Report of Graduate Council
October 4, 2007

3. Special Consideration

Graduate Council recommends approval of the following:

College of Education and Human Development
Dual Degree with Qatar University
MEMORANDUM

TO: Robert Webb, Interim Dean
Office of Graduate Studies

FROM: Jim Kracht, Associate Dean
College of Education and Human Development

SUBJECT: Dual Degree with Qatar University

I have attached a proposal for a dual degree, the M.Ed. in Curriculum and Instruction, based upon the support of the College of Education and Human Development at Texas A&M University and the College of Education at Qatar University. The two colleges have worked together on several collaborative projects over the past four years under a memorandum of agreement that have involved several TAMU faculty members teaching courses in residence at Qatar University.

The dual degree proposal for the M.Ed. in Curriculum and Instruction has been approved by the graduate faculties of the Department of Teaching, Learning, and Culture at Texas A&M University and the Department of Educational Sciences at Qatar University. The proposal also has the support and endorsement of the Graduate Instruction Committee of the College of Education and Human Development.

I would request that this proposal be included on the agenda for the November meeting of the GC/GOC. Please let me know if you have any questions.

xc: D. Palmer, D. Smith, M. Joshi
Texas A&M University-Qatar University
Master of Education in Curriculum and Instruction
Dual Degree Program

Step 2: Academic Program Development

The academic elements necessary to create the program have been outlined and agreed to by appropriate faculty and administrators at both institutions.

A. Program Goal/Expected Outcomes/Role Expectations of Graduates

The goal of the program is to prepare graduates who are knowledgeable in both the research and application of effective instructional strategies to support students’ learning of core curriculum content areas (e.g., science, mathematics, social studies, reading/language arts, and Arabic) in grades K-12. Additionally, the program would prepare graduates who are knowledgeable in instructional assessment and classroom management for non-disabled students and students with special needs. The expected outcome of program graduates is that they can apply this knowledge to increase the quality of instruction in K-12 classrooms. Graduates of this program will be qualified to assume roles as curriculum specialists in schools and educational agencies; to support instruction of candidates in teacher preparation programs, as well as to pursue further studies such as Ph.D. and Ed.D.

B. Program Requirements

Curricular design of the program:
The curriculum is designed into three broad categories: Core requirements; Curriculum specialization strands; Electives and Internship.

Core Requirements (9 hours):
Each student will complete 3 of the 4 following courses (each course is 3 semester credit hours)
- Qatar Foundations of Education (Qatar University course)
- Qatar University - 105 604: Curriculum Design and Development OR TAMU - EDCI 644: Curriculum Development
- TAMU - EDCI 673: Analysis of Teaching Behavior:
- TAMU - A CEHD Educational Research Course (nature of the course is up to the discretion of the committee)

Curriculum Specialization Strands (12 hours):
These strands will be organized into two categories: Elementary/Primary-level and Secondary level. Students will choose the education level of the specialization and complete courses under the direction of their graduate committee. Students must complete a minimum of 12 SCH with at least 2 strands of 6 SCH of coursework per strand. The distribution of courses across the four curriculum specialization strands, shown in the table below, differs for the specific strand selection. Selection of relevant coursework at Texas A&M University (TAMU) and the Qatar University (QU) will be made by students in consultation with and approval from their advisory committee. A complete listing of possible graduate courses at TAMU and QU may be found in published catalogues or university websites. Many of the possible TAMU courses have both on-campus and distance delivery options. In addition, prerequisite requirements of the courses need to be considered as part of the course selection process.
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<tr>
<th>EDUCATIONAL LEVEL</th>
<th>CURRICULUM SPECIALIZATION STRANDS</th>
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<tr>
<td>Primary/Elementary Level</td>
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**Electives (9 hours):**
The electives are to be derived from a variety of graduate education courses at TAMU or QU. The elective courses may include additional graduate coursework in the previously noted curriculum specialization strands; School administration and supervision; curriculum and instruction; educational psychology; and educational research, measurement and statistics. A student’s selection of these courses is to be in consultation with and with approval of the student’s advisory committee.

**Internship (6 hours):**
A semester long internship experience working in Qatari schools as a curriculum specialist and/or teaching assistant at the University of Qatar’s College of Education to support the preparation of teachers.

**Additional Requirements:**
- Credit hour requirements: The program requires a total of 36 semester credit hours of course work beyond the Baccalaureate degree.
- Credit hour requirements for each institution: The minimum number of semester credit hours required at TAMU is 18. The minimum number of semester credit hours at Qatar University is 12.
- Transfer hours allowed by each institution: Due to the approved dual degree nature of this program, TAMU’s requirement of a maximum of 12 SCH of transfer coursework would need to be extended to a maximum of 18 SCH of transfer work from Qatar University for participants in this dual degree program.
- The allowed number of credit hours for 684, 685, and 690 will be the same as specified in the TAMU Graduate Catalog for the M.Ed. in Curriculum and Instruction.

**Admission Requirements:**
TAMU: The normal requirement for admission to graduate studies is a scholastic record which, over at least the last two years of full-time academic study in a degree program, gives evidence of the applicant’s ability to do successful graduate work. The committee recommends the following admission requirements: GPA of 3.00 (equivalent to B) in the last 60 hours of undergraduate work with a minimum overall GPA of 2.5; TOEFL scores (For admission, a minimum of 500 for the paper and pencil exam and 200 for the computer exam is required), GRE or MAT scores, a statement of professional goals, and 3 recommendation letters.

**Options for physical institution location:**
Courses may be offered either online or face-to-face at either the TAMU or QU campus.

**Residency Requirements:**
There is no residency requirement. The M.Ed. in Curriculum and Instruction is approved for distance delivery by the Texas Higher Education Coordinating Board.

**On-site requirements for each institution:**
There is no on-site requirement for TAMU (Distance delivery option)

**Cohort group design:**
No cohort group design will be utilized. Students will apply using TAMU-TLAC guidelines and timetables

**Language training/support if necessary:**
All instruction will be conducted in English.

C. **Academic Standing**

**Grade point requirements:**
- To be eligible to take the final examination, a GPR of 3.00 must be met with no unabsolved D, F, or U
- Verification process for program completion: The student’s advisory committee shall verify the successful completion of the academic program.
- Program time limits and consequences for failure to comply: All degree requirements must be completed within a period of seven consecutive years

D. **Administrative Arrangements**

**Registration logistics at one or both institutions:**
Students will be able to register for courses online at the TAMU website.

**Advisory Board design and authority:**
An Program Advisory Board (PAC) consisting of TAMU representatives and QU representatives not involved in direct administration or delivery of the program will be responsible for quality control of the program. The advisory board initially will review the proposed program components and course syllabi and provide feedback to program administrators. The committee will review admissions and completion rates annually and provide oversight for the program. At the end of 5 years a comprehensive evaluation of program goals, components, and outcomes will be conducted.

**Coordination:**
Single program director or coordinator from each institution: The degree program will be coordinated by dual program coordinators – one TAMU coordinator and one QU coordinator

**Faculty:**
- Requirements for program faculty: All faculty members associated with the dual degree in either a teaching or graduate advisory faculty role must have one of the four levels of graduate faculty status specified by TLAC guidelines. TAMU graduate faculty status guidelines will apply.
- Joint faculty appointment possibilities: QU faculty associated with the dual program will have the opportunity for adjunct faculty appointment with special appointment for graduate faculty at TAMU in the Department of Teaching, Learning and Culture.
TAMU-QU M.Ed.

- Graduate advisory committees: Each student admitted to the dual degree program will have a three member committee co-chaired by TAMU and QU faculty. The third member may be either a TAMU or QU faculty member.
- Graduate faculty status: All faculty members associated with the dual degree in either a teaching or graduate advisory faculty role must have one of the four levels of graduate faculty status specified by TLAC guidelines. TAMU graduate faculty status guidelines will apply.

Approval process for program modifications:
Any program modifications must be approved by the degree granting departments and the Program Advisory Board. Program Coordinators will submit proposals for changes first for approval in the appropriate departments and then to the Program Advisory Board. Proposals that do not have the support of the degree-granting departments will not go forward to the FAC.

Records maintenance for program participants:
- Records for the dual degree will be maintained in the degree-granting departments.
- General administrative support details to include admission services, registration, student financial aid, academic advising, laboratory and equipment support, library and media resources, pre-departure/orientation programming: The information is provided through Office of Graduate Studies in the website:

Curriculum delivery and modification:
- Curriculum decisions will be made through existing policy procedures at the respective universities. For example, TLAC’s graduate committee would process any curriculum changes for the dual degree program.
- Possible delivery methods for each institution’s requirements: Courses will be offered through regularly scheduled courses with various formats such as group meetings, on-line, as well as videoconference technologies.
- Technology requirements for distance or remote teaching: Both TAMU and QU have adequate technology for distance learning.

Financial Support:
- No special funds have been allocated for this program.
- Courses will be taught as part of a faculty member’s regular load.

E. Responsibility Sharing

- Financial responsibilities for each institution include marketing, administrative costs, technology, etc.: Marketing will be done through avenues already established for other programs with postings on the College and Departmental web sites. Administrative costs will be absorbed into existing positions.
- Subvention considerations for each participating institution: Each participating institution will capture subvention within the existing university and college policies.
- Program publication responsibilities for each institution: Participating institutions will publish program information in their annual graduate catalogs as well as web postings under program information under the appropriate department.
F. Program Assessment

- **Longitudinal study to assess program benefits:**
  Annual assessment of program quality and courses through student survey information: The PAC will initiate an annual assessment of program quality through student surveys, faculty surveys, progress toward degree indicators, and other factors.

Assessing the efficacy of the program with respect to the positions that graduates accept upon completion: The PAC will collect data and monitor the success of graduates in obtaining the types of positions targeted by the proposal.

The PAC will collect data to determine the effectiveness of the program in helping students to make academic progress and complete a degree in a timely manner. (Completers = # entering/#completing/over X time (3 years) = 85%.)

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- **Cost-benefit analysis for program long-term:**
The costs will be absorbed within the existing program structures and policies. Students will, in the beginning, register in existing courses with other graduate students. The benefit of students from different cultures interacting in courses enhances the educational and professional opportunities for all involved.

- **Trial period (if any) and contractual obligations thereafter:**
  There will be no trial period. The program will be reviewed annually by each institution and by the PAC. If either institution wishes to withdraw from the dual degree program agreement, the program agreement can be terminated with written notice, one year following such notice. In the case of program termination, any student who has been fully admitted to the program and who has registered for at least one course, will be allowed to complete the M.Ed. under the terms outlined in this agreement.

- **Evaluation process and timeline for program evaluation:**
  There will be continual assessment of the program. Program outcomes will be assessed with respect to students' academic performance as well as their professionally related experiences. Program will be evaluated annually by the PAC and at the end of five years (2008-2013) with representatives from both universities.