Qatar University

CAS FACULTY GUIDE

FOREWORD

CAS Vision

The College of Arts and Sciences aspires to become a premier institution of quality teaching and research in Qatar and the region, promoting liberal education and building upon the intellectual foundations of the humanities, sciences and social sciences fields which are essential to the growth and development of our communities.

CAS Mission

The College of Arts and Sciences offers a variety of quality academic programs and departments comparable to those in national and international educational institutions. The College applies rigorous academic standards in order to prepare students for leadership roles in a complex global society. The College strives to graduate young men and women who are dedicated to the enhancement of knowledge and scientific research and who are critical thinkers, autonomous lifelong learners, and responsible citizens.

Purpose and origin of the handbook

One of the priorities of CAS is the implementation of modern and effective teaching and learning strategies. In line with the mission of CAS, the Quality Enhancement Committee (QEC) humbly presents this „*Best-Practices'* Faculty Handbook, completed after considerable industriousness and perseverance, for usage throughout the College of Arts and Science. This is done with the sincere conviction that the worth of each and every classroom is dependent on the quality of teaching instruction found within. In respect and support of such, this rigorous initiative aims to implement these academic ideals, albeit with recognition that the process towards mandating „best practices" is an ever-continuous pursuit. In short, this handbook is the culmination of an inaugural endeavor that is merely the beginning of a constant process of self-examination, improvement and implementation.

In deference to sharing „best practices", the QEC is adamant to avoid any attempts to stunt creativity by standardization. This, then, is precisely the delicacy of the task: harmony between uniformity and creativity; and, a balance between students and faculty. Certainly, there are specifics in each society or community that must be appreciated in order to effectively enable those students to achieve their full potential. An understanding of one"s students, their limitations and strengths, their preferences and dislikes, will facilitate learning. Notwithstanding that, there, too, must be a recognition that in the marketplace of ideas let those ideas flourish which most readily capture the imagination of students.

In conclusion, the Quality Enhancement Committee, in line with its mandate, aims to raise the standard of excellence throughout the College of Arts and Science. It hopes that, in presenting this handbook. It has taken the first concrete step to achieve that aspiration.

Thank you

CAS Quality Enhancement Committee
September 2010

Table of Contents

I. Faculty and Academic Affairs (*adapted from Faculty Handbook*)

 http://www.qu.edu.qa/offices/oipd/documents/qu_faculty_handbook_spring2010_may_en.pdf

Faculty Members

This refers to regular faculty, visiting faculty, adjunct faculty, part-time faculty, lecturers and teaching assistants.

Faculty Duties and Responsibilities

1. Class Meetings
> ➢ Faculty are responsible for meeting their classes at the time and location scheduled by the Registration Department.
> ➢ Faculty should notify their supervising authority if they are to be absent and have not made suitable arrangements regarding their classes.
> ➢ Faculty are responsible for informing their department head if a change of assigned classroom or meeting time is required.

2. Student Attendance
> ➢ Faculty are responsible for tracking student attendance and that students are officially registered in the class
> ➢ Class attendance is not an assessment measure and failure to attend class should not result in the instructor lowering a student"s grade.
> ➢ Students may not miss more than 25% of class meetings during the semester.

3. Conduct Within the Classroom
> ➢ Faculty are expected to maintain a classroom environment that promotes a positive learning environment and the free exchange of ideas for all learners.
> ➢ Faculty are responsible for making every reasonable effort to ensure that evaluations of students reflect their true merit and are based on their academic performance as professionally judged and not on matters irrelevant to that performance, such as personality, degree of political activism, personal beliefs, race, religion, color, disability, gender, ethnicity, or age.

4. Confidentiality of Student Records
> ➢ All student and associated financial records are considered confidential. Confidential student information may however be released under the following two exceptions:
>
> 1. Information may be released to a parent or guardian.
>
> 2. Information may be released to authorize Qatar University personnel with legitimate educational interest.

5. Conflict of Interest
> ➢ The following are examples of conflicts of interest:
>
> 1. Teaching family members (i.e. spouse, parents, siblings, children);
> 2. Accepting gifts from students, parents or relatives of students;
> 3. Supervision or participation in a decision that affects a family member;
> 4. Working outside the University with competing entities or organizations with potential conflict of interest with the University.
> 5. Employee or supervisor nepotism;
> 6. Participation in a decision benefiting an external organization with personal interest.

Whenever conflict of interest (or appearance of conflict) exists, the faculty member must disclose such conflict to his/her supervising authority as appropriate.

6. Course Syllabus
  - ➢ Faculty are responsible for distributing a course syllabus to all registered students during the first week of classes. A section with detailed instructions on how to prepare a course syllabus is available in this handbook. The course syllabus should, at a minimum, contain the following information:
    - Description of the course
    - Expected learning outcomes
    - Lecture/Laboratory schedule
    - Student Assessment Measures
    - Course and Instructor Evaluation Measures
    - Contact details
    - Office hours
    - Teaching resources

7. Final Grades
  - ➢ Faculty are responsible for submitting all final grades by the appropriate deadline.
  - ➢ All grades have to be posted on Blackboard.
  - ➢ At the conclusion of the course, faculty should provide their Department Head with a comprehensive file for each course including:
    - Course syllabus
    - Course material used to evaluate the student
    - Detailed breakdown of assessment measures and grades utilized to evaluate students.
    - Any additional materials mandated by the department.

  - ➢ The course material used to evaluate the student, and not returned to the student during the course or the Department at the end of the semester, must be maintained by the instructor for 1 academic year from the completion of the course.

8. Grade Assessments, Evaluation and Review
  - ➢ Faculty are expected to utilize a minimum of three different assessment measures in evaluating student academic performance.
  - ➢ Faculty are responsible for providing graded assignments and examinations within a reasonable time period and students are entitled to review and discuss evaluated coursework with the instructor.
  - ➢ Students are entitled to receive a comprehensive review of their performance for the class and their grade evaluation prior to the final examination.

9. Incomplete Grades
  - ➢ A student may receive a grade of incomplete (I) in a course if he/she attends but fails to complete all the course requirements.
  - ➢ The Incomplete grade is not an alternative for an F due to poor performance.
  - ➢ To be considered for an incomplete grade the student must provide an acceptable justification for failing to complete the required work to the course instructor, which the Department Head must also approve.

10. Blackboard
The use of Blackboard as a teaching tool is mandatory for all faculty members. Courses on the use of Blackboard are offered by the Office of Faculty and Instructional Development.

11. Start up grants for new faculty members

Start –Up Grants: These grants are governed by the following conditions:

- Applicable for QU new regular faculty members only with priority to assistant professors and associate professor.
- Allocated a maximum budget of QR 50,000 (Fifty Thousand Qatari Riyals only).
- Have a duration of 5 months only.
- Administered entirely by the college-once applications are submitted to OAR and approval is obtained, Start-Up grants are forwarded to the relevant college for post award management.
- **Start-Up application** is to be filled out and submitted to the OAR between 1st -15th of October of each academic year.
- Funds for this grant are transferred to the College upon approval.

 http://www.qu.edu.qa/offices/research/academic/granttypes.php

12. Conference Attendance

CAS encourages and provides financial support to its faculty to attend sound academic conferences when certain conditions are met. Please refer to CAS Conferences Attendance Regulations V. 3, Oct. 2010.
 http://www.qu.edu.qa/artssciences/associate_dean/index.php

13. Workload Policy

Teaching Loads

The annual teaching workload for a faculty member is 21 ICH and not to exceed 15 ICH/semester. One ICH is equivalent to 50 minutes of classroom. Exceptions must be approved by the College Dean. Teaching load factors are detailed in the table below.

Activity Teaching	Load Factor
General Lecture Course	1.00
Laboratory Course	0.50
Art/Drafting Studio Course	0.33
Supervision of Student Teachers	0.33
Supervision of Graduation Projects (Per project, assuming 2.5 students per project)	3.00

14. Faculty Performance Review and Development System

Faculty members and the Supporting *Academic Staff* are subject to regular performance appraisal, according to the rules and regulations set by the University.

The performance appraisal is based on the three major faculty activities:
1. Teaching and instruction
2. Scholarship and research
3. University and community service

Each Department Head will be evaluated by the College Dean periodically with respect to all duties and responsibilities, and in accordance with the procedures and policies set by the University.

Performance evaluation of faculty and TAs is online via the **my**QU ,**my service**, **Office of Institutional Planning and Development**

15. Core Curriculum Courses

- The Core Curriculum is specifically designed to allow students the freedom to explore topics, skills, and areas of knowledge outside their major field of study.

- All new departments and programs are required to configure study plans that leave 33 credit hours open for coursework in the University Core Curriculum.

- If possible, existing departments and programs are strongly encouraged to conform their plans of study to the 33 credit hour requirement.

- Courses offered in a student"s major or minor program cannot be counted for credit in the Core Curriculum.

- Core Curriculum Courses may be offered in Arabic or English.

In line with its overarching mission, the Core Curriculum fosters active learning, student participation, and hands-on approaches in the classroom. These approaches are central components of the Core Curriculum"s pedagogic philosophy. In order to ensure this objective is met, the Core Coordination Council will periodically assess courses in the Core Curriculum for the quality of their pedagogic approaches. The Core Coordination Council and its delegate committees will seek empirical evidence of the centrality of active learning in the courses in the Core Curriculum.

16. Promotion Policy
To apply for promotion, a faculty member must be a regular faculty member, and must have spent at least one year at Qatar University (refer to the Faculty Handbook).

The sequence of the promotion process is depicted in the figure below.
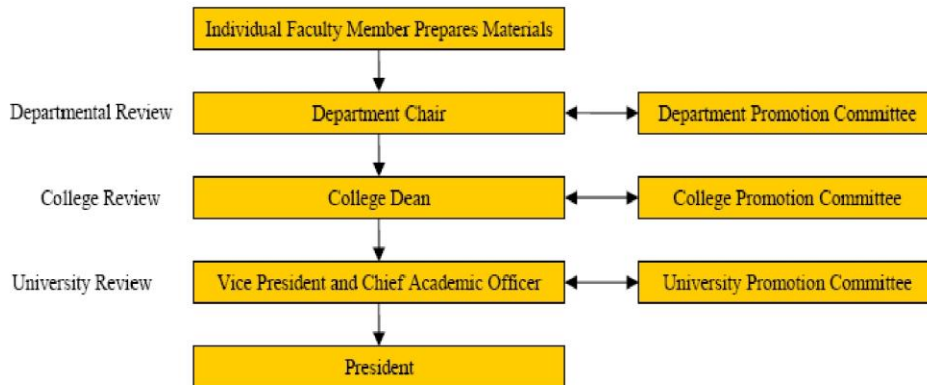
More information can be found at the link below:
 http://www.qu.edu.qa/offices/vpcao/faculty_resource.php

17. Faculty Misconduct Policy

Disciplinary Actions
Disciplinary action will apply when the faculty members violate the rules and regulations of the University. The penalties of the violations include the following:

1. Verbal warning
2. Written censure, maintained in the personnel file
3. Probationary Period with final warning
4. Removal of privileges
5. Holding the promotion for a period of time
6. Suspension
7. Dismissal from the employment of the university.

The president has the final authority to implement items 4, 5, 6 & 7 upon the recommendations from inquiry committee appointed by the president.

II. Syllabus guide

A good syllabus is the foundation for a good course. To help faculty improve the quality and consistency of their course syllabi, the Teaching Quality Committee for the College of Arts and Sciences (CAS) developed a simple Word template that steps course instructors through syllabus construction and assists in formally communicating their plans and expectations to students.

Purpose of the Syllabus

The course syllabus is considered as a written form of communication between the course instructor and students. Course syllabi in many cases can also be viewed as binding contracts between the instructor and students; it includes what the course is about, what is expected of students and what are the tools that can help students attain and retain the information and knowledge (Altman,1999; Matejka & Kurke, 1994). In many educational institutions, faculty members may view the syllabus as a teaching tool (Smith & Razzouki, 1993). Another important factor is that syllabus facilitates decisions regarding accreditation of educational institutions. Thus, it is the most significant document in the educational process. Other purposes of the syllabus are offered by Kellough (1990), Zucker (1992), and Hammons & Shock (1994):

- Gives students information to decide whether or not they want to continue the course.
- A way for the instructor to introduce him/her self.
- To explain why the course should be taken.
- Helps teachers in planning the course.
- Provides a record of the instructor's teaching career.
- Can help students to organize their learning.
- To prevent misunderstandings about grading, due dates, etc.
- Can provide important information for administrators.
- Shows that the instructor has spent a lot of time and effort in planning the course.
- Communicates to students that the instructor cares about teaching and values their time.

Multiple groups courses:

In case of multiple groups" courses, the coordinator is responsible for providing a unified form in consultation with the faculty teaching the course.

What Should Be in the Syllabus?

Some argue that a syllabus should be a 2-3 page succinct document, while others promote a more comprehensive syllabus that could be as extensive as 15 pages. In reviewing various sources, however, some common elements of what should be in a syllabus emerge.

Basic Course Information:

- Course Title:
- Course Number:
- Prerequisite:
- Credit Hours:
- Lecture location, dates, and time (if there are practical sessions in the course these should also be included i.e. location, time)
- Texts and Other Materials**:** List required textbooks and any recommended materials.

Faculty Information
- Name:
- Academic Title:
- Office Location:
- Telephone Number:
- Email Address:
- Office Hours

It may be desirable to include the number of the department office. If there is assistance from teaching assistants or other instructors, their names, locations, and office phone numbers should also be listed.

Course Description:

Course description provides major information that is conveyed to the students concerning what will be taught in the course. The length may vary from a few lines to a lengthy paragraph. It may be also laid out in the bulleted form. Generic course descriptions are found on the University Catalogue and in the respective departments" websites.

Course Objectives:

The course objectives should identify the purpose of the course in a specific and concrete way. They state your teaching intention. In other what do you intend to do in this course? What you as an instructor hope to cover during the course. These objectives provide the pedagogy and knowledge in which the student will be evaluated and should also reflect the knowledge and skills that the students are expected to accomplish.

Course learning outcomes:

Course learning outcomes are the specific skills and knowledge that the students are expected to demonstrate and achieve after completion of the course. This knowledge includes theoretical and practical knowledge and therefore course-learning outcomes have to be specified and included in practical sessions. The knowledge and skills attained could be cognitive, intellectual, or the ability to critically analyze. Learning outcomes should be stated in a way that they can be assessed.

The beginning of the course learning outcomes should be
"By the end of this course, students will be able to achieve such and such. Kindly list them the Course learning outcomes in a numbered fashion.

Content Distribution:

List the dates for examinations, assignments, projects, holidays etc

Additional course requirements

This section should include all additional educational activities e.g. external speakers, field trips, presentations etc. Dates and locations should be clearly identified.

Learning Resources & Media:

- Describe the instructional techniques that will be used: lecture, small groups, discussion, readings, lab, etc.
- Available Support Services: Tutors, computer labs, learning centers, study groups, etc.

Assessment Policy and Tools:

How will grades be determined? Description of Exams: Theory, Practical & Learning Activities and Tasks. What the student is expected to do and will be evaluated on.

Course Regulations

- **Student Responsibilities and Attendance Policies and Procedures**

It should include attendance policy, policy on class participation, penalties and guidelines for late papers, missed exams, etc.?

- **Honor Code Policy/Academic dishonesty:** How to deal with Honor Code violations.
- **A disclaimer statement**: to inform the students that the syllabus is subject to change.
- **Missed exams or assignments** -- since these affect grades, they are of interest to students. Syllabi should inform the students whether exams and assignments can be made up; statements regarding earning extra credit should also be included if that is an option.
- **Lab safety/health**: in some courses these issues can literally be a matter of life or death. Even if detailed materials are handed out early in the course the syllabus should include a short statement about the importance of these issues and indicate that more detailed information will follow.
- **Attendance, lateness**: the syllabus should include some statement about attendance and about lateness, at least if it is penalized. (Students who arrive late disturb the class, but on some campuses it is not possible for a student to get from one part of the campus to another within the selected time.)

- **Class participation**: in the medieval lecture hall, class participation was not an issue, but if students are to learn to apply, analyze, synthesize, etc, they need to be active. Such approaches are contrary to the experiences -- and preferences -- of many students. If active participation is expected, the syllabus needs to say so. It also needs to explain if/how participation will be graded

More information can be found in http://www.qu.edu.qa/students/handbook.php

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http://teachingcenter.wustl.edu/preparing-syllabus
http://www.cte.cornell.edu/campus/teach/faculty/Materials/SyllabusTemplate.doc
http://www.mnsu.edu/cetl/teachingresources/Frg-2008-2009.pdf
Office of Faculty and Instructional Development (OFID), Qatar University
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"Creating a Syllabus." *Instruction at FSU: A Guide to Teaching and Learning Practices.*
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- Hammons, J. O., & Shock, J. R. (1994). The course syllabus reexamined. *The Journal of Staff, Program, & Organization Development, 12 (1), 5-17* (Report No. JC 950 252). Stillwater, OK: New Forums Press, Inc. (ERIC Document Reproduction Service No. ED 383 355)

- Kellough, R. D. (1990). *A resource guide for effective teaching in postsecondary education: Planning for competence.* Lanham, MD: University Press of America, Inc.

- Leeds, J. D. (1993). *The course syllabus as seen by the undergraduate student.* (ERIC Document Reproduction Service No. ED 356 747)

- Smith, M. F. & Razzouk, N. Y. (1993). Improving classroom communication: The case of the course syllabus. *Journal of Education for Business, 68 (4),* 215-221.

- Zucker, E. L. (1992). *What students look for in course syllabi.* (ERIC Document Reproduction Service No. ED 350 907)

The following syllabus checklist identifies required areas in the syllabus:

SYLLABUS CHECKLIST

Name of Instructor	
Course Number	
Course title/section	
Course Information (credit hours, perquisites, lecture location refer to page 5)	
Course Assigned Textbook	
Faculty Information (Name of course instructor, office location refer to page 6)	
Course Description	
References and additional resources	
Course Objectives	
Student Learning Outcomes	
Content Distribution Lecture	
Content Distribution Labs	
Delivery Methods	
Learning Resources and Media (If applicable)	
Assessment Policy and Tools	
Learning Activities and Tasks	
Course Regulations	
Course Matrix (mapping of student learning outcomes, objectives and assessment)	
Rubrics	

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF …………………………….

[Course title]
Fall / Spring 20--

Course Information
Course Title:
Course Number:
Prerequisite:
Credit Hours:
Time:
Location:
Required Text: The textbook that will be distributed to the students needs to be clearly identified with edition, author and publisher. However if there is no textbook assigned the alternative references must be identified e.g. handouts will be given periodically in addition to on-line sources.

(Include information on lab timings, location if applicable)

Faculty Information
Name:
Academic Title:
Office Location:
Telephone Number:
Email Address:
Office Hours:

Course Description

Course Objectives
The course aims at:

1.
2.
3.
4.

Objectives /Learning Outcomes

   By the end of this course, students will be able to:

 1.
 2.
 3.
 4.

Content Distribution
Lecture Schedule

1ˢᵗ week:	Date	Lecture Topic	Chapter Textbook
2ⁿᵈ week			Chapter
3ʳᵈ week:			
4ᵗʰ week:			
15ᵗʰ week:			
16ᵗʰ week:	▪	▪ Final Exam	

Include Lab objectives and learning outcomes if applicable

1.
2.
3.

Laboratory schedule

Delivery Methods

1ˢᵗ week:	Date	Practical session title	Chapter
2ⁿᵈ week			Chapter
3ʳᵈ week:			
4ᵗʰ week:			
14ᵗʰ week:			
15ᵗʰ week:			
16ᵗʰ week:	▪	▪ Final Exam	

Learning Resources & Media

1.
2.

Assessment Policy and Tools

Grading mechanism and points/percentage given to each assessment should be included
Test 1: xx%
Test 2 : xx%
Assignment 1: xx%

.

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Grades for the course will be assigned as follows:
90-100= A,
85-89.9= B+,
80-84.9= B,
75-79.9= C+,
70-74.9=C,
64-69.9=D+,
60-64.9=D,
59.9-0=F.

Description of Exams:

- **Theory**

- **Practical**

Learning Activities and Tasks
All learning activities that will be during the course and the tasks should be added in the syllabus.

Course Regulations (extracted from QU student handbook)
Student Responsibilities and Attendance Policies and Procedures

- Class attendance is **compulsory**. In accordance with University regulations, a student‟s number of absences cannot exceed 25% of the total number (entire semester) of class meetings. If your absence rate exceeds 25%, including both excused and unexcused absences, you will NOT be allowed to take the final examination and will receive an „F barred‟ grade for the course.

- Students are expected to be punctual (every 3 late class arrivals will be counted as 1 class absence) in class attendance and to conduct themselves in an adult and in a professional manner.

- Homework assignments and library assignment should be worked independently. Exchanging ideas are permitted orally but don't require any kind of copying.

- Homework assignment should be submitted in organized way and any late assignments may be assessed and corrected but the grade will be zero.

CAS Faculty Guide

- Lab Safety regulations:

- Lab practical expectations:

Plagiarism (Academic Dishonesty) (Extracted from QU students handbook)

- All students are expected to turn in work that is their own. Any attempt to pass off another's work as your own will constitute an "F" in the entire course.
- Using part of, or the entire work, prepared by another or turning in a homework assignment prepared by another student or party are examples of plagiarism.
- You may discuss assignments and projects with each other, but you should do the work yourself. In the case of group projects, you will be expected to do your share of the work. If you use someone else's words or ideas, you must cite your sources.

Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. QU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviours that compromise his/her own integrity as well as that of QU. You may discuss assignments and projects with each other, but you should do the work yourself. In the case of group projects, you will be expected to do your share of the work. If you use someone else's words or ideas, you must cite your sources.

Plagiarism includes the following examples and it applies to all student assignments or submitted work:

- **Use of the work, ideas, images or words of someone else without his/her permission.**

- **Use of someone else's wording, name, phrase, sentence, paragraph or essay without using quotation marks.**
- **Misrepresentation of the sources that were used.**
- **For further information see: http://www.plagiarism.org/**

The instructor has the right to fail or deduct marks where plagiarism is detected

Classroom Discipline

- The use of mobile telephones inside the classroom is NOT allowed.
- Any student disciplinary issues, which may arise, will be referred to the head of the Department.

Additional Sources

Any additional references other than the textbook should be included

Printed Sources: Handouts, lab manuals etc

Non-Printed and online Sources: Websites, software, etc

Course Matrix (Matrix of Objectives and Outcomes)

▪ **Evaluation Criteria (Rubrics)**

Matrix of Course Objectives and Outcomes in Relation to Program Outcomes

PROGRAM OUTCOMES	COURSE OBJECTIVES	COURSE LEARNING OUTCOMES	ASSESSMENT TOOLS

III. Student Learning Outcomes Assessment Methods

In support of its vision and mission Qatar University"s College of Arts and Sciences recognizes and values the necessity to engage in a continuous improvement cycle that will inform our educational practices. Faculty in the college of Arts are expected and encouraged to participate in and support assessment initiatives at the course, program, department and college levels as outlined in the Qatar University Students Learning Outcomes Assessment Systems .

FORMS OF ASSESSMENT

Assessment forms are the methods used to evaluate students learning. There are numerous and novel methods of assessment within higher level education therefore it is essential to use a variety of methods in student assessment. Below is a table that summaries assessment methods as described in Brown"s, "Assessment: A Guide for Lecturers" (2001), which lists and briefly describes the variety of assessment methods possible:

Cases and open problems	An intensive analysis of a specific example.
Computer-based assessment	The use of computers to support assessments.
Essays	Written work in which students try out ideas and arguments supported by evidence.
Learning logs/ diaries	Wide variety of formats ranging from an unstructured account of each day to a structured form based on tasks.
Mini-practicals or Lecture	A series of short practical examinations undertaken under timed conditions. Assessment of practical skills in an authentic setting.
Modified Essay Questions (MEQs)	A sequence of questions based on a case study. After students have answered one question, further information and a question are given.
Multiple Choice Questions (MCQs)	Select the correct answers.
Orals	Verbal interaction between assessor and assessed.
Objective Structured Clinical Examinations (OSCEs)	Candidates measured under examination conditions on their reaction to a series of short, practical, real-life situations.
Portfolios	Systematic collections of educational or work products that are typically collected over time. Wide variety of types from a collection of assignments to reflections upon critical incidents.

Poster sessions	Display of results from an investigative project.

References

Presentations	Oral reports on projects or other investigative activities.
Problems	Measures application, analysis and problem solving strategies.
Group Projects and Dissertations	Assessment by a tutor/lecturer of the products of student group work.
Questionnaires and report forms	One or more questions presented and answered together.
Reflective Practice Assignments	Measures capacity to analyze and evaluate experience in the light of theories and research evidence.

Reports on Practicals	Methodically written account of a practical investigation
Self-assessed questions based on open learning (distance learning materials and computer-based approaches)	Strictly speaking, a method of learning not of assessment. A process by which an assessment instrument is self-administered for the specific purpose of providing performance feedback, diagnosis and prescription recommendations rather than a pass/fail decision.
Short answer questions	Brief answers that can measure analysis, application of knowledge, problem-solving and evaluative skills.
Simulated interviews	Useful for assessing oral communication skills.
Single Essay Examination	Usually three hours on prepared topic.
Work based Assessment	Variety of methods possible including learning logs, portfolios, projects, structured reports from supervisors or mentors.

References

The adapted assessment guide was developed with the assistance of the following websites, for more information kindly refer to the websites

 http://www.utc.edu/Administration/WalkerTeachingResourceCenter/FacultyDevelopment/Assessment/test-questions.html

IV. BLACKBOARD: INSTRUCTIONS

Blackboard

Learning is our most enduring activity. Whether this involves looking for new skills, listening to inventive insights or conjuring creative ideas, we are life-long learners. Moreover, the moment we stop, we begin to stagnate. At that point, the rope of regression drag us backwards. Therefore, throughout life, as we go to school, master a discipline or enhance our professional expertise, we should all aim to be perpetual learners.

With that vision, Blackboard, as an innovative, interactive and ingenious course management system, focuses on helping institutions at all levels drive learner achievement by creating personalized and engaging learning experiences. Specifically, Blackboard allows faculty to post lectures and other course documents online, , organize examinations, hold online discussions, and, more importantly, continually correspond with and engage students in synchronous and asynchronous ways . Thus transcending time, distance and location by providing students 24 hour/7 days a week access to quality and adapted learning.

The QEC has implemented training sessions of its own, as well as supporting the initiatives of the Office of Faculty Instructional Development during its specialized Blackboard instructional seminars which took place in March 2010.

Consequently, Qatar University has embraced Blackboard and encourages both faculty and students to utilize it to facilitate the learning process. To achieve that objective, the Quality Enhancement Committee (QEC) in its *modus operandi* included the standardization of Blackboard usage throughout the College of Arts and Science. Following this introduction, you will be shown „How to prepare Blackboard" for your courses.

STEPS TO SHOW THE CONTENT OF A COURSE IN BLACKBOARD

The Beginning:
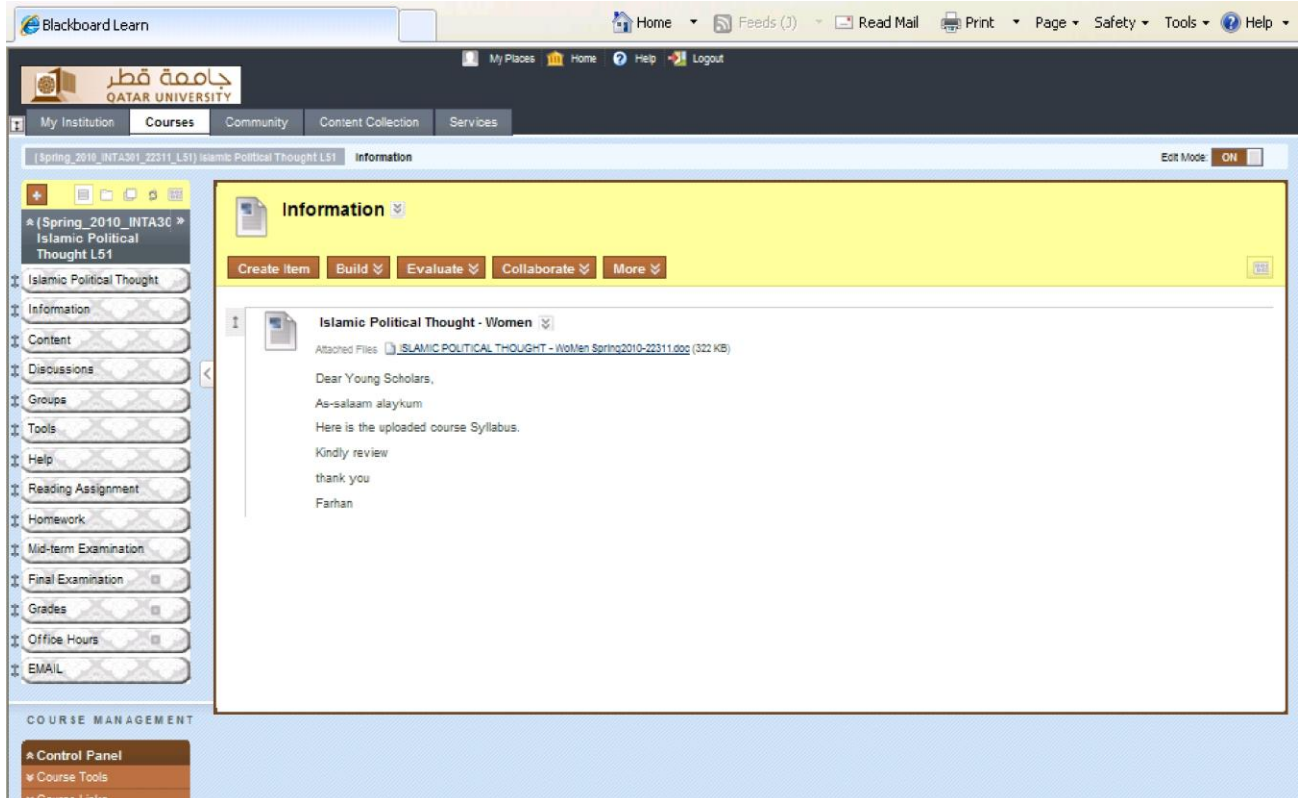
The following is an outline of "How to Prepare your Blackboard". Kindly note, there is considerable creative flexibility that faculty are permitted and encouraged to carry out when constructing their Blackboard page. This is done for each course and due care and attention should be given to the recommendations and mandatory components essential for your course"s Blackboard page. Below is provided, a sample that outlines the mandatory components of Blackboard.

1.   Log in to MyQU.

2.   Click on the tab „MyAcademics."

3.   Double-click on „Single Sign-on to Blackboard Learn."

     a.   A new window will appear. Upon arriving at this webpage, you will see a list of all courses you are currently teaching under my Courses tab located under Qatar University News. Or you can also click on Courses in the menu section.

     b.   Click on the course for which you would like to construct a „Blackboard" page.

     c.   After clicking, you will be taken to a new (unfinished) Blackboard page for that course.

     d.   You may now begin the process to modify this page according to your requirements.

- Please refer to online   blackboard tutorials on My QY for further guidance

MODIFY A BLACKBOARD PAGE
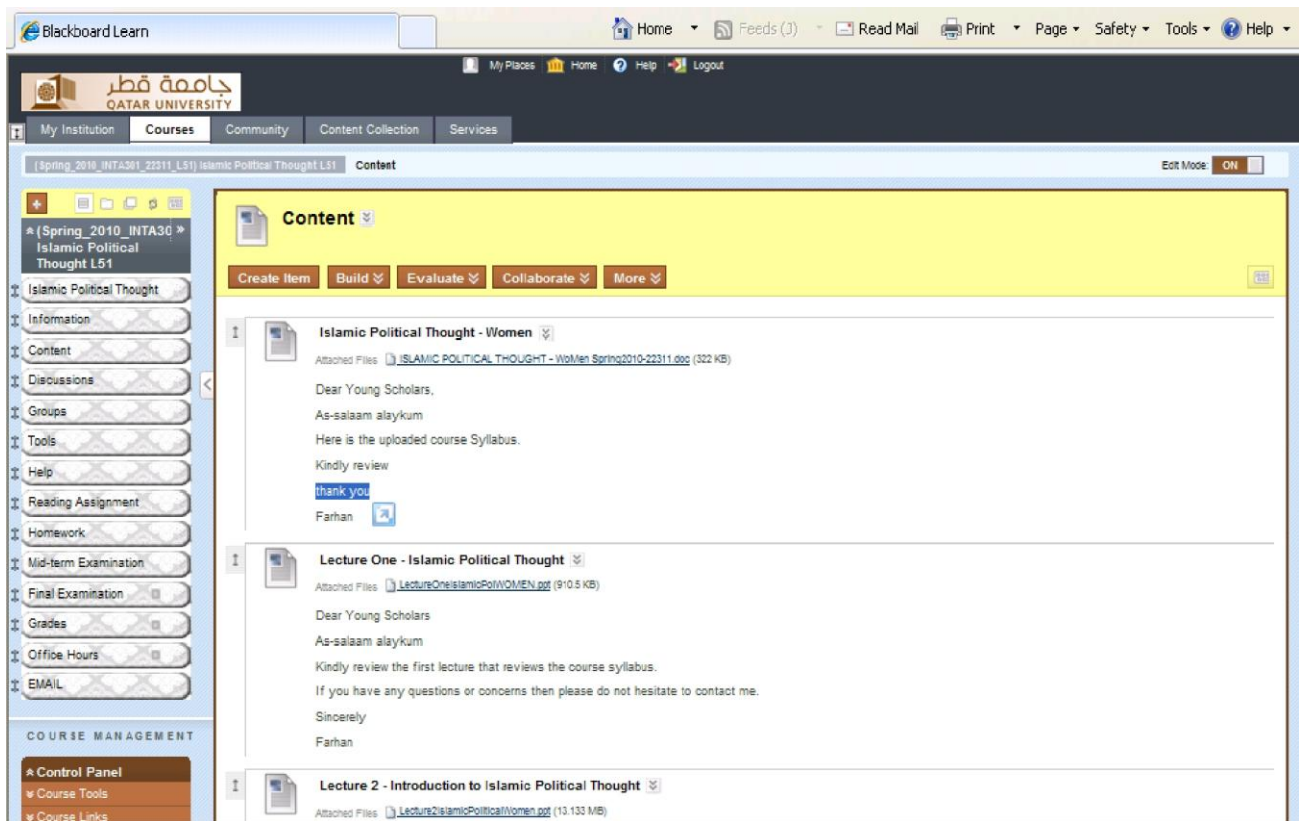
As you first log on to begin your exciting educational journey, with your students virtually alongside. Here, you have the option of adding, deleting or renaming icons.

1. *This is your first step.* Below, you are viewing a snapshot of the „Information" tab, in the Blackboard page for „Islamic Political Thought, containing its syllabus.

2. The next step in construction of your Blackboard page is to include a „content" tab, which methodically lists your lectures for every class/session.

3. The following section lists the „Reading Assignments" for this particular course.

4. This section lists the „Homework‟ assigned and gives details on the due dates.

5. This section lists the „Mid-term Examination" section. Kindly note, that once date**s** and times have been set for the Final Examination, that should be listed as well.

6. This section lists the „Office Hours and Location" for the faculty member teaching.

7. This final section listed as „Email" makes it easy for the course instructor to readily mail the students with a single click. Note, options are given that permit either all or selected users to receive notifications.