



Committee for the Evaluation of Social Work and Human Services  
Study-programs

**Max Stern Academic College of Emek Yezreel  
Human Services Department  
Evaluation Report**

**September 2007**

## **Contents**

Chapter 1: Background.....	3
Chapter 2: Committee Procedures.....	4
Chapter 3: The Human Services Department, Max Stern Academic College of Emek Yezreel.....	5
Chapter 4: Recommendations.....	9

## **Chapter 1- Background**

At its meeting on March 8<sup>th</sup>, 2005 the Council for Higher Education (hereinafter: the CHE) decided to evaluate study programs in the fields of Social Work and Human Services during the academic year 2005-2006.

Following the decision of the CHE, the Minister of Education who serves ex officio as a Chairperson of the CHE, appointed a committee consisting of:

- Professor Jonathan Rabinowitz - School of Social Work, Bar-Ilan University, Committee Chairman
- Ms. Ilana Ben-Shahar - Director of the Social Work Department, Ministry of Health
- Professor Ronald A. Feldman - School of Social Work, Columbia University, USA
- Professor Eileen Gambrill - School of Social Welfare, the University of California at Berkeley, USA
- Professor Zahava Solomon - School of Social Work, Tel-Aviv University

Within the framework of its activity, the committee was requested to<sup>1</sup>:

1. Examine the self-evaluation reports, which were submitted by institutions that provide study programs in Social Work and Human Services, and to hold on-site visits at those institutions.
2. Present the CHE with final reports for the evaluated academic units and study programs - a separate report for each institution, including the committee's findings and recommendations, together with the response of the institutions to the reports.
3. To submit to the CHE a report regarding its opinion as to the examined field of study within the Israeli system of higher education and a proposal of standards for Social Work & Human Services studies. The committee will submit a separate report to the CHE in this matter.

The first stage of the quality assessment process consisted of self-evaluation by the institutions. This process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2005) and on the basis of the Specific Questions for the Fields of Social Work and Human Services which were compiled by the committee.

---

<sup>1</sup>The Document with Terms of Reference of the committee is attached as **Appendix 1**

## **Chapter 2 -Committee Procedures**

The Committee held its first meeting on May 11, 2006, during which it discussed fundamental issues concerning Social Work and Human Services study programs in Israel and the quality assessment activity.

During the months of July and August 2006 the committee members received the self-evaluation reports and in September 2006 they began to hold discussions regarding these reports.

In November 2006 the committee members conducted a full-day visit to Social Work and Human Services Departments in five universities and three colleges. During the visits, the committee met with the academic leadership of the institution and that of the academic units under evaluation, representatives of committees, academic staff members, teaching assistants and students.

### **This report deals with the Human Services Department, Max Stern Academic College of Emek Yezreel**

The committee's visit to the Human Services Department took place on November 8, 2006. The schedule of the visit, including the list of participants representing the institution, is attached as Appendix 2.

The committee members would like to express their appreciation for the extensive amount of labor, thought and resources that went into preparations of the report and on-site visit and thank the management of the college and the Human Services Department for their hospitality towards the committee.

## **Chapter 3 - The Human Services Department, Max Stern Academic College of Emek Yezreel**

### **I. Mission and Goals**

The Max Stern Academic College of Emek Yezreel was founded in 1993 from the Max Stern Regional College that served until that date as the branch of the University of Haifa. In 1994 the college was authorized to grant BA degrees. The Human Services Department operates as an independent unit along with six additional departments in the college.

The Department views the human services profession as "dedicated to providing services to individuals and families in need of assistance". This is an exceptionally broad definition of an emerging profession. Accordingly, it also reflects the likelihood that no clear consensus has yet developed regarding the foremost priorities for service provision.

The Department of Human Services as described in the self-evaluation is designed to provide graduates who fill an unmet need. This need refers to the quality of services offered, not only in the public social services but in other settings as well including businesses. Examples include immigration services, interactions when seeking a driver's license as well as services provided in public agencies such as child welfare departments. Many of their aims overlap with those of a social work department and staff acknowledge an overlap. What is unique about this program is the interest in providing services with civility and to carve out relevant employment opportunities in new settings including businesses. It is dedicated to helping persons in need and developing workers with a service-friendly attitude and especially emphasizes community involvement and commitment.

While some faculty believe that students should be trained to work in the social services others have a more expansive view that permits graduates to work in private profit-making organizations. Whether the mission of the emerging profession of "Human Services" can or will continue to accommodate these two divergent conceptions remains uncertain.

### **II. Study Program**

The Human Services Department offers two study programs, namely, the regular track study program and a "Management Horizon" track. Graduates of both study tracks receive a BA in Human Services degree. The bulk of curricular materials are drawn from the fields of social work, psychology, sociology and anthropology, economics, and management. In the second and third years of the program, students work in a service-providing organization approximately four hours per week. If this is to be regarded as a type of practicum or field work experience, the number of hours per week is rather minimal. A key challenge is the need to strengthen the connection between curriculum content and the practicum. Due to a shortage of academic personnel, the number of students in some seminars is too large and supervision quality is impaired to

some extent. There also is a need to add courses regarding specific population groups (for instance, the elderly and children at risk) and to develop courses in areas such as economics and management in human services, interpersonal communications and logistics.

### **III. Teaching staff**

The Department has 11 full-time faculty members (9 regular tenured staff and 2 senior teachers) and 10 adjunct lecturers and a student/faculty ratio of 42/1. Many are young in their career and lack teaching experience. There is a particular need to add faculty members who have both teaching and research experience.

The faculty was enthusiastic about the program, open to questions and criticism, very thoughtful in their answers and seemed to enjoy working together and had great enthusiasm for this program. All these characteristics bode well for this small and interesting program. The uniqueness of this program is illustrated by some of the areas of interest of the faculty. There are faculty with important special expertise including social entrepreneurship and conflict resolution.

The faculty members see themselves as pioneers in human service training in Israel. They view their program as developing an entirely new kind of worker - generalists trained in a wide variety of helping interventions. Although many overlap with social work, there is indeed a focus seldom found in social work programs such as encouraging social entrepreneurship, facilitating interactions within business organizations, and decreasing the likelihood of conflict.

### **IV. Teaching and Learning**

Aims noted in the self-study materials of the department include producing graduates who have expertise regarding various population groups that require knowledge concerning services, knowledge concerning organizations, and knowledge about social and cultural contexts. Among academic skills they highlight research aptitude, critical thinking skills, ability to analyze knowledge independently, ability to use research skills while carrying out practical tasks (e. g., market surveys), and ability to identify relevant new knowledge and to apply it. This is an unusually clear statement of their approach to knowledge aims on the part of graduates. In terms of professional skills they stress "Skills in the provision of courteous and professional services and also social entrepreneurship, intra-professional teams."

A number of methods are described as being used to evaluate the quality of teaching. There should also be actual measures of learning in the courses and clear description of criteria used to evaluate teachers during the peer review.

Ideally, there should be a review of the extent to which students apply areas of knowledge and particular skills acquired in the classroom to their work in the field. Their knowledge and skills should be related to actual client outcomes. Given the vision of this new program, it would be of value to prepare

publications describing projects students conduct so that the uniqueness of this program can be made more readily apparent to those outside.

## **V. Students**

In 2005-2006 academic year 297 students studied towards a BA in Human Services. Two hundred and fifty in the regular program and 47 in the Management Horizon Track. The student body is diverse. Some of the students are young learners, while others are working and are attending the program to help improve their functioning on the job. The enrollment numbers for the Management Horizons Study Track declined precipitously from 2003-04 (45 students) to 2004-05 (13 students). While faculty members think that this may be due to inadequate marketing it is imperative for the Department to examine this trend more closely in order to ascertain whether there are other reasons including, possibly, inadequacies of the program and/or lack of competitive occupational advantage for graduates of the program. The drop-out rate for the first year of the program was especially high (37%) and may be related to the lower enrollment rate the following year. However for two of the last four years the dropout rate was 18% and 25% which appears to be high. The reasons for these dropout rates warrants close inspection by the faculty. It seems essential for the Department to find more and better ways to apprise potential students about the nature of the Human Services program and its implications for their professional and career development.

## **VI. Research**

The self-study report asserts that "the main weakness of the department's faculty is lack of scientific research experience". The Department intends to promote research capabilities on the part of the faculty. The extent to which this is feasible or desirable merits in-depth consideration. The Human Services field presently lacks academic journals, a solid research infrastructure, and senior professionals with years of experience. The ability of students to participate in faculty research projects is limited to the third year of study.

## **VII. Infrastructure**

Although classrooms are located throughout the campus, the faculty consider the basic physical infrastructure for the Department to be adequate. It includes new state-of-the-art buildings on campus and a newly renovated library with a very good selection of journals.

## **VIII. Fieldwork**

While the program includes some field work the students do not get structured supervision, there are no clear criteria as to what constitutes field work and there is no structured evaluation of students and field supervisors. These areas should be addressed.

Practicum supervisors come from various fields. Some are not academics. Reportedly, some do not know clearly what is meant by "human

services". Efforts should be made to forge a consensus regarding the latter most item. Finally, there is a need to offer a training course for field instructors. This can help to link classroom learning and field-based learning and to promote advancements toward the development of a relevant and coherent curriculum in this emerging field.

### **IX. Self-Study Process**

The faculty have conducted the self-study process with a seriousness of purpose. The Department defines its main goal as the education and training of graduates who have the following characteristics: knowledge regarding the various populations of service recipients, service providing organizations, contexts of service provision, and proven academic research skills, professional intervention skills, and sound values and integrity. However, the self-study acknowledges that the Department lacks the data needed to precisely evaluate whether its graduates meet these standards. Although the report indicates that the Department intends to follow up on the progress of graduates, it is imperative that evaluations of major aspects and outcomes of the educational program be systematized, formalized, and based upon the most reliable and objective measures that are available.

Faculty acknowledge that the self-study process led them to gather for the first time a systematic base of information about teaching methods, required and elective courses, and ways of evaluating student performance. However, as noted above, further advances are needed in order to develop the most appropriate and useful systems of evaluation. The self-study report indicates that the Department will establish a quality committee whose work "will focus on a serious analysis of processes to be undertaken in the name of improvement". The importance of this endeavor is manifest.



## **Chapter 4 - Recommendations: (\*priority recommendations)**

### **General**

- \*Efforts should be made to define more clearly the main targets for human service interventions.
- Concerted efforts need to be made to explicate clearly to applicants, students, field supervisors, and the lay public exactly what a human services graduate is expected to accomplish in the workplace. For this to be done, consensus will need to be forged within the Department.
- Valid, reliable, objective, and regularized processes and procedures need to be devised in order to systematically evaluate the curriculum, the outcomes attained, and the types of intervention methods to be incorporated into the curriculum.

### **Study Program**

- \*Faculty should give thought to the extent and kinds of practicum experiences, if any, that ought to be afforded to students.
- Efforts should be made to bring faculty and field work supervisors together in order to better define and refine major aspects of the educational program.
- Consideration should be given to development of additional elective courses in key areas such as economics and management and, also, for selected populations such as the elderly.
- Efforts should be made to differentiate human services studies from studies in other areas such as business and social work.

### **Teaching and Learning**

- Attention should be given to helping students develop fluid critical appraisal skills for reviewing different kinds of research related to particular practice and policy questions.

### **Fieldwork**

- Training courses should be established for field work instructors.

**SIGNED BY:**

*Jonathan Rabinowitz*

Prof. Jonathan Rabinowitz  
Chairperson

*J. Ben Shazar*

Ms. Iana Ben Shazar

*Ronald A. Feldman*

Prof. Ronald A. Feldman

*Eileen Galbraith*

Prof. Eileen Galbraith

*Zahava Solomon*

Prof. Zahava Solomon

# APPENDIX 1

Terms of Reference of the Committee



מדינת ישראל

STATE OF ISRAEL

## Minister of Education Culture and Sports

December 4, 2005

To:

Professor Jonathan Rabinowitz	School of Social Work, Bar-Ilan University
Ms. Ilana Ben-Shahar	Director of the Social Work Department, Ministry of Health
Professor Ronald A. Feldman	School of Social Work, Columbia University, USA
Professor Eileen Gambrell	School of Social Welfare, Berkeley University of California, USA
Professor Zahava Solomon	School of Social Work, Tel-Aviv University

Esteemed Ladies and Gentlemen,

I hereby appoint you as members of the Council for Higher Education's (CHE) Committee for the Evaluation of Social Work & Human Services Study-programs (that have already received authorization) within institutions of higher education in Israel.

You are kindly requested to operate in accordance with the Appendix to the Terms of Reference of Evaluation Committees (study-programs), which is attached to this Terms of Reference document.

The Committee is requested within the framework of its activity to:

1. Examine the self-evaluation reports that shall be submitted by the institutions that provide study-programs in Social Work & Human Services, and hold on-site visits to those institutions.
2. Present the CHE- by January 2007- with final reports regarding the evaluated academic units and study-programs- a separate report for each institution including the Committee's findings and recommendations, together with the institutions' responses to the reports.

Within the framework of the final reports, the Committee is requested to refer to the following topics, among others, in relation to each of the study-programs:

1. The goals and aims of the evaluated academic unit and study-programs.
2. The study-program and its standard.
3. The academic staff.
4. The students.
5. The organizational structure — both academic and administrative - of the academic unit and study-program.
6. The broad organizational structure (school/faculty) in which the academic unit and the study-program operate.
7. Physical and administrative infrastructure available to the study-program.

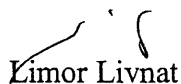
8. Internal mechanisms for quality assessment
9. Conclusions of the academic unit and the study-program.
10. Other topics to be decided upon by the Evaluation Committee.

In addition to its final report concerning each study program under examination, the committee shall submit to the CHE the following documents:

1. A report regarding its opinion as to the field of Social Work & Human Services within the Israeli system of higher education.
2. A proposal of standards for Social Work & Human Services studies.

Professor Jonathan Rabinowitz shall preside over the Committee as Chairman.  
Ms. Hadas Keppel shall coordinate the Committee's activities.

Yours sincerely,



Limor Livnat  
Minister of Education, Culture and Sport  
Chairperson of The Council for Higher Education

cc: Mr. Naftali Weitman, Secretary of The Council for Higher Education  
Ms. Hadas Keppel, Committee Coordinator

Enclosure

**Appendix to the Terms of Reference of Evaluation Committees (study-  
programs).**

## Appendix to the Terms of Reference of Evaluation Committees (Study-Programs)

### **1. General**

On June 3, 2003 the Council for Higher Education (CHE) decided to establish a system for quality assessment and assurance in Israeli higher education. Within this framework, study-programs are to be evaluated once in six years and institutions once in eight years. The quality assessment system came into effect in the academic year of 2004-2005.

The objectives of the quality assessment activity are:

- To enhance the quality of higher education in Israel;
- To create an awareness within institutions of higher education in Israel of the importance of this subject and to develop internal mechanisms for the evaluation of academic quality on a regular basis;
- To provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel;
- To ensure the continued integration of the Israeli system of higher education in the international academic arena.

**It is not the CHE's intention to rank the institutions of higher education according to the results of the quality assessment activity. The evaluation committee is requested not to make comparisons between the institutions.**

### **2. The Evaluation Committee**

- 2.1 The CHE shall appoint a Committee to carry out quality assessment of the study-programs.
- 2.2 A senior academic figure in the examined field shall be appointed as Chairman.
- 2.3 The Committee shall include 3 to 5 senior academic figures in the field from leading institutions in Israel and abroad. In exceptional cases, and in cooperation with the committee chairman, an authoritative figure who is not on the academic staff of an institution of higher education may be appointed as a committee member.
- 2.4 In the event that a member of the committee is also a faculty member in an institution being evaluated, he will not take part in discussions regarding that institution.

### **3. The work of the Evaluation Committee**

- 3.1 The Committee shall hold meetings, as needed, before visiting the institution, in order to evaluate the material received.
- 3.2 The committee shall visit the institution and the academic unit being evaluated within 3-4 months of receiving the self-evaluation report. The purpose of the visit is to verify and update the information submitted in the self-study report, clarify matters where necessary, inspect the educational environment and facilities first hand, etc. During the visit the committee will meet with the heads of the

institution, faculty members, students, the administrative staff, and any other persons it considers necessary.

- 3.3 In a meeting at the beginning of the visit, the committee will meet with the heads of the institution (president/rector, dean), the head of the academic unit and the study-programs, in order to explain the purpose of the visit. At the end of the visit, the committee will summarize its findings, and formulate its recommendations.
- 3.4 The duration of the visits will be coordinated with the Chairman of the Committee according to the issue, and in any event will not be less than one day.
- 3.5 Following the visit, the committee will write its final report, including its recommendations, which will be delivered to the institution and the academic unit for their response. The institution's and the academic unit's response will not result in changes to the content of the Committee's report, unless they point out errors in the data or typographical errors in the Committee's report. In such cases, the committee will be able to make the required corrections in its final report.

#### **4. The Evaluation Committee's Report**

- 4.1 The final report of the evaluation committee shall address every institution separately.
- 4.2 The final report shall include recommendations on the subjects listed in the guidelines for self-evaluation, and in accordance with the Committee's Terms of Reference.
- 4.3 The recommendations can be classed as one of the five following alternatives:
  - 4.3.1 *Congratulatory remarks and minimal changes recommended, if any.*
  - 4.3.2 *Desirable changes recommended* at the institution's convenience and follow-up in the next cycle of evaluation.
  - 4.3.3 *Important/needed changes requested for ensuring appropriate academic quality* within a reasonable time, in coordination with the institution (1-3 years).
  - 4.3.4 *Essential and urgent changes required, on which continued authorization will be contingent* (immediately or up to one year).
  - 4.3.5 *A combination of any of the above.*
- 4.4 The committee's report shall include the following:
  - 4.4.1 **Part A — General background and an executive summary:**
    - 4.4.1.1 General background concerning the evaluation process, the names of the members of the committee, a general description of the institution and the academic unit being assessed, and the committee's work.
    - 4.4.1.2 An executive summary which will include a description of the strengths and weaknesses of the academic unit and program being evaluated, according to the subjects listed in the body of the report and a list of recommendations for action.
  - 4.4.2 **Part B — In depth description of subjects examined:**
    - 4.4.2.1 This part will be composed according to the topics examined by the evaluation committee, in accordance with the committee's Terms of Reference and the report submitted by the institution, and at the discretion of the committee.
    - 4.4.2.2 For each topic examined - the report will present a summary of the findings, the relevant information and an analysis thereof, and conclusions and recommended actions.
  - 4.4.3 **Part C — Summary and recommendations:**

4.4.3.1 A short summary of every one of the topics described in detail in Part B, including the committee's recommendations.

4.4.3.2 Comprehensive conclusion/s and recommendation/s regarding the evaluated academic unit and the study-programs.

4.4.4 **Part D- Appendices:**

The appendices shall contain the committee's Terms of Reference, relevant information about the institution and the evaluated academic unit, the schedule of the on-site visit.

4.5 The final report will be delivered to the institution, with the deadline for its and the academic unit's response noted.

4.6 The Committee's final report together with the response of the institution and the academic unit will be brought before the CHE.

4.7 The CHE will discuss these documents and formulate its decisions within (approximately) a year from the time the guidelines for self-evaluation were sent to the institutions.

\*\*\*\*\*



# APPENDIX 2

The schedule of the visit

סדר היום לביקור ועדת מ"ג במכללה האקדמית עמק יזרעאל 08.11.2006

Meeting with	Participants	שעות	מיקום	משתתפים	פגישה עם
Close meeting of the committee		09:30 – 09:00			ישיבה סגורה של הוועדה
Academic and Administrative Management of the College: President, Vice-President for academic affairs and the executive in charge of quality assurance	<b>Prof. Miriam Hirschfeld</b> – on behalf of the College's President <b>Mrs. Mika Kaptur</b> – Head of the Academic Administration <b>Dr. Arye Palmizky</b> – Head of the Department of Human Services <b>Prof. Reuven Lazarovitz</b> - Head of the College's Unit for the Advancement of Research and Teaching	10:15 – 09:30		<b>מטעם הנשיאה – פרופ' מרים הירשפלד</b> ראש מינהל אקדמי – גב' <b>ראש החוג לשירותי אנוש – מיקה קפטור</b> <b>ד"ר אריק פלניצקי</b> ממונה על הערכת איכות במסוד - פרופ' ראובן לזרוביץ	הנהלת המכללה
Academic and Administrative Management of the Department	<b>Dr. Arye Palmizky</b> – Head of the Department of Human Services <b>Dr. Dalit Yassour-Borochowitz</b> - Future Head of the Department of Human Services <b>Mrs. Iris Yaniv</b> –Administrative Assistant	11:00 – 10:15	חדר ישיבות הנהלה – בניין רב תכליתי 2	ראש החוג – ד"ר אריק פלניצקי; ראש החוג המיועדת – ד"ר דלית יסעור-בורוכוביץ' מרכזת החוג – גב' איריס יניב	הנהלה אקדמית ומנהלית של החוג לשירותי אנוש
The representatives of the committees: <ul style="list-style-type: none"> <li>• Appointments Committee</li> <li>• Teaching Committee</li> <li>• Admissions Committee</li> <li>• Library Committee</li> </ul>	<b>Prof. Amos Rolider</b> –Head of the College's Appointments Committee <b>Dr. Dalit Yassour-Borochowitz</b> - Representative of the Department's Teaching Committee <b>Dr. Ruhama Goussinsky</b> - Representative of the Department's Exceptional Cases Committee <b>Mrs. Aviva Refael</b> – Library Director <b>Prof. Reuven Lazarovitz</b> - Head of the College's Unit for the Advancement of Research and Teaching	12:00 – 11:00		ניצג ועדת המינויים: פרופ' עמוס רולידר ניצגת ועדת ההוראה: ד"ר דלית יסעור בורוכוביץ' ניצגת ועדת הקבלה: ד"ר רוחמה גוסניסקי ניצגת הספרייה: גב' אביבה רפאל – מנהלת הספרייה ניצג ועדת המחקר: פרופ' ראובן לזרוביץ	פגישה עם ניצגי הוועדות: <ul style="list-style-type: none"> <li>• ועדת מינויים</li> <li>• ועדת הוראה</li> <li>• ועדת קבלה</li> <li>• ועדת ספרייה</li> </ul>
Tour in the Department	<b>Mr. Yoram Raz</b> – the College's Executive Vice President	12:30 – 12:00		מנחה הסיוור: מר יורם רז – מנכ"ל המכללה	סיוור בחוג לשירותי אנוש
Lunch – closed meeting of the committee		13:30 – 12:30			ארוחת צהריים – ישיבה סגורה של הוועדה

Meeting with the representatives of the institution/department responsible for the budget	Mr. Ran Liliach – CFO Mrs. Liz Rouusso – Budget Administrator	14:00 – 13:30	חדר ישיבות הנהלה – בניין רב תכליתי 2	מנהל הכספים: מר'ן לילך תקציבאים: גב' ליל רוטו	פגישה עם אנשי תקציבים (ממונים על התקציב)
Representatives of the senior staff	Dr. Ruhama Goussinsky Dr. Zion Barnetz Dr. Shosh Sharabani Dr. Moshe Davidow	14:45 – 14:00		ד"ר רותמה גוסנסקי ד"ר ציון ברנץ ד"ר שוש שרעבני ד"ר משה דודוב	נציגי סגל בכיר של החוג לשירותי אנוש
Representatives of the junior staff	Dr. Javier Simonovich, Mrs. Yael Livne, Mrs. Michal Biron – Representatives of the Junior Academic Staff Members Ms. Michal Rotem, Ms. Hinit Meirov - Representatives of the Teaching Assistants	15:30 – 14:45	חדר ישיבות הנהלה – בניין רב תכליתי 2	נציגי הסגל הזוטור - ד"ר חביאר סימנוביץ', גב' יעל לבנה, גב' מיכל בירון נציגות המתרגלים - גב' מיכל רותם, גב' חניט מאירוב	נציגי סגל זוטור והמתרגלים של החוג לשירותי אנוש
Representatives of the fieldwork Unit	Dr. Zion Barnetz - Representative of the Department's Practicum Committee Mrs. Dalia Eyal, Mrs. Kariman Abu Taha – Practicum Delegates	16:30 – 15:30		נציגי ועדת הפרקטיקום: ד"ר ציון ברנץ נציגי המדריכים בשדה: גב' דליה אייל, גב' כרימאן אבו טאהר	פגישה עם נציגי המדור להכשרה מקצועית
Students' representatives	Mrs. Gdir Zuabi Mr. Yaron Ben Gera Mrs. Chen Makdusi Mrs. Dorit Amir Mrs. Tal David Mrs. Ortal Ben Simon Mr. Oz Buznach Mrs. MicahI Manor Mrs. Maayan Bar Yoel Mr. Aviv Rosenfeld Mr. Ramez Lubani Mrs. Efrat Gabay	17:30 – 16:30	חדר ישיבות הנהלה – בניין רב תכליתי 2	גב' גדיר זועבי מר' ירון בן גרא גב' חן מקדוסי גב' דורית עמיר גב' טל דוד גב' אורטל בן סימון מר' עוז בוזנך גב' מיכל מנור גב' מעין בר יואל מר' אביב רוזנפלד מר' ראמז לובאני גב' אפרת גבאי	נציגי סטודנטים של החוג לשירותי אנוש (נציגי הכיתות, לפחות 10 נציגים)

Summary meeting with the heads of the institution	<p><b>Prof. Miriam Hirschfeld</b> – on behalf of the College's President  <b>Prof. Reuven Lazarovitz</b> - Head of the College's Unit for the Advancement of Research and Teaching  <b>Mr. Yoram Raz</b> – the College's Executive Vice President  <b>Mrs. Mika Kaptur</b> – Head of the Academic Administration  <b>Dr. Arye Palmizky</b> – Head of the Department of Human Services  <b>Dr. Dalit Yassour-Borochowitz</b> - Future Head of the Department of Human Services</p>	18:15 – 17:30	<p>חדר ישיבות  תנהלה – בניין  רב תכליתי 2</p>	<p>פרופ' מרים הירשפלד  פרופ' ראובן לזרוביץ'  מר יורם רז  גב' מיקה קפטור  ד"ר אריק פלניצקי  ד"ר דלית יסעור-בורוכוביץ'</p>	<p>ישיבת סיכום עם הנהלת המכללה והחוג</p> <p>ישיבת סיכום סגורה של הוועדה</p>
Closed meeting of the committee		19:00 – 18:15			