

RE: Textbooks for next year's classes?

Clayton Edward Keller

Sent: Sunday, February 22, 2015 10:18 AM
To: Atmane Ikhlef; Batoul Muhieddin S Khalifa; Maha Khalil I M Al-Hendawi
Cc: Asma Abdulla M Al-Attayah; Noora Abdulla M Al-Attayah; Salwa Mohd J A Al-Ishaq
Importance: High
Attachments: TEXT%20Book%20MA%20IN%20S-1.docx (24 KB)

As the end of the month and the deadline for next year's textbook orders is quickly approaching, it's time to come to a decision on our choices, and this holds for me, too, as I've been putting it off.

If I don't hear from you, Drs. Atmane and Maha, by the time Noura says, time's up, we'll just go with what you've been doing, using a newer edition if there is one.

For several courses, at least, this might make sense. Here I'm thinking of:

- 603 as you've been using the text successfully for many years, Dr. Atmane
- 604 as it's a classic text
- probably 607 as it was a fairly recent
- and this might be the case for 602, too, Dr. Maha

611 is probably due for a change and I'm thinking for 606 that maybe we should move to a more standard ed research text like McMillan's. 601 and 609 could use a little more thinking from me, but the status quo would probably be okay.

Thanks in advance for your input,
Clay

From: Clayton Edward Keller
Sent: Sunday, February 08, 2015 10:11 AM
To: Atmane Ikhlef; Batoul Muhieddin S Khalifa; Maha Khalil I M Al-Hendawi; Clayton Edward Keller
Cc: Asma Abdulla M Al-Attayah; Noora Abdulla M Al-Attayah; Salwa Mohd J A Al-Ishaq
Subject: FW: Textbooks for next year's classes?

Welcome back to work, dear M.Ed. faculty colleagues. I hope your break was good. Time to get back down to business...

Here's a task that needs our attention this week. Dr. Batoul, you've already given me your recommendation for 605--hopefully the very latest edition of the Turnbolls' text--but the rest of us, including myself, need to figure out the books for the courses we typically teach (or at least taught this year as there were some staffing changes), so:

Dr. Atmane: 603, 604, 607, and 611
Dr. Maha: 602
Dr. Me: 601, EDUC 606, 609

If you want to bounce your ideas off someone, I'm all ears/eyes.

Please let's take care of this this week so we can help Noura and Salwa be on schedule with their deadline.

Thanks,
Clay

From: Clayton Edward Keller
Sent: Thursday, January 22, 2015 11:16 AM
To: Atmane Ikhlef; Batoul Muhieddin S Khalifa; Maha Khalil I M Al-Hendawi
Cc: Asma Abdulla M Al-Attayah; Noora Abdulla M Al-Attayah
Subject: Textbooks for next year's classes?

I know we haven't talked at all about who might teach what for next year, dear colleagues in the M.Ed. program, and we haven't been asked to do such scheduling yet. Nevertheless, we have been asked to decide upon our textbooks for next year as QU has a new system and it sounds like it will take a while to work with it.

So, working from the assumption that you *might* be teaching the same M.Ed. courses, what textbook should be used in the course?

Attached is what's in stock for each course, along with the quantities, right now. Please let me know whether you're fine with what's there and/or would like to supplement it or change it. If you send me your decision during the first week we're back, we should be able to help Noura meet the deadlines.

Thanks, and have a good break,
Clay

ps
Noura, in terms of quantities, let's make sure we have 20 copies for any courses our current 1st year students will take in their 2nd year. And, as we don't know how many will apply and be admitted, let's aim for 25 copies of any book for the 1st year. Thanks.

From: Noora Abdulla M Al-Attayah
Sent: Sunday, January 11, 2015 9:54 AM
To: Ashpak Assadi; Lolwa Abdu N M Ibrahim
Cc: Clayton Edward Keller
Subject: QTY in Book store for MA in specail education

Dear Ashpak,
please provide us the [QTY in Book store for MA in specail education](#) as soon as possible.

Thanks alot

[Noura.ALAttayah](#)
Administrative Coordinator
Psychological Science Department
College of Education
Qatar Universtiy
Tel : +974-403-5205
Fax : +974-403-5201
Email: noura.alattiyah@qu.edu.qa

Some time when we're both in the office

Some time when we're both in the office

Clayton Edward Keller

Sent: Wednesday, February 18, 2015 10:03 AM

To: Atmane Ikhlef

I need to write up some thick descriptions of some assignments for accreditation purposes, my colleague, and 3 of them are yours: the 603 Intervention Plan, the IEP in 607, and the Case Study from 611 (here seeing if you implemented it similar to how I did). There are some descriptions of these in the syllabi, of course, as well as details about the assessment from the Taskstream rubrics, but I still have a few questions about implementation. I won't take long.

I'll be out of the office for a chunk today from just a few minutes from now until some time in the early afternoon as I'll be heading up to Al Khor to a school to see if it would work for Sanu's internship. I'll stop by your office afterwards in case you're there.

Thanks in advance,
Clay

RE: Something to read

Clayton Edward Keller

Sent: Wednesday, February 18, 2015 2:46 PM

To: Atmane Ikhlef

You're welcome. I also shared it with Dr. Hissa and Dr. Yahya, along with a message to say maybe we should share this exam the next time someone in admin says we don't have the capacity to offer a doctoral program.

From: Atmane Ikhlef

Sent: Wednesday, February 18, 2015 2:45 PM

To: Clayton Edward Keller; Batoul Muhieddin S Khalifa; Maha Khalil I M Al-Hendawi

Subject: RE: Something to read

Thanks for sharing this excellent piece of work my colleague.

From: Clayton Edward Keller

Sent: Wednesday, February 18, 2015 2:06 PM

To: Atmane Ikhlef; Batoul Muhieddin S Khalifa; Maha Khalil I M Al-Hendawi

Subject: Something to read

I don't know if you ever have one of those days, dear colleagues in the M.Ed. in Special Education program, where you wonder about the work you do as a professor and whether it makes a difference. I certainly do.

The next time you do, read the attached--probably the strongest of the comprehensive exam answers we've had in the 3 years we've used this question about proposing a series of workshops for AESN teachers. It was written over the course of 7 hours, using no notes or resources, and after having seen the question just at the start of the time period.

Granted this student in the cohort of our 2nd year students has exceptional abilities, but I believe that the work that we did as faculty in the program also contributed to the strength, richness, and sheer beauty of that answer. Feel good about that and let's aim for more students producing answers at this level from the cohorts to come.

Clay

2nd Year Students and their Comprehensive Exam

Clayton Edward Keller

Sent: Monday, February 16, 2015 3:08 PM

To: Atmane Ikhlef; Batoul Muhieddin S Khalifa; Maha Khalil I M Al-Hendawi

Cc: Asma Abdulla M Al-Attayah; Salwa Mohd J A Al-Ishaq; Noora Abdulla M Al-Attayah

Just to let you know, dear faculty colleagues in the M.Ed. in Special Education program, our 2nd year students took their comprehensive examination this past Saturday, producing answers between 15 to 28 pages long over the course of 6-7 hours. All students showed the comprehensiveness of their knowledge of special education, and one student's exam was exceptional.

Thank you for all of your hard work and support to get them to this point in their studies.

Clay

RE: Delay the start of the internship until Feb. 22?

RE: Delay the start of the internship until Feb. 22?

Atmane Ikhlef

Sent: Wednesday, February 11, 2015 10:42 AM

To: Clayton Edward Keller

I am feeling better my colleague, please go ahead with the feb. 22 suggestion, sounds good to me. See you soon.

From: Clayton Edward Keller

Sent: Wednesday, February 11, 2015 10:33 AM

To: Atmane Ikhlef

Subject: Delay the start of the internship until Feb. 22?

Me to bug you again, my colleague...

First, I hope you're feeling much better by now.

Then, here's another matter for which I'd like to hear your opinion. The 2nd years are set to take the comprehensive exam this Saturday. I won't be grading it until Sunday, the first day of classes. In case someone needs to take a make-up--based on a meeting with 4 of the 6 this past Sunday, I'm a little worried about Shahla as it seems like she hasn't been studying yet, and she hadn't even chosen a disability to focus on!--it would need to be that week prior to the end of drop/add (as, if a student doesn't pass, it wouldn't make sense to register for the internship). Instead of sending messages to the students and their on-site mentors saying maybe they'll start on the 15th and then maybe not, how about if we just say it starts for all on Feb. 22? For the 3 who are working, it doesn't matter. For Sanu as it is I'll likely have a meeting with a school in Al Khor for her next week. Hima and Aysegul are set with Awsaj and so this is the one that matters the most re the message about a starting point.

If I hear from you, great and all the better. If not, I'll play dictator.

Thanks, and take care,

Clay

FW: QTY in Book store for MA in specail education

Clayton Edward Keller

Sent: Sunday, January 11, 2015 10:10 AM
To: Atmane Ikhlef
Cc: Noora Abdulla M Al-Attiah
Attachments:TEXT Book MA IN SPECIAL E-1.docx (26 KB)

Assuming you're using Salvia, Ysseldyke, and Bolt for 604 and Raymond for 607, Dr. Atmane, it looks like there are enough copies in the book store.

Thanks, Noura, for getting us this information.

Clay

From: Ashpak Assadi
Sent: Sunday, January 11, 2015 10:04 AM
To: Noora Abdulla M Al-Attiah; Lolwa Abdu N M Ibrahim
Cc: Clayton Edward Keller
Subject: RE: QTY in Book store for MA in specail education

Dear Ms. Noora,

Please find attachment here with stock position of requested textbook as on 11th Jan '15.

Regards
Ashpak Assadi

From: Noora Abdulla M Al-Attiah
Sent: Sunday, January 11, 2015 9:54 AM
To: Ashpak Assadi; Lolwa Abdu N M Ibrahim
Cc: Clayton Edward Keller
Subject: QTY in Book store for MA in specail education

Dear Ashpak,
please provide us the [QTY in Book store for MA in specail education](#) as soon as possible.

Thanks alot

Noura.ALAttiah
Administrative Coordinator
Psychological Science Department
College of Education
Qatar Universtiy
Tel : +974-403-5205
Fax : +974-403-5201
Email: noura.alattiyah@qu.edu.qa

RE: Feedback on the proposed comprehensive exam for the 2nd year students

Clayton Edward Keller

Sent: Sunday, January 04, 2015 2:29 PM

To: Maha Khalil I M Al-Hendawi

Thanks for your response, Maha, and your comments and questions.

Accreditation asks that there be a test of the content that candidates in programs need to know. For primary and secondary teachers, and even the sped diploma candidates, it's the content they teach (along with knowledge of the pedagogy to teach that content for the two B.Ed. programs)...so secondary math teachers know the math they're to teach, primary teachers know the range of content they're teaching. For our M.Ed., sped is the content. We have so many different people teaching that I'd worry about giving a multiple choice test (like the MEL program uses) about very specific aspects of special ed content (and I'm not sure that's the most important part for them to take away from the program).

Yes, students can fail this exam if they score below 70% of the total possible points (I think that's the cut score, that or 75%). If they got below that, we'd give them one retake. If they failed that, then they wouldn't be allowed to do their internship.

Students in the past two cohorts did have more warning about the content on the exam--in general terms, and not with specific mentioning of these questions--than this group has had. I'll have to take that into account when I score it, plus give them other chances to meet and talk about this, either individually (and then share what was shared with one) or in groups.

From: Maha Khalil I M Al-Hendawi

Sent: Sunday, January 04, 2015 2:19 PM

To: Clayton Edward Keller

Subject: RE: Feedback on the proposed comprehensive exam for the 2nd year students

Dear Clay,

I am fine with the exam per your suggestion. Thank you.

I really think that we might need to revisit this exam. A couple of things like what is the purpose of this exam? can anyone fail this exam and what would happen in that case? can we prepare students to this exam at an earlier time? But, this can happen at a later time when we get the chance.

Maha Al-Hendawi, Ph.D.

Director

Core Curriculum Program &
the Foundation Program

Qatar University,

P.O. Box 2713, Doha, Qatar.

E-mail: maha.alhendawi@qu.edu.qa

Tel: +(974) 4403 4043/4

I celebrate teaching that enables transgressions—a movement against and beyond boundaries. It is that movement which makes education the practice of freedom (bell hooks, 1992).

From: Clayton Edward Keller

Sent: Sunday, January 04, 2015 10:42 AM

To: Atmane Ikhlef; Batoul Muhieddin S Khalifa; Maha Khalil I M Al-Hendawi; Hatem Anas Hasan Al-Khamra

Subject: Feedback on the proposed comprehensive exam for the 2nd year students

I'd like to get your feedback, dear special education faculty colleagues, about the comprehensive exam for this year's 2nd year students.

I propose we use the same exam we used last year, which is attached. In my opinion:

- it's broad and comprehensive in its scope,
- it's flexible in ways to allow students' to play up strengths in their knowledge and show leadership,
- the direction to consider only one disability (which they'd know about beforehand) helps to narrow and focus their revision, and
- they've had some practice in 609 (unbeknownst to them) of prepping content for a format like this within a short period of time (so it's not an unfair task).

Two cohorts ago, we had our two fellows prepare all 4 workshops. They took about 4-6 hours to do so. Last year we asked the students to pick 3 out of the 4, and they took 6-8 hours, but I think that was a reflection of the types of students they were. I think that with our current group of 6, they'd finish their answers within a challenging (as the comprehensive exam should be a challenge) yet not absurd amount of time.

Please share your thoughts with me at your earliest convenience in this busy time of year.

Thanks,
Clay the coordinator

RE: Internship in the spring

Clayton Edward Keller

Sent: Tuesday, October 28, 2014 9:55 AM

To: Atmane Ikhlef

So, according to Salwa, we'll each have 3 students, my colleague. Do you want to pick yours now or wait until some get placed (though that will take a while)? 3--Alaa, Shahla, and Mohamed--are set already, though, given their jobs.

About the one preference I'd have would be to supervise Alaa, if I could.

Clay

From: Clayton Edward Keller

Sent: Monday, October 27, 2014 2:23 PM

To: Atmane Ikhlef

Subject: Internship in the spring

We--Dr. Asma, the office staff, and I--have been doing some checking, my colleague, whether the old rules of calling a few students a section of internship that counts enough for a person's load so that it's the equivalent of a course or the new rules of how to calculate workload for an internship (which would mean all 6 students would generate only 3.6 cr of a workload) would be in play for Spring 2015, and the ruling that Dr. Asma received from the Dean was that we could use the old way. Hence your load for Spring will be 604, 607, and some students in 621 (and I'll have 606 and the rest of the students).

I want to double-check on the number for each of us and then we should think who supervises whom so we can avoid the situation from last year when each of us had some of the other's students on our grading sheet.

Clay

If students need letters for their 603 or 602 field experiences

Clayton Edward Keller

Sent: Tuesday, September 23, 2014 9:44 AM

To: Atmane Ikhlef; Maha Khalil I M Al-Hendawi

I'll mention this to the 1st years when I have them in class tonight, my colleagues, but maybe you can let them know, too, in case the message slips by them (though I think you've already delivered it in 603, Dr. Atmane, as Basirat has been in touch with me).

If students need letters from the program in order to ask their superiors or some school they're not in for permission to be in schools and do work related to the field experience parts of your two courses, we're happy to provide them. We just need to know (a) the name of the school, (b) the person in charge to whom the letter should be addressed, (c) whether the request is for 603 or 602 or both (though I think we'll probably have the letter be general in its statements of what the students will do rather than specifying precise tasks), and (d) whether the letter should be in Arabic or English (and if a non-Arabic speaker asks for a letter in Arabic, we'd probably provide a letter in English that would not be an exact translation but would convey the intent of the request).

Thanks,
Clay

M.Ed. syllabi

Clayton Edward Keller

Sent: Monday, September 15, 2014 11:43 AM

To: Atmane Ikhlef; Batoul Muhieddin S Khalifa; Maha Khalil I M Al-Hendawi

Cc: Clayton Edward Keller

My apologies for sending this message in the week when classes are beginning and you've started to take care of matters like course preparation, my M.Ed. sped faculty colleagues, but I just remembered this after some emails with Drs. Nancy and Faisal re syllabi and accreditation.

Some, but not all of our syllabi (including mine for 609, I realized yesterday...), use the latest set of Unit Learning Outcomes on the first page. The content and the intent for them as outcomes are similar to those developed for the IRTE effort years ago, but they've been simplified. I pulled this set from the latest version of the Conceptual Framework from last March, so they're *close* to the real ones, if not the real ones. They're pasted at the end of the message. Please substitute them on your syllabi if need be. (And, if you've prepared, printed off, and maybe distributed the syllabi already (like with 603, Dr. Atmane), that's okay. Don't give them new copies.

When you do have your syllabus for this semester prepared, would you please send me a copy?

Also, Drs. Nancy and Faisal and I will be looking over all of the syllabi for the College, making sure they're all doing what we're saying they do in our various accreditation efforts. We'll get back to you if something's needed that we can't take care of on our own on the syllabus that we put away in the official set.

Also also, soon we'll have a program meeting when we can talk about courses. But if there are some changes that you think are needed for the assignments that are uploaded on Taskstream and/or the rubrics we use on them, please let me know as we *might* be able to make some adjustments (any requests will need checking and approval by Nancy; I know, for instance, that I want adjustments in the 609 assignment).

Thanks, and more later,
Clay the Coordinator

Outcome 1: Content

Apply key theories and concepts of the subject matter.

Outcome 2: Pedagogy

Plan effective instruction to maximize student learning.

Outcome 3: Technology

Use current and emerging technologies in instructionally powerful ways.

Outcome 4: Diversity

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

Outcome 5: Problem Solving

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

Outcome 6: Scholarly Inquiry

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

Outcome 7: Ethical Values

Apply professional ethics in all educational contexts.

Outcome 8: Initiative

Lead positive change in education.

Re: Some readings for or to support 611

Atmane Ikhlef

Sent: Monday, September 08, 2014 12:24 PM

To: Clayton Edward Keller

Many thanks for sharing, for sure I will need your help and support for this course.

Sent from my iPad

On Sep 8, 2014, at 11:18 AM, "Clayton Edward Keller" <clay.keller@qu.edu.qa> wrote:

> You're welcome, my colleague.

>

> I found 611 to be a tough course at the beginning, as I never did anything with literacy, and it took me a few iterations of teaching to get the hang of it--the content, making sense of the content, guiding students, etc.--but the 3rd time I taught it with the group that just graduated went very well, I thought, and now I view it as course I enjoy.

>

> Good luck,

> Clay

>

>

> From: Atmane Ikhlef

> Sent: Monday, September 08, 2014 11:14 AM

> To: Clayton Edward Keller

> Subject: Re: Some readings for or to support 611

>

> Thanks for being so helpful.

>

> Sent from my iPad

>

> On Sep 8, 2014, at 11:04 AM, "Clayton Edward Keller" <clay.keller@qu.edu.qa> wrote:

>

>> Attached are some readings I've used in 611, my colleague, as listed in the last version of my syllabus, as well as a couple of LARGE reviews of reading in Arabic that have been produced recently.

>>

>>

>>

>> Let me know if you get the A-OK to bring in either Gad Elbeheri or Charley Haynes (the guy in Boston; the students the last two years have loved him and his sessions) either live or via skype and I can help you make the connections.

>>

>>

>>

>> Let me know if there's anything else I can do to help.

>>

>>

>>

>> Good luck,

>>

>> Clay

>> <Literacy Chapter from Handbook of Special Education.pdf>

>> <Dyslexia assessment in Arabic.pdf>

>> <Language dominance and bilingual Arabic.Tahan et al..pdf>

>> <acl-mena-rti-review-AME_Topical.pdf>

>> <abadzi-qiraa-arabic2.pdf>

>> <Browder.Review of Reading Instruction.2006.pdf>

M.Ed. Orientation--Save the date

Clayton Edward Keller

Sent: Thursday, August 28, 2014 1:03 PM

To: Asma Abdulla M Al-Attiyah; Atmane Ikhlef; Batoul Muhieddin S Khalifa; Maha Khalil I M Al-Hendawi; Hatem Anas Hasan Al-Khamra

Cc: Salwa Mohd J A Al-Ishaq; Noora Abdulla M Al-Attiyah

Arrangements are underway, dear special education faculty colleagues, for holding the orientation for our new M.Ed. students. Like last year, the first part of our time will be shared with the Ed Leadership program and then the two programs will part ways for program-specific matters

The event will be on Wednesday, Sept. 10, starting at 3:30 in Room 216 (as 223 was booked). Our program will then move to Room 225.

Please save the date in your calendars, blocking out 90 minutes, though we most likely won't go that long.

Thanks, and take care,

Clay

Update on the M.Ed. applicants

Clayton Edward Keller

Sent: Sunday, June 08, 2014 3:41 PM

To: Asma Abdulla M Al-Attiyah; Atmane Ikhlef; Batoul Muhieddin S Khalifa; Maha Khalil I M Al-Hendawi; Hatem Anas Hasan Al-Khamra

Cc: Noora Abdulla M Al-Attiyah

Attachments: List of Applicants for th~1.docx (73 KB)

Attached is a revised list of the applicants to the masters program, my colleagues, based on some additional info from Admissions.

We now have 15 who are eligible for interviews, a chance to pick up 1-2 more (with the decision on 1 of those within a few days, the other much later, 2 not eligible, and 7 *slightly* possible but unlikely with just 2 days before the latest June 10 deadline for the submission of official materials.

Hopefully by tomorrow we'll nail down a day for interviews. With so many, though, we might need more than the 3 hours we've requested.

Take care,
Clay

Applicants to the M.Ed. in Special Education

Clayton Edward Keller

Sent: Wednesday, June 04, 2014 3:27 PM

To: Atmane Ikhlef; Batoul Muhieddin S Khalifa; Maha Khalil I M Al-Hendawi; Hatem Anas Hasan Al-Khamra

Cc: Asma Abdulla M Al-Attiyah; Noora Abdulla M Al-Attiyah

Attachments: List of Applicants for th~1.docx (73 KB)

Attached, dear faculty colleagues for the masters program, is a list of our applicants for our 6th cohort to start in Fall 2014.

Ten of the applicants meet the GPA and English language requirements and so are eligible to be interviewed.

For six applicants, we're waiting on further information either from Admissions for a GPA conversion or clarification on what the TO2 test is for English and what's the minimal acceptable score or consideration of an additional transcript to be submitted or from the candidate (that her Diploma was from QU to offset her low English score). We should hear on five of these pretty soon, and so they might be added to the pool to be interviewed.

Eight applicants have missing official GPA and/or English language information. Admissions says it will accept official documents through June 10. Email messages will go out to all of these by the end of the day.

Two applicants fail to meet one of the two major requirements and so are not eligible to be interviewed.

I'll ask Noura to get a hold of you to find out if you'll take part in the interviews and then set up the time. Depending upon what we here about the six in the second category, we should need about 3, maybe 4 hours to interview the candidates. We might need a second session later depending upon the group in the third category.

I've had contact with a number of these applicants and I've been impressed, and some of you know others from the Diploma program. We should end up with another strong cohort, and most likely our largest one yet.

Clay

RE: Joint final meeting for 621?

Clayton Edward Keller

Sent: Wednesday, June 04, 2014 12:52 PM

To: Atmane Ikhlef

Salman has his presentation at 1:00 that day at Awsaj so a 3:30 start should be do-able from my perspective.

I'll send a quick message to the group to see how this would work for them.

More later,

Clay

From: Atmane Ikhlef

Sent: Wednesday, June 04, 2014 12:49 PM

To: Clayton Edward Keller

Subject: RE: Joint final meeting for 621?

Great idea, Sunday 15 June if it is ok with you.

From: Clayton Edward Keller

Sent: Wednesday, June 04, 2014 12:08 PM

To: Atmane Ikhlef

Subject: Joint final meeting for 621?

Should we have a joint final internship meeting of all of the 2nd year students, my colleague, where we can debrief about the internship experience as a whole for all of them and wrap up all of their coursework? If so, please suggest some afternoons that would work for you over the next couple of weeks.

Thanks,

Clay

ps

Salwa Darwish might be in the pool of applicants for the next cohort! She's on the lists and has a GPA listed, but I'm not seeing anything at this point about her English language score...It would be great if we could consider and admit her.

Switching back to the essay for 604

Clayton Edward Keller

Sent: Monday, May 26, 2014 12:16 PM

To: Atmane Ikhlef

Cc: Nancy Jane Allen

I brought the matter of the CBM assignment being the Taskstream assignment for 604 instead of the reflective essay to Dr. Nancy's attention, my colleague, and she helped me remember that, somewhere last semester when she and I were talking about how we could strengthen our program assessments for accreditation (and our own needs) by making them more performance-based, I had suggested that the CBM could be a good alternative for the reflective essay for the assessment course. I don't think I realized at that time that saying that would put the wheels of change into motion as they started to be, but then I should have realized that they would give Dr. Nancy's nature. The wheels spun a little, but not enough, creating the situation you pointed out yesterday.

Dr. Nancy will switch the reflective essay back as the Taskstream assignment for now and your current class. Sorry for the confusion and extra work I caused for all of you.

Clay

Stipends for internship supervisors

Clayton Edward Keller

Sent: Wednesday, May 21, 2014 10:05 AM

To: Noora Abdulla M Al-Attiah

Cc: Atmane Ikhlef

Noura, would you please start the paperwork process for the payments for the mentors of our internship students, finding out who needs to provide what, and then also trying to get a sense of the answer to Mr. Ismail's question about when?

Thanks,
Clay

From: Atmane Ikhlef

Sent: Wednesday, May 21, 2014 9:55 AM

To: Clayton Edward Keller

Subject:

Just to let you that Mr. Smail from Rumaila hospital has called me to find out when he will receive his due/stipend for supervising Maha. He is asking whether this can be done before he summer vacation in early July. Can you let him know. Thanks.

Sent from my iPad

FW: 2014/2015 طلبات الكتب لخريف وربيع

Clayton Edward Keller

Sent: Sunday, February 23, 2014 8:37 AM

To: Atmane Ikhlef

Attachments: استمارة معايير الكتاب الج1.docx (28 KB) ; سياسة وضوابط اختيار الكتاب.docx (27 KB) ; QATAR UNIVERSITY.doc (76 KB)

I didn't see your name on the list of recipients, my colleague...

Choosing textbooks should depend upon deciding who exactly might teach what next year, which will be a complicated matter, I think, given probably the need for Dr. Maha to teach at least one course this year, the return from sabbatical of Dr. Batoul, and the potential hiring of whomever in the sped faculty search. But, for classes like 603 and 607 in particular, but also 604 and 605, do you think the courses should use the same texts as we did this year?

Thanks,
Clay

From: Salwa Mohd J A Al-Ishaq

Sent: Thursday, February 20, 2014 8:57 AM

To: Maryam Majid S R Al-Falasi; Hatem Anas Hasan Al-Khamra; Ahmed Mohammed Hamed Megreya; Alanood Mubarak A A Al-Thani; Tamador Jassim M J Al-Thani; Fatima Yousuf M J Al-Maadadi; Yassir Semmar; Clayton Edward Keller

Cc: Asma Abdulla M Al-Attayah; Hessa A. Rahman N Fakhroo

Subject: 2014/2015 طلبات الكتب لخريف وربيع

المحترمين

السيدات والسادة / منسقي مقررات المتطلبات العامة / مقررات التخصص

تحية طيبة وبعد،،

في إطار حرص الجامعة على توفير الكتب الواسية قبل بدء العام الجامعي القادم (2014-2015) وفق إجراءات وسياسات الشراء المعمول بها في الجامعة، بما يكفل انتظام العملية التعليمية، فوجى مراعاة ما يلي:

- 1- تعبئة نموذج طلب شراء الكتب الواسية العرفق واستيفاء جميع البيانات المطلوبة ومنها تحديد كتاب بديل مع استيفاء كافة بياناته حتى يتسنى توفيره تلقائياً في حال تعذر الحصول على الكتاب الأساسي.
 - 2- يتم تعبئة نموذج الشراء عن طريق أستاذ المقرر ويتم اعتمادها من قبل كل من رئيس القسم الأكاديمي وعميد الكلية.
 - 3- إرسال جميع الطلبات من الكتب الواسية قبل الموعد المحدد وهو 27/3/2014، إلى قسم الكتب الواسية عن طريق البريد الإلكتروني books@qu.edu.qa.
- يرجى العلم إن إدارة الخدمات الطلابية لن تتحمل مسؤولية تأخير توفير الكتب التي ترد بعد الموعد المحدد.

لأي استفسار يرجى التواصل مع قسم الكتب الواسية على:

هاتف: 4403-3849/3224

البريد الإلكتروني: books@qu.edu.qa

Dear all,

In order to provide the textbooks on time for the coming academic year (2014 - 2015), according to policies and procedures of the University, please consider the following:

- 1. Requisition forms (attached) are to be filed with all details and substitutions, if any.**
- 2. Requisitions initiated by instructors must be approved by the respective department head or Dean.**
- 3. All requisitions must be submitted before 27/3/2014 to the textbook section, at books@qu.edu.qa.**

Please note that Student Services Department will not take any responsibility for the non-availability of text books on time due to late submission of requisitions.

For further information, please contact us:

Tel: 4403-3849/3224

Email: books@qu.edu.qa

Regards,

Associate VP for Student Life & Services Office



Salwa Mohammed Al – Ishaq
Administration Coordinator
Department of Psychological Sciences
College of Education - QU
Tel: +974 403 520 6
Fax: +974 403 520 1

Sped courses for the doctoral program

Clayton Edward Keller

Sent: Sunday, February 09, 2014 2:01 PM

To: Atmane Ikhlef

Cc: Clayton Edward Keller

Thanks for the chat today, my colleague, about the comp and the doc program courses. It was good to get your ideas about the latter.

Here's an initial shot at numbers and titles for the 8 courses we talked about:

SPED 701 Current Issues in Special Education
SPED 702 Special Education in the Global Context
SPED 703 Leadership in Special Education
SPED 704 Assessment in Special Education
SPED 705 Teaching and Learning in Special Education
SPED 706 Applied Behavior Analysis for Instruction and Research
SPED 707 Prevention and Early Intervening Services in Special Education
SPED 708 Special Educator Preparation and Development

I see the courses as sort of sequential as numbered for when they're offered, but not using prerequisites at all. Please let me know what you think about the titles and numbers.

Also, we're going to need to develop the master syllabi for these as part of the proposal. How about if we split that work up for the first drafts, maybe with you taking 704, 705, 706, and 707, because of your expertise in ABA and because I think the others came from you?

I must admit that I did *very* little work on the sped sections of the overall proposal during the break. I'm working on it now, though, especially given the Ph.D. Committee meeting tomorrow. If you have any text you worked on, do you want to send it to me to incorporate?

Thanks,
Clay

The comp, and other matters

Clayton Edward Keller

Sent: Sunday, February 09, 2014 10:27 AM

To: Atmane Ikhlef

Attachments: COMPREHENSIVE EXAMINATION~1.docx (18 KB) ; Internship Assignments.docx (12 KB)

I hope you had a wonderful break, my colleague. I had a very good one, a nice change after that tough fall semester, but now work is back upon us, with a vengeance...

The students will take their comprehensive exam tomorrow, starting at 10:00, in Room 225. We talked about the nature of the exam a while ago and, from what I recall, our feeling was to keep it the same as last year. (A cleaned up version for this year is attached.)

I think we should as I don't know which part we'd leave out and to put time or page constraints on their answers could add a dimension to the assessment that could get in the way of their answers.

Then grading the comp...Would you be willing to score all of the sections and the answer as a whole? I asked Dr. Maha if she would be willing to score at least the assessment section, but she declined. I think it would be better to have two scorers, but then you only had the students for two of the smaller parts of the answer, i.e., the workshops on intro to the disability (607 most likely for most) and collaboration (605). I'll prep the scoring sheets.

Then, we need to figure out how to divide up the supervision of the students for the internship. You had asked to cover anyone at Rumallah as it's close to your house. That would just be Maha. I'd like to supervise Salman and Susanna as they'll both be at Awsaj (though Susanna will be there only 2 days a week, though) as I've got connections to folks there for other matters. And I have a preference to cover Maryam Al-Qahtani. Other than that, they're up for grabs. Which two would you like? I still need to do some cleaning up of materials for the internship. Attached, though, are the assignments I've used the last couple of years. I think they work out pretty well, but I'm open to suggestions.

And, we should talk about what the 8 courses should be for the special ed concentration in the Ph.D. program. I've got ideas for some, but I'm not sure the full 8.

So, lots to work on. I'm off to a meeting now but will be around the rest of the day and here on Monday. Wed. I'm at an all day workshop on learning outcomes assessments.

Take care,
Clay