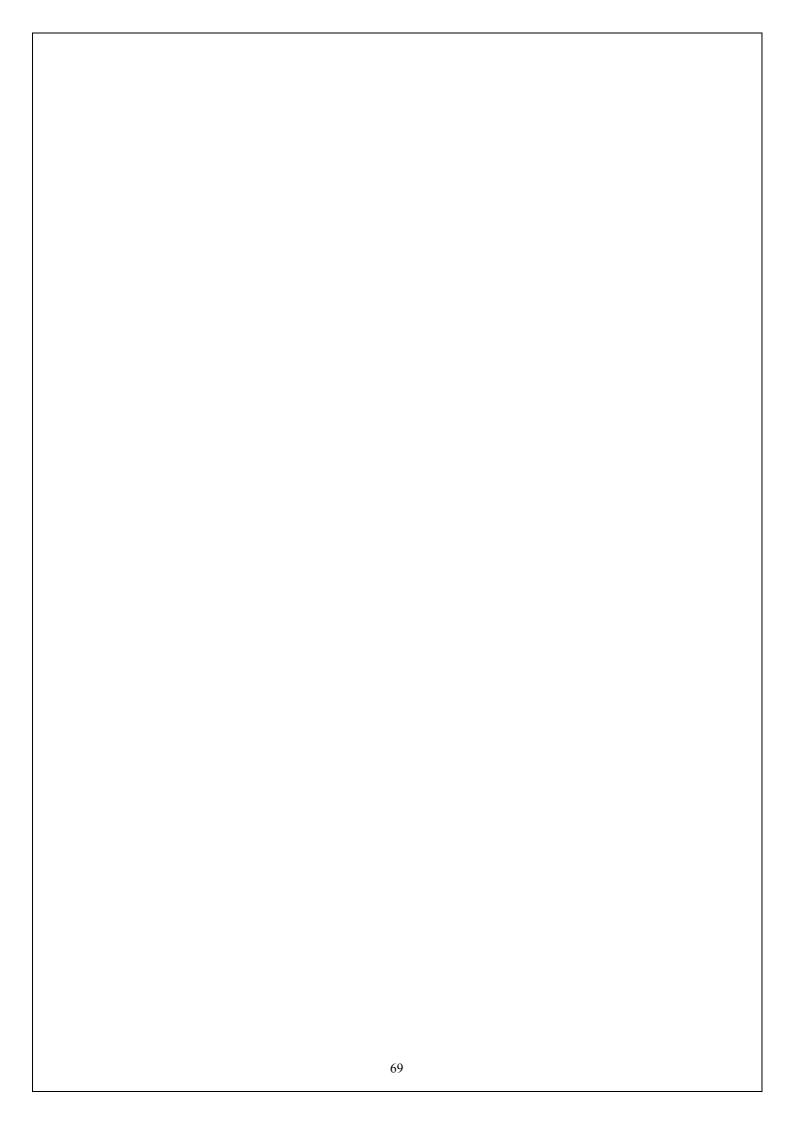| | |
|---|---|
| *Rank* | Associate Professor |
| *Degrees Earned* | Ph.D. Curriculum and Instruction-Math and Science Ed. - 1993 |
| *Date of Initial Appointment* | August 2008 |
| *Area of Specialty* | Research Methods |
| *Academic and Other Related Experience* | Data Analyst, Institutional Researcher |
| *List of Courses Taught in the Past Three Years* | 1. EDEL 603 Educational Policy in Qatar<br>2. EDUC 606 Educational Research Methodologies |
| *Principal Publications from the Past Five Years* | Nasser, R., Romanowski, M., & Cherif, M. (2011). Factors that impact student usage of the learning management system in Qatari schools. The International Review of Research in Open and Distance Learning, 12(6), 39-62.<br><br>Cherif, M., Romanowski, M., & Nasser, R.. (2012). All that glitters is not gold: challenges of teacher and school leader licensing system in a GCC country. International Journal of Educational Development, 32(3), 471-481.<br><br>Nasser, R. (2012). The breadth and depth of foundation courses in Qatar's only public institution of higher education. Applied Research in Higher Education, 4(1), 42 – 57.<br><br>Nasser, R., and Nauffal, D. (2012). Frequency of repeated courses its relation to persistence and performance in Lebanon's higher education. Higher Education Studies, 2(1), 20-26.<br><br>Al-Thani, A. & Nasser, R. (2012). Little Steps at Improving Preschool Teachers Practices through Counseling Skills in Qatar. International Educational Studies, 5(6), 163-172.<br><br>Romanowski, M. & Nasser, R. (2012). How Critical Thinking is Taught in Qatari Independent Schools[1] Social Studies Classrooms: Teachers[1] Perspectives. International Journal of Education, 4(1), 68-92. |
| *Professional Activities and Awards* | Qatar University College of Education Quality and Excellence Award, 2010 |
| *Institutional Service for the Past Five Years* | Various University and College Committees |

**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.