

ABP Curriculum Guide 2023-24

Updated September 2, 2023

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Introduction to the ABP

The Academic Bridge Program (ABP), a center of Qatar Foundation for Education, Science and Community Development (QF), is a foundation program for strong high school graduates with at least a low intermediate level of proficiency in English.

Generally, about 70% of the ABP graduates who apply to one of the 6 American universities in Qatar's Education City are accepted to one or more of these universities.

The remaining graduates generally go on to study in universities in Qatar or universities abroad. Most of those who go abroad study in the UK.

The mission of the Academic Bridge Program is to provide high school graduates in Qatar with the academic and personal skills for success in reputable English language universities around the world, with special emphasis on preparing students for the universities in Qatar Foundation's Education City.

The ABP curriculum is designed to meet those needs by providing students the English, Math, Science, and Computer skills and the soft skills that they require for success in selective English medium universities.

The ABP is fully accredited by the Commission on English Language Program Accreditation (CEA).

A more complete picture of the ABP may be found in the ABP Profile and on the ABP webpage.

The ABP Curriculum

Curriculum at the ABP is broadly construed. It includes the taught and learned curriculum, tutoring, academic advising, and counseling.

To help achieve its mission, the curriculum has been organized to meet the assessed needs of the students. Great care is taken to evaluate the initial English, Math, and Computer skills and needs of the students and to assess their needs at various junctures through the academic year. The curriculum offers English, Math, Science, and Computer courses at different levels and students are placed in those courses according to their level, with English level being a key factor in level placement.

The academic year is broken up into 2 semesters, with each semester being in turn broken up into 2 marking periods and a final exam period. The marking periods last for 7-8 weeks each. During each semester, the student's progress is continuously evaluated. At the end of the first semester, the student's progress is reviewed to ascertain what courses she/he will take in the following semester.

The curriculum has been designed to meet the skill-specific and holistic needs of the student and all students take 2-4 English courses, 1 Math course, 1 Science course, and 1 Computer course each semester.

The ABP documents the needs of students by recording each student's performance on diagnostic tests, on the IELTS, and in each of their courses. This information is recorded in PowerSchool and in spreadsheets.

A description of each course includes course objectives and student learning outcomes.

Student learning outcomes are explicitly tied to course objectives and assessments. The outcomes are written, observable, and measurable, and are expressed in terms of academic readiness skills.

Curriculum Framework

Curriculum Framework Purpose

The ABP positions itself as an adaptive and flexible organization that aims to respond to technological, economic and social change. The ABP faces these increasingly complex technological, economic and social situations and seeks to align its curricula with QF strategic orientations.

The ABP takes a systemic view and understanding of curriculum framework which acknowledges the interrelation among systems and subsystems in Qatar Foundation. The successful implementation of curricula relies on that interdependency.

The intent of the curriculum framework is to ensure a symbiotic bond between the various entities in Qatar Foundation and to enter a dynamic and interdependent relationship in a continuous learning ecosystem. The ABP, as part of this ecosystem, has the agency to adapt, grow and develop its curricula based on its specific context.

The framework is a baseline of what it means to be a QF learning organization. The learning of the organization, the professionals and the students is informed by the QF strategic goals as well as by the specific profile of an ABP graduate. The framework is a nudge for inquiry, reflection and change.

- **Balance.** The ABP appreciates and values what already exists and uses it to move forward into what should be. The concept of balance during the process of inquiry, reflection and change ensures a smooth, enjoyable and productive journey from the ideals to what is really achievable. The idea is to change direction with what already exists instead of adding more attainment.
- **Coherence.** The ABP develops its curriculum while considering their students as well as what, how, when and where they need to learn. Components of the curriculum are aligned, connected, and reinforce one another for the purpose of learning. To bring about change, we must respect the views of all stakeholders, we must be knowledgeable about the change we want to implement as well as be knowledgeable about the process of change itself. In addition, we are ‘action-oriented’ and understand that well planned change processes can be implemented through a series of identifiable steps. Curriculum re-thinking is a cyclical process as any curriculum is a living and evolving tool.

Scope of Curriculum Framework

The curriculum framework defines a set of 'curriculum orientations.

- The curriculum framework ensures consistency and quality through alignment with the elements of the framework.
- The curriculum framework gives guidance and vision to schools to embark into an educational change, to rethink their curriculum through a curriculum review cycle.
- Through the curriculum review cycle, the ABP plans, carries out and evaluates its programs in a systematic and data-informed way.
- The curriculum review process helps ensure that the curricula expectations are rigorous, relevant and meaningful.
- The curriculum review cycle guarantees that the ABP curriculum is aligned with the QF curriculum framework and the QF strategic direction.

Curriculum Framework Guidelines

The curriculum framework describes the “educational environment” in which curricula (subject areas, learning outcomes, content and appropriate assessment, learning and teaching pedagogies) can be developed.

The main function of this curriculum framework is to define a set of ‘curriculum orientations..

Educational purpose: The ABP seeks to equip its graduates are equipped with competencies so that they possess the following traits:

- ❖ Socially Engaged
 - ABP students:
 - Contribute appropriately as members of their community. They interact, collaborate and participate to improve the quality and sustainability of life for themselves and their community.
 - Relate and make connections with others.
 - Create opportunities to positively contribute to their community.
 - Are resourceful, resilient and reliable members of their community.

- ❖ Academically Competent
 - ABP students:
 - Explore knowledge conceptually from and across a range of subject areas. They acquire and use their skills in authentic situations.
 - Have the agency to construct their own learning as they reflect on their learning and experiences.
 - Engage with a balanced curriculum
 - Learn how to learn and reflect on their learning
 - Use disciplines as tools to understand the world.
 - Are locally rooted and globally minded.

- ❖ Identity
 - ABP students:
 - Construct their identity by connecting to their heritage, culture and self-knowledge. They understand their local context and connect it to global contexts to develop their intercultural understanding and act ethically to impact the world.
 - Develop their identity as they understand their culture and heritage.
 - Connect both local and global contexts
 - Act locally and globally to improve the world.

❖ Creative Thinker

➤ ABP students:

- Intentionally gain new insights and different ideas through existing information. They tap into different styles of thinking and examine information from different viewpoints to reach new patterns and ideas that impact who they are.
- Are self-reliant, take initiative, are action orientation.
- Think creatively to innovate and create value.
- Look at an issue from different local and global communities, perspectives and come up with creative solutions to problems.
- Use the right tools to assess an idea and develop a plan for its implementation and impact.

Learning Domains

The curriculum framework advocates for a balanced curriculum. Required subjects areas at the ABP:

- Language (English)
- Computer Skills (Digital and media literacy)
- Mathematics
- Science

Attempting to keep the curriculum balanced yet aligned with newly emerging needs of the economy and society can lead to a situation where the curriculum becomes overloaded, running the risk of creating an overcrowded, narrow, fragmented or distorted curriculum. To accommodate emerging demands without further overloading the curriculum, the ABP seeks to translate new or emerging societal needs into cross-curricular themes that are then embedded into existing subjects. Cross-curricular themes promote holistic development of students and focus on conceptual understanding or “big ideas”.

Cross-Cultural Learning

The ABP fosters in young people of all backgrounds an attitude of pride in and respect for one’s own country while developing an open-minded understanding of the cultures of others. Teaching methods and instructional materials from a wide variety of sources are used.

The ABP recognizes the exceptional opportunities for learning and growth that young people gain from living in an international setting. Effort shall be made to take advantage of these opportunities, academically as well as socially and culturally.

Pedagogy

The curriculum framework's goals advocates for learners who are socially engaged, academically competent as well as locally rooted and globally minded. Consequently, the range of employed learning and teaching approaches and practices that ensure deep, meaningful and impactful learning are:

- Agentic
- Assessment driven
- Authentic
- Collaborative
- Conceptual
- Contextual (local and global)
- Inclusive and equitable
- Inquiry based
- Integrative / Interdisciplinary / Transdisciplinary
- Personalized
- Reflective (Learning how to learn)
- Socially engaged
- Academically competent
- Rooted
- Globally minded
- Creative thinker

Inclusion

Students who have mild educational, learning, or emotional challenges may be eligible to receive services and accommodations arranged by the ABP.

All students have an Academic Advisor. The Academic Advisor serves as both an advocate for the student and a guide. Among the issues that the academic advisor can assist students with are study skills, attendance, policies & procedures, problem-solving, and steps to be followed in the college application process. In some cases, the Academic Advisor may also be able to write a letter of reference for universities. Accordingly, it is especially recommended that the student try to build a strong working relationship with the Academic Advisor.

The Academic Advisor monitors student attendance and academic progress, guides students, and works with students to develop personalized improvement plans.

The Academic Advisors help monitor their advisees' progress in the college application process.

Program of Studies

The ABP develops students' mastery of English, Math, Science, and Computers. English language development is integrated into all courses.

The academic year is divided into 2 semesters, fall and spring, each with approximately 80 contact days.

The program of studies operates on the system and has 2 semesters: the fall semester and the spring semester.

All students take English, Math, Science, and Computers in each semester that they are at the ABP..

The exact number of classes a student takes depends on their English Level.

Details of the courses students take may be found in the ABP Achievement Scale and Interpretation of that Scale.

Cross-Registration

Many ABP students take some of their courses at the universities in Education City through the mechanism of cross-registration. Cross-registration is the process by which some ABP students take a course at one of the 6 American universities in Education City. Cross-registration is arranged by the ABP-EC Office of Academic Affairs.

Before the start of the spring semester, the Assistant Director for Academic Affairs identifies students who seem to be good candidates for cross-registration. The Assistant Director for Academic Affairs invites these students to an orientation about cross-registration. These students may, if they wish, apply to be a candidate for cross-registration. The Assistant Director for Academic Affairs will then try to find appropriate cross-registration classes for these students. Sometimes a class taken through cross-registration is taken instead of an ABP class. Sometimes a class taken through cross-registration is taken in addition to a full load of ABP classes. The ABP sets a deadline each semester for ABP students to drop a cross-registration class. This deadline is different from the one that the universities set. Students who are experiencing difficulty in a cross-registration class should meet with the instructor of that class and should meet separately with the Assistant Director of Academic Affairs to discuss the situation.

After the end of the semester, students taking cross-registration classes are given a university transcript detailing how the student did in the course(s) taken at that university. The grades earned in cross-registration classes are entered on ABP transcripts and are used to calculate ABP semester GPA.

While efforts are made to cross-register students in their first choice university, taking a course at any of the universities in Education City can be fruitful. If an ABP student goes on to join any of the 6 American universities in Education City, generally the credit earned in cross-registration courses will be accepted even if the cross-registration course was taken at a different university in Education City.

Sometimes the credit will help to meet core requirements; sometimes the credit counts as an elective.

Placement

Details about student placement may be found in the ABP Achievement Scale and Interpretation of that Scale.

Assessment

Assessment is tied directly to Student Learning Outcomes (SLOs).

Through assessment, the extent to which learners acquire the competencies of the ABP graduate is documented and shared with all stakeholders.

Assessment strategies that ensure equitable, fair and culturally responsive assessment allow learners to self-assess, reflect and take action. Impactful assessment is closely linked to the written curriculum, learning and teaching.

The following principles are applied both to assessments designed to advance learning (formative assessments) and those designed to evaluate student achievement (summative assessments). McTighe and Curtis (2019) propose five principles of effective assessment:

- Assessments should serve teaching and enhance learning
- Multiple measures provide a richer picture
- Assessments should align with goals
- Assessment should measure what matters
- Assessments should be fair.
- Assessments should be valid and reliable.

Effort, participation, and attendance are NOT used to assess learner competencies.

Any homework assigned is fully evaluated. Mere completion of homework is NOT the basis of a grade.

Student work should be assessed in a timely manner. In general, student work should be returned to students with a grade and appropriate feedback within 1 week of submission. That said, it is well understood that the demands of teaching and grading can be great and it is understood that on occasion some additional time may be needed to grade student work. On such occasions, student work should be returned to students with a grade and appropriate feedback within 2 weeks of submission.

Accordingly, faculty members are expected to keep their PowerSchool gradebooks updated. In general, the PowerSchool gradebook should be updated every week. It is understood that in a given week, there may be no grades to input. That said, at a bare minimum, new grades should be entered into the gradebook for each course at least every 2 weeks.

In addition to grades, additional feedback should be provided to students on individual assignments as appropriate. That feedback should generally include some advice on how to improve.

Students have the ability to use PowerSchool to check their grades and attendance. Parents have the ability to check on their children's performance and attendance by using their children's PowerSchool username and password.

Academic Progress

Details about student progression may be found in the ABP Achievement Scale and Interpretation of that Scale.

Report Cards & Transcripts

The ABP provides electronic reports of student's progress to students 4 times per year: after marking period 1; after the fall semester; after marking period 3; and after the spring semester .

The reports provide clear, concise, and accurate information about a student's performance. The ABP grade reports explain the meaning of marks and how they reflect student achievement.

Students and parents may request hard copies of these reports from the Office of Admissions & Records.

Formal transcripts are provided to students twice a year: after the end of the fall semester and after the end of the spring semester.

The Office of Admissions & Records generates report cards and transcripts.

The Office of Admissions & Records maintains electronic copies of all transcripts.

Students receive 4 grade reports each academic year to provide a measure of student achievement. Grade reports are sent to students after the end of marking period 1, the end of the fall semester semester, the end of marking period 3, and the end of the spring semester.

All courses are for credit.

Only courses taken at the ABP or at one of the 6 American branch campus universities in Education City appear on ABP transcripts. Those universities are Weill Cornell Medical College Qatar; Texas A&M University Qatar; Virginia Commonwealth University Qatar; Northwestern University Qatar; Georgetown School of Foreign Service Qatar; and Carnegie Mellon University Qatar. The ABP does not accept transfer credits or grades from any universities other than these 6.

Each course's fall semester grade is calculated as follows: marking period 1 (40%); marking period 2 (40%); final exam (20%).

Each course's spring semester grade is calculated as follows: marking period 3 (40%); marking period 4 (40%); final exam (20%).

GPA is independently calculated in each of the 2 semesters. The number of course credits helps determine GPA, with course credits generally being a reflection of the number of class hours per week. Only courses taken at the ABP are used to calculate GPA.

The ABP follows the American A-F grading system to evaluate students' achievements of the Student Learning Outcomes in each course.

Below is the grading scale used by the ABP to determine letter grades and GPA.

Grade	Percentage	GPA	Remarks
A	93-100	4.0	Excellent
A-	90-92	3.7	Excellent
B+	87-89	3.3	Very Good
B	83-86	3.0	Good
B-	80-82	2.7	Fairly Good
C+	77-79	2.3	Above Average
C	73-76	2.0	Average
C-	70-72	1.7	Low Average
D+	67-69	1.3	Unsatisfactory
D	63-66	1.0	Unsatisfactory
D-	60-62	0.7	Very Poor
F	Below 60	0.0	Failing

Recognition of Student Achievement

The ABP celebrates student achievement both informally and formally. Formally, the ABP celebrates student achievement with an Honor Roll, a High Honor Roll, and a list recognizing students with outstanding attendance. Students who perform exemplary academic work by earning an average of 90 or above and no grade below 90 will be placed on the High Honor Roll. Those with an average of 80 or above and no grade below 80 will be placed on the Honor Roll. Students who have perfect attendance and no tardies will be awarded a Certificate for Perfect Attendance.

Probation

Students who were admitted, but did not meet all the admission requirements are placed on probation.

Those students who have a 70% average or less at the end of marking period 1, at the end of the fall semester, or at the end of marking period 3 are placed on academic probation.

Dismissal

The ABP Director has the prerogative to dismiss a student.

Grounds for dismissal include poor academic performance, poor attendance, inappropriate behavior, and/or disruptive behavior.

Final Exams and Final Projects

Students taking the same course have the same final exam or final project

All final exams and final projects must be submitted for approval to the course coordinator.

The grading of final exams and final projects must use the same grading rubrics and grading criteria.

Final exams and final projects are moderated (a sample are graded independently by other instructors)

Request Submitted Prior to a Final Exam to Take a Final Exam at an Alternative Time

To provide clarity, to create consistency in decision-making, and to reduce some of the pressures placed on instructors, students who miss their final exam should be referred to the Office of Academic Affairs.

The Office of Academic Affairs will then make a decision as to whether the absence is excused or unexcused and will inform the instructor(s) and Department Supervisor(s) of the decision.

If the absence is deemed to be excused, the Office of Academic Affairs may allow the student to take a make-up exam or to average the marking period grades to form the semester grade.

Make-up exams are scheduled by the ABP Librarian.

If an absence is determined to be unexcused, then a 0 will be entered for the final exam grade.

On the day of the exam, instructors will let their Department Supervisor know of any students who miss their exams. The Department Supervisor will then share this information with the Registrar.

Curriculum Development and Review

Curriculum development and renewal is a dynamic and continuous process in which the ABP plans, carry out and evaluate their programs in a systematic and data-informed way. This process helps ensure that the curricula expectations for each school are rigorous, relevant and meaningful. In addition, it guarantees that our curriculum is aligned with the curriculum framework and the QF strategic direction.

Five characteristics of an effective curriculum are that it is meaningful, coherent, articulated, aligned, and promotes high standards for all students.

- A meaningful curriculum focuses on fundamental competencies (knowledge, skills, conceptual understandings, attitudes/dispositions) necessary to succeed in a changing society and world.
- A coherent curriculum provides opportunities at each level to learn and relearn fundamental competencies from different perspectives. Coherence is when schools reimagine their curriculum while considering their students as well as what, how, when and where they need to learn. It is when all components of the curriculum are aligned, connected and reinforce one another for the purpose of learning.
- In an articulated curriculum, learning at different grade levels is appropriately sequenced and related.
- An aligned curriculum connects the written curriculum, the taught curriculum (teaching practices), the assessed curriculum (assessment practices) as well as the hidden curriculum (school culture and environment).
- High standards for student learning include common knowledge of learning goals, and sharing criteria and models of success with all stakeholders.

The 3-year review process (cycle) includes a phase of evaluation or preparation for review followed by three phases of implementation.

Therefore, the review process will continuously be supplemented with annual vertical analysis and program review.

Ongoing review of the implementation of the curriculum is done by the faculty and administration. Each semester, students take a survey in each course to gauge student satisfaction in the course and identify how the course can be improved. Each semester, a grade distribution report is produced and shared with academic administrators. This report provides additional data in the curriculum review process.

The Curriculum and Academic Standards (CAS) Committee oversees the development and review of the formal written curriculum at the ABP.

The CAS Committee makes recommendations to the ABP Director who has final responsibility for all aspects of the ABP, including the curriculum.

The CAS Committee helps provide quality control of the curriculum.

The CAS Committee is expected to take a broad view and to serve the best interests of the whole ABP.

Periodically, the ABP Director appoints a Curriculum Task Force to conduct a comprehensive review of the curriculum with external stakeholders to gain their input into the design and effectiveness of the curriculum.

In the cyclical review process, the Department Supervisor whose curriculum is being reviewed will prepare a formal written report about the department's curriculum to the CAS Committee.

The following principles pertain to curriculum development.

- Administration and professional staff shall be involved in a continuous process of curriculum development and revision.
- The curriculum revision process shall provide a mechanism for validating the continuity and consistency of curriculum offerings between and within levels.
- The curriculum shall be enriched by wisely using the resources available in its international setting and the diversity of the student body and staff.
- Appropriate student and program assessment instruments shall be used to regularly evaluate the effectiveness and relevancy of the curriculum.

The CAS Committee works collaboratively with the academic departments and has the authority to supersede any departmental decisions for the good of the entire organization.

For new courses, the CAS Committee shall seek to ensure the following.

- Each course is consistent with the mission & goals of the ABP.
- Each course has been well developed.
- Proposed changes to the Program of Studies have been carefully examined.
- The types of resources for courses are appropriate.
- The assessment criteria employed in courses are appropriate.

Adequate time is needed for proper staffing, scheduling, and ordering of course materials. This normally means that new courses should be approved at least 1 full semester before being offered.

Below are elements that are reviewed during the curriculum review process.

- Each course continues to be consistent with the mission & goals of the ABP.
- Each course is effective.
- Each course is optimally designed.
- Each course does not unduly impact other courses or forms of learning.
- The curriculum framework is effective and optimally designed.
- Proposed changes to the Program of Studies have been carefully examined.
- The types of resources for courses continue to be appropriate.
- The assessment criteria employed in courses continue to be appropriate.

During the review of the curriculum the following questions could be considered:

- To what extent have we provided rigorous and relevant curriculum?
- Is the curriculum comprehensive and balanced, including academics, arts, and personal wellness?
- Is the curriculum inquiry-based?
- Does the curriculum provide for transdisciplinary skills?
- To what extent does the curriculum support high expectations for all learners?
- Does the curriculum cultivate student interests, strengths and abilities?
- Does the curriculum apply varied styles and approaches?
- Is there evidence of an understanding of preferred strategies?
- Does the curriculum meet individual needs?
- To what extent does the curriculum support progressive teaching?
- Does the teaching promote a student-centered approach?
- Is the teaching skillful?
- Is the teaching engaging?
- Is the teaching data-informed?
- Is the teaching reflective and collaborative?
- Is the teaching personalized?
- These overarching questions, derived from the QF curriculum framework, could guide the curriculum review process.

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Indicators of Rigorous and Relevant Curriculum include:

1. Content, Skills and Understandings: What students are expected to know, understand and are able to do is clearly defined and is meaningful, focusing on fundamental and relevant knowledge, conceptual understandings and skills necessary to succeed in a global community and reflect high expectations for all students.

2. Plans, Units and Guides Development: The written documents per grade include key required components, including the scope, the breadth of material, the sequence and the how, providing an articulated curriculum across the grades/ phases.

3. Assured Learning Experiences: Key learning experiences (i.e., specific pedagogical strategies or instructional tasks) that help learners perceive, process, rehearse, store and transfer new learning or tasks that create authentic experiences for all students to demonstrate proficiency of the grade level content and understandings are specified. These tasks promote coherence and alignment across the grades/courses and reflect high expectations for all students.

4. Assessment/Data: Given the need to measure knowledge, skills and understandings, the specified assessments provide the means to determine the level of student learning as delineated in the curriculum documents. Both formative and summative assessments are specified, aligned and represent high expectations.

5. Curriculum Alignment: There is a clear match between the written curriculum, taught curriculum and assessed curriculum that is consistent with standards, and assessments and best practices.

Language, Materials, Content, and Speakers

Language of Instruction

The ABP is a college preparatory program designed specifically to prepare students for entrance to – and success in – universities in which English is the medium of instruction. Accordingly, the language of instruction at the ABP is English. Students may use either British or American spelling so long as there is consistency within a document.

Library Materials Selection and Adoption

The Librarian takes primary responsibility for the selection of library materials.

The Librarian shall solicit requests for materials from the faculty, staff, and students.

Instructional Materials

Each department selects instructional materials that support the curriculum.

Suitability of Instructional and Library Materials

All classroom materials must have a substantive educational worth. The inclusion of any sensitive issues must be outweighed by the educational value of the materials.

In considering whether a particular issue is serious enough to warrant the exclusion of a material from the classroom, the ABP will consider the majority view of the culture of Qatar. It is not possible to consider all views, nor to exclude all materials which would be sensitive to specific individuals, but not to the culture as a whole.

It is understood that even if materials are available in Qatar or in Education City, they may not necessarily be appropriate for the ABP.

Matters dealing with the Qatari culture, religion, traditions, conventions, and politics will be dealt with using utmost sensitivity. While it is not possible to list every topic that might be inappropriate, the following areas must be considered before materials are recommended for use in the classroom:

- Materials may not show disrespect towards the Islamic religion.
- The Prophet Mohammed (PBUH) may not be represented in any art form.
- Images and textual descriptions may not have an immoral intent
- Materials may address alternate views of issues related to the State of Qatar, its sovereignty, the GCC or Arab states, only if they are presented in an academic and balanced way appropriate to the development of the students.
- Materials may not denounce the State of Qatar, its sovereignty, the GCC or Arab states in any way.
- Materials may not display an obvious bias towards any religion as their main focus.

Invited Speakers

Having invited speakers is an excellent way to enhance the educational and social development of students. A speaker should observe the following guidelines:

- The presentation is not to be a sales pitch for a product, service, institution, ...
- The speaker may, at the ABP's discretion, have books, pamphlets, artwork, ... for sale. Those products may be for sale only after the presentation.
- The speaker should be sensitive to the cultural and religious context in which the ABP operates.

Invitations for speakers in the classroom must be submitted at least 7 business days in advance to the Department Supervisor and Office of Academic Affairs for approval.

Invitations for speakers outside the classroom must be submitted at least 7 business days in advance to Student Services for approval.

The ABP shall take any necessary actions to minimize or eliminate any disruptions to the ABP's learning environment.

Academic Freedom

The ABP believes in the concept of academic freedom and international intercultural awareness; that means the students are to be taught and encouraged to search for truth in its many forms. Students are encouraged to learn about, discuss and appreciate different beliefs, practices, and opinions. Within the classroom, the skills and attitudes of good citizenship are nurtured through instructor encouraged discussion, exploration, and critical analysis of a broad range of issues and topics that confront a global society.

However, the sensitivities of the host country on various domestic, political, and social issues must be respected at all times. If a student initiates a question of a controversial nature, the employee should handle the matter with tact, courtesy, and diplomacy.

Faculty members should ensure that materials and resources used are consistent with curriculum guidelines and relevant to course content and are respectful of the host country's values.

Challenges to Curriculum, Content, or Instructional Materials

Occasionally, parents, instructors, or students may question the suitability and content of certain materials in the ABP curriculum or the ABP collection.

The first step in resolving any issues is an initial conversation to discuss the concern and the educational value of the material. If the material is from a Library, that conversation begins with the Librarian.

If the material is from the classroom, the conversation begins with the Department Supervisor.

This conversation should be focused on attempting to resolve the matter informally by discussing the concern, the value of the material, and the criteria used in selecting materials.

If this conversation does not resolve the matter, the concerned party may request a formal review of the material by submitting a 'Materials Challenge' request in writing to the Assistant Director for Academic Affairs. The Assistant Director for Academic Affairs will consult with whomever s/he chooses within the ABP and/or PUE. The person(s) submitting the Materials Challenge form shall be advised of the ABP's decision within 10 working days of their submission of the form.

After a decision is made, a written appeal may be submitted to the ABP Director. The ABP Director may consult with whomever s/he chooses within the ABP and/or PUE. The person(s) submitting the Materials Challenge shall be advised of the ABP's decision within 10 working days of their submission of the challenge.

Schedules

The Office of Admissions & Records is responsible for preparing the master schedule and individual student schedules using information provided by the departments. In this process, the Registrar will assign students to classes in ways that serve the best interests of the student and the ABP.

Students may not choose which level of a course they take or which classes they take.

Similarly, students may not choose which instructor they have.

Changes to Student Schedules

Students are placed in levels, courses, and sections with considerable care.

If a student is concerned about her/his placement, she/he should first meet with the instructor.

If there is still a concern about placement, the student may appeal to the relevant Department Supervisor.

If the concern continues, a student may appeal to the Assistant Director for Academic Affairs.

Students are placed in levels as per the criteria set forth in the ABP Achievement Scale and Interpretation of that Scale.

Class Size

Generally, the maximum class size is 16, though occasionally more students may be enrolled in a class.

Terms and Abbreviations

Assessment The process through which the progress and achievements of learners is documented, monitored and measured in compliance with specific quality criteria.

Cross-curricular approach An approach to formulating curriculum that favors the dynamic use of learning themes to be covered and skills/competencies to be developed in a number of learning areas across the curriculum.

Curriculum In the simplest terms, ‘curriculum’ is a description of what, why, how and how well students should learn in a systematic and intentional way. The curriculum is not an end in itself but rather a means to fostering quality learning.

Curriculum framework A document that sets a direction for curriculum and provides the vision and context (available resources and system support) in which individual schools review/develop their own curricula.

Curriculum review cycle A systematic approach to evaluating, reviewing and revising curricular areas and programmes within a specific timeframe which aims to identify gaps and weaknesses with a view to increasing curriculum effectiveness and continually improving student learning experiences. Normally it involves several phases including: research and selection; revision and development; implementation; and evaluation and monitoring.
(IBE)

Learning domains Grouping of traditionally discrete but related subjects with the explicit aim of integrating students’ learning. For example, the learning area ‘social sciences/studies’ can include elements of geography, history, citizenship, economy/ commerce, philosophy, and sociology. (Adapted from: UNESCO IBE 2011). Many education systems organize the curriculum of general education around broad learning areas or fields of learning. For example: language and communication (including a first and a second language); mathematical thinking; exploration and understanding of the natural and social world (including natural sciences, geography, history, biology, physics, and chemistry); and personal and social development (including artistic education, citizenship, ethics and physical education). (Mexico, Study plan of basic education, 2011).

Pedagogies The art and science of teaching, as a professional practice and as a field of academic study. It encompasses not only the practical application of teaching but also curriculum issues and the body of theory relating to how and why learning takes place. Because it derives from a Greek expression referring to the education of the young, pedagogy is sometimes taken to be specifically about the education of children and young people. The more recently coined term ‘andragogy’ is used in relation to the education of adults. (Adapted from: Wallace 2009).

Personalized Personalized learning aims to customize learning for each student's strengths, needs, skills, interests, aspirations, and/or cultural backgrounds; it tailors instruction and assessment to each student's unique needs and preferences. Technology heavily supports personalized learning to leverage each student's interests for deeper learning.

Progressive Although there are numerous ways of defining "Progressive education", progressive educators share the conviction that progressive education means active participation by all citizens in social, political and economic decisions that will affect their lives. This education involves two essential elements:

Respect for diversity (recognize each individual for who she/he is).

Development of critical, socially engaged people (individuals who participate effectively in their community to achieve a common good).

These elements of progressive education have been termed "child-centered" and "social reconstructionist" approaches.

Taken from: The John Dewey Project on Progressive Education; College of Education and Social Services, University of Vermont.