



**Committee for the Evaluation of English Teacher Education
Study Programs**

Al-Qasemi Academic College of Education

Department of English

Evaluation Report

April 2018

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Chapter 1: Background

The Council for Higher Education (CHE) decided to evaluate study programs in the field of English Teacher Education during the academic year of 2016-2017.

Following the decision of the CHE, the Vice Chair of the CHE appointed a Committee consisting of:

- ***Prof. Claude Goldenberg***, Stanford University, USA - committee chair
- ***Prof. Charlene Rivera***, The George Washington University, Washington DC, USA.
- ***Prof. JoAnn (Jodi) Crandall***, University of Maryland, Baltimore County, USA.
- ***Prof. R. Malatesha Joshi***, Texas A&M University, USA.
- ***Prof. Janina Brutt-Griffler***, The State University of New York at Buffalo, USA.
- ***Prof. Penny Ur***, Oranim Academic College, Israel.
- ***Prof. Bernard Spolsky*** (Emeritus), Bar-Ilan University, Israel.
- ***Prof. Hana Wirth-Nesher***, Tel-Aviv University, Israel.

Ms. Maria Levinson-Or and Ms. Molly Abramson served as the Coordinators of the Committee on behalf of the CHE.

Within the framework of its activity, the Committee was requested to:¹

1. Examine the self-evaluation reports, submitted by the institutions that provide study programs in English Teacher Education, and to conduct on-site visits at those institutions.
2. Submit to the CHE an individual report on each of the evaluated academic units and study programs, including the Committee's findings and recommendations.
3. Submit to the CHE a general report regarding the examined field of study within the Israeli system of higher education including recommendations for standards in the evaluated field of study.

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of September 2015).

¹ The Committee's letter of appointment is attached as **Appendix 1**.

Chapter 2: Committee Procedures

The Committee held its first meetings on 21.05.2017, during which fundamental issues were discussed concerning higher education in Israel, the quality assessment activity, as well as English Teacher Education Study programs in Israel.

In May 2017, the Committee held its first visit of evaluation, and visited the David Yellin Academic College of Education, Talpiot College of Education, Jerusalem College, Orot College, Kaye Academic College of Education, and Herzog College. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students.

In June 2017, the Committee held an additional visit of evaluation, and visited Levinsky College of Education, Beit Berl College (including the Arab Academic Institute), and Kibbutzim College of Education. Similar to the previous visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff and students.

In December 2017, the Committee held its final visit of evaluation, and visited Oranim Academic College, Ohalo College in Katzrin - Academic Institute for Education, Sciences and Sports, Al-Qasemi Academic College of Education, the College of Sakhnin for Teacher Education, the Academic Arab College of Education in Haifa, the Gordon College of Education, Shaanan Academic Religious Teachers' College, Achva Academic College, Givat Washington Academic College of Education, and Hemdat HaDarom Academic College of Education. As conducted in May and June 2017, the Committee met with various stakeholders at the institutions, including management, faculty, staff and students.

This report deals with the Department of English Teacher Education at Al-Qasemi Academic College of Education. The Committee's visit to Al-Qasemi took place on December 5, 2017.

Due to scheduling considerations, the committee split into two groups and held simultaneous visits in the institutions. The group that visited Al-Qasemi Academic College of Education was co-chaired by Professor Crandall, and included Professor Brutt-Griffler, Professor Joshi and Professor Spolsky.

The schedule of the visit is attached as **Appendix 2**.

The Committee thanks the management of Al-Qasemi Academic College of Education and the English Department for their self-evaluation report and for their hospitality towards the committee during its visit at the institution.

Chapter 3: Evaluation of English Teacher Education Study Program at Al-Qasemi Academic College of Education

This Report relates to the situation current at the time of the visit to the institution, and does not take account of any subsequent changes. The Report records the conclusions reached by the Evaluation Committee based on the documentation provided by the institution, information gained through interviews, discussion and observation as well as other information available to the Committee.

1. Executive Summary

Al-Qasemi Academic College (also known as Academy) of Education is the largest Arab College in Israel, established as a college for Sharia and Islamic Studies. In 2004, it was authorized to offer a B.Ed. in English, and in 2010, an M.Ed. in Teaching and Learning for English teachers. An MTeach program was also established for students with a B.A. in English who seek teacher certification.

The mission of the College is to train skilled teachers for Arab schools and communities, and global citizens who can teach with 21st century skills. Additionally, the College seeks to strengthen the bonds between Arab and Jewish populations and serve as a bridge between the spiritual and secular. The College provides a number of activities to bridge Arab and Jewish students and communities. For example, the College participated in a citizenship program with Kibbutzim College, where Arabs and Jews visited each other's schools. It has invited Jewish professors to teach at the College, invited Jewish students to campus, and also encouraged its graduates to apply for teaching positions in Jewish schools and encouraged Jewish schools to hire the College's graduates. Several Jewish professors teach at the College.

The English Department and its new Department Head receive widespread support from the College, not only for the training of prospective teachers, but also in recognition of the role of English as a global language. The English faculty and its students and alumni are passionately committed to their role in improving the English proficiency of the students in the schools. English department faculty also help their colleagues in preparing publications for English-medium journals and improving their overall proficiency in English.

The Department and College also demonstrate a commitment to internationalization, recognizing the role of English as a global language. For example, the College recently joined the IN2it (a collaboration of Israeli and European institutes of higher education) program (as part of Erasmus +), whose

theme is English for internationalization purposes, with Israeli partners offering their knowledge of innovative technology and the European partners contributing their expertise in international academic activities.

The English Department and the B.Ed., M.Ed., and M.Teach programs receive high praise from staff, students, and alumni for the thoroughness of the students' preparation to be teachers and the results of that preparation in the practicum. Students receive guidance and support from their pedagogical advisors, who teach methodology courses and integrate their observations and the student teachers' questions and reflections in the course.

There is a strong competition to be admitted to the English Department, which has demonstrated its commitment to high standards by recent changes in the admission process, which involves an oral interview with the Head of the English Department and the Dean and senior faculty. This has resulted in reduced acceptances, and thus, the Department has been able to offer smaller classes (a reduction from about 45 students to 22 in the most recent cohort) with more personal attention, and monitoring of students' performance. The Dean of Humanities reported that a comparison of similar cohorts of graduates from 2000 to 2016 showed a dramatic improvement. However, that has also led to lower enrollment.

The overwhelming majority of the English students are women, while only a third of the faculty are women. The Covenant founding the institution set the empowerment of women as a high priority. The College is seeking to hire more female faculty. The appointment of a woman to head the English Department is a sign of moving in the right direction, but it must be continued. The College provides scheduling accommodations for women faculty and access to a childcare center on campus. The College also provides special support for women. Given the number of students who are raising families, the College may want to consider expanding its current day care center to accommodate students, not just faculty.

The College presents itself as a teacher training institution. Nevertheless, almost all of the staff members have PhDs (including the pedagogical advisors) and research is encouraged and supported at the level that the College can afford. However, since this is a teacher training college, it will be important to include considerations other than publications in promotion reviews.

The College is working to transition some of its education courses taught through Arabic to English medium. They should continue this effort and will also need to review overall English education curriculum, to ensure that the theories and

readings are up to date and that the content is relevant to the teaching contexts the students will be entering.

The College also faces a challenge in finding solutions to the serious lack of local teaching jobs, though it encourages its graduates to teach in Jewish schools and continue their graduate studies. It is planning on developing a center to assist graduates in finding jobs, something which appears to be much needed.

An official alumni group was established in 2016. Alumni receive notices and invitations to attend special events, lectures, etc. on campus.

Overall, the program provides adequate preparation for successful beginning teaching. We have a number of suggestions in four categories: Study Programs, Faculty/Human Resources, and Infrastructure.

2. Study Programs

Observations and findings

General

The College seeks to provide quality students and quality research, emphasizing disciplinary content and pedagogy appropriate to the 21st century. A major goal is to enable students to interact locally and internationally and to help students become involved in Jewish society. The College and the Department encourage their graduates to be placed in Jewish schools.

The English Department, which is part of the Faculty of Humanities, is the parent unit for the B.Ed. Program in English, while the M.Ed. (and the M.Teach) programs are part of the Faculty of Advanced Studies.

The College provides a junior high track, but recognizing that many of its graduates are hired by elementary schools, it is planning to change to a multi-track program which will prepare teachers for grades 3 through 10. If the College proceeds with that plan, they will need to provide more focus on younger learners in their courses. The M.Ed. program includes a course in children's literature, but it is not part of the B.Ed. program.

Multiple media are used for teaching some of the pedagogical courses, but more use of media would be helpful in other courses. The program should also consider adding hybrid or online courses, helping to prepare students for teaching

online, also possibly providing them with opportunities to teach English to students outside their local context.

Curriculum

The Committee heard high praise for the curriculum in all its aspects – proficiency, linguistics, literature, and pedagogy/practical training. However, some of the courses appear to be in need of being updated or revised to provide content that will be of greater relevance to teaching (especially true of the linguistics and literature courses).

Currently, individual faculty review their courses with input from the head of the Department and feedback from student surveys, but there is very limited review of the overall curriculum or its various components (linguistics, literature, proficiency, or pedagogy). A review to remove duplication and ensure needed knowledge and skills are provided would be helpful.

Pedagogical Curriculum

Pedagogical courses are mostly taught in Arabic by Education faculty. Most appear to be focused on theory in courses such as developmental psychology, educational psychology, psychology of the adolescence age, educational sociology, education for criticism, fostering wide thinking, philosophy of education, as well as quantitative and qualitative methods classes. There are courses on planning, developing and implementing curriculum, teaching methods and ways emphasizing developing thinking, theory of teaching and its skills, and the teacher as educational leader, but these could be increased. There appears to be no course focused on training teachers to help their students develop literacy skills taught either by the Education or English faculty, which is important for “false beginners” who may be in lower secondary classes.

Currently, some of the pedagogical courses that were taught by Education faculty through Arabic are now being taught through English by faculty in the English Department. This is a welcome move which added needed exposure to English for the students. Recently, the Assessment and Evaluation course was transferred to English, permitting students to have examples from their area of teaching expertise in the course, and also enabling them to deepen and expand their English language skills needed to be a professional English teacher. Another example of transitioning is reflected in the two Heterogeneous Classrooms courses: the first course is taught through Arabic and the, second, through English, with

opportunities to apply what was learned in the first course, as well as the second, to English-medium classrooms.

Linguistics

Linguistics courses include an introduction to linguistics, first and second language acquisition, testing, phonetics and phonology, morphology, grammar, syntax, sociolinguistics, discourse analysis, pragmatics, and language and gender, with attention to building both knowledge and skills of application of that knowledge. Some of the courses could benefit from more recent publications and theories, as well as greater attention to the types of issues that students will likely encounter in their teaching. For example, the department recently reduced the 4-hour sociolinguistics course to a 2-hour course, replacing the other 2 hours with a course on discourse analysis. Especially in a society where four languages (Palestinian Arabic, Modern Standard Arabic, Hebrew and English) exist in tension, it is essential that language teachers be sophisticated in recent approaches to linguistic diversity. There appears to be overlap in the English course on Approaches to Testing and the Education course on Assessment and Evaluation. Perhaps one of these could be eliminated, making time for the previous 4-hour Sociolinguistics course and some discussion of language policy.

Literature

Currently, only three literature courses are included in the B.Ed. program: Introduction to Poetry, Introduction to the Short Story (where British and American readings are included), and a course on Shakespeare. These courses have a limited number of texts to read and those literary texts have limited relationship to the literature read by junior high students in their English courses or what might be motivating for students to read outside of class. While the courses provide an overview of British and American literature, in keeping with the theme of internationalization and global English, it might be useful to include multicultural and multiethnic literary texts that reflect the diversity of contexts and varieties of English and that focus on the kinds of English readings that might appeal to pupils. A new literature course taught by a new lecturer focusing on texts related to social justice is a good step in the right direction. Also, this year, the program transferred one of the two seminars in linguistics to a seminar in literature. Additionally, current literature courses need to provide increased attention to how to teach literature.

Currently, the M.Ed. Program includes a course in children's literature. If the English program is granted the option of providing a multi-track program, that course will need to be added to the B.Ed. program as well.

Practical Training

The program has tried a number of program models. Currently, the College is implementing the Academia Kita model, which has limited the amount of time in the schools for the first-year students, who only tour schools and observe lessons during a practical training week. During the second year, they attend four 1-hour classes one day a week throughout the school year, observing classes, preparing worksheets and lesson plans, and teaching parts of lessons. During the third year, they attend classes for 14 hours, spread over three days, for the entire year, preparing and implementing their final project and presenting it at a fair at the College that is attended by teachers, principals, superintendents, faculty, and students. Throughout this process, students are required to reflect on their experiences and share these reflections with each other and their pedagogical advisors, who have extensive educational experiences and involvement in many activities related to the schools, in addition to their PhDs. One of the pedagogical advisors requires the integration of technology into some classroom activities and demonstrates its usefulness, both in activities and in the ways in which technology is used to document the students' practical experiences. Mentor teachers are required to take a preparation course and also invited to participate in a variety of courses and activities at the College. Opportunities to meet with practicing/mentor teachers within classes on campus, not just within the practical training, would provide authentic content which supports the academic content and integrates practical skills with the knowledge students are acquiring in their classes.

One problem with the Academia Kita model is that school observations have been limited during the first year, since more of the overall curriculum must be taught in the first two years. It will be important for the program to find ways to increase the time for students to observe and engage in minor teaching tasks in the schools from their first year in the program. Another challenge concerns the difficulty of identifying a sufficient number of schools with effective mentor teachers for each of the students in their practical training.

Beginning this year, the pedagogical advisors are part of the English Department, enabling the pedagogical training and methodology to be better integrated. This is a welcome move, as it strengthens the professionalization of the program. In addition, in-service teacher training is required for all mentor teachers.

English Proficiency Courses

All students applying to the English education program are interviewed in English by the Head of the English Department and the Dean of the Faculty of Humanities. The result has been higher admission standards and smaller enrollment, which has been positive for the size of English proficiency courses, which now include half as many of the students as were in these classes before the rise in entrance requirements (from about 40 students, which is much too high for an English proficiency course, to about 20, a maximum for effective English learning). Another effect, however, has been an overall decrease in the number of students in the program.

The program focuses on both oral and written English proficiency throughout the four years. During their first year, students take an oral proficiency course and an academic writing course. There is special assistance for students who are having difficulty, but if they don't pass these first-year proficiency courses, they are not permitted to continue in the program. Starting this year, students will take proficiency exit exams at the end of their first year. Proficiency courses continue throughout the program, with an emphasis on writing proficiency in the third and fourth year, where students are required to write a seminar paper and present it to their peers.

The program is in the process of transitioning a number of courses which were traditionally taught through Arabic to English, as another means of expanding and deepening students' English proficiency.

Although there seems to be a belief in the importance of providing students with opportunities to interact with native-English speakers, that is not necessary. Students need opportunities to interact with highly proficient speakers of English, including members of their own community. This is especially important in a program that recognizes English as a global or international language, and non-native speakers of English with high proficiency provide more appropriate models for these students.

The English Department offers a number of campus-wide activities which enable the students to use English in creative ways outside of class. For example, at the end of the second year of the B.Ed. program, after students have been exposed to rhetoric in their oral proficiency course, students participate and compete in an annual Best Speaker Contest, where they talk about their experiences. In collaboration with other Humanities Faculty, the department also provides

opportunities for debates, dramatic productions, and other activities in which students get to practice in English.

The English Department also encourages students to participate in activities in which they can use English in support of the community. These include hosting an annual English camp where students from the local schools are invited to campus to participate in sports, drama, and other activities in English. The camp is organized by English Department students, who take increasingly responsible roles. The Department also requires graduation projects from students after their third-year practicum, which enable the students to demonstrate what they have learned in becoming teachers, using English. In one creative project, "Walk and Talk," an English teaching student involved her class of students in simulations, where they used English in a hospital, airport, and market. English students also volunteer as tutors for children in the schools, as well as for students at the College who are experiencing difficulty with English. Teachers in the schools are also invited to campus for in-service courses. A majority of the students are involved in community service, which is used as the basis for awarding scholarships. These activities not only contribute to the local community, but also offer authentic English practice for the students.

Syllabi

In general, syllabi are excellent, with learning outcomes, required readings, and a schedule of topics and readings per class. However, some learning outcomes are actually teaching objectives (e.g., "to show" or "provide students with") or learning objectives which are not measurable (e.g., "to discuss" or "be familiar with" something). These will need to be revised. In addition, some of the readings in the courses are quite old and need to be updated. In addition, there should be more attention to how content is applicable to classroom teaching. There is also a need for a uniform syllabi format.

Students

Students provide feedback on their courses at the end of every semester. In addition, the Head of the English Department and the Academic Dean interview groups of students about their experiences in the courses.

Students are made aware of the difficulty of finding jobs, but apply and enter the program anyway. Some graduates of the program continue their education, first at the MA level, and some at the PhD level. A proposed new center to assist students in finding jobs should be helpful.

Because the overwhelming majority of women students are married, many with children, the College needs to consider providing a child care center for students.

<u>Recommendation</u>	<u>Essential/ Important/ Desirable</u>
Curriculum	
<ul style="list-style-type: none"> • More multicultural and multiethnic themes and texts throughout the curriculum should be considered. 	Important
<ul style="list-style-type: none"> • The Department should set up a process for curriculum review within each component and overall. 	Important
Pedagogical Curriculum	
<ul style="list-style-type: none"> • The transition of the Education courses from Arabic to English should continue, requiring more of the Education courses to be taught through English. 	<i>Essential</i>
<ul style="list-style-type: none"> • The literacy courses should be strengthened. 	<i>Essential</i>
Linguistics	
<ul style="list-style-type: none"> • The coverage and relevance of sociolinguistics and language policy should be strengthened. 	Important
<ul style="list-style-type: none"> • Practical application of content as part of all linguistics courses should be ensured. 	Important
Literature	
<ul style="list-style-type: none"> • A wider range of texts in English should be integrated, including high-interest current literature for youth (teenagers). 	<i>Essential</i>
<ul style="list-style-type: none"> • Another global literature course with multicultural and multiethnic literature should be added. 	Desirable
Pedagogical/Practical Curriculum	
<ul style="list-style-type: none"> • Practical training in the first year should be reinstated. 	<i>Essential</i>
<ul style="list-style-type: none"> • The use of multiple media for teaching English should be introduced into all parts of the program, not just pedagogical courses. 	Important
<ul style="list-style-type: none"> • Practicing teachers from the schools should be invited to classes to discuss their experiences integrating knowledge and practical skills and allowing students to ask questions of current school teachers. 	Desirable
<ul style="list-style-type: none"> • More opportunities for students to meet with master teachers should be provided in order to discuss challenge such as dealing 	Desirable

with students with learning disabilities, classroom management, and conflict resolution.	
English Proficiency Courses	
<ul style="list-style-type: none"> • Opportunities for students to interact with proficient English speakers should continue to be provided, but these do not need to be native-speakers of a standard variety of English. 	Desirable
Syllabi	
<ul style="list-style-type: none"> • Syllabi should include a uniform format, including at least: <ul style="list-style-type: none"> ○ Title ○ Year offered ○ One- or two-semester ○ Year of program, if relevant ○ How often given, if relevant ○ Number of hours/credits ○ Prerequisites ○ Mandatory or elective ○ Goals/Learning outcomes (as defined in the self-evaluation guidelines) ○ Course description/summary ○ Week-by-week content, assignments, and readings ○ Assessment ○ Bibliography 	<i>Essential</i>
Students	
<ul style="list-style-type: none"> • In general, some solutions to the lack of jobs nearby should be found. 	Important

3. Faculty/Human Resources

Observations and findings

The English Department offers a great deal of support for new faculty. The Head of the Department provides assistance in developing syllabi and courses and invites the new faculty member to observe her classes. New faculty members are also hired for a limited number of hours, which are then gradually increased.

Faculty is evaluated through a number of means. The Head of the Department observes teachers' classes, sometimes accompanied by the Dean, who also takes groups of students and interviews them about their program. If evaluations by students or the Head of the Department are negative, the Head of the Department meets with the individual faculty members to discuss possible causes

and plans for improvement. Minutes are taken and follow-up is undertaken the next term to see if there is improvement.

While it is not a research-intensive institution, the College stresses the importance of research, especially when it comes to promotion in rank, though “proven teaching experience” is also considered. The College awards prizes for outstanding teaching and has recently developed a new center for the improvement and evaluation of teaching. The College provides small seed grants, a reduced teaching load of two to four hours, and funding for faculty to participate in conferences. Faculty is also offered a sabbatical after 6 years, receiving a percentage of their salary. They can also wait an additional 6 years to accrue more money. The College also provides language support for faculty who seek to publish in English-medium journals and sponsors an annual faculty research conference where faculty can share their research.

Most of the faculty have PhDs or are in PhD programs, and many are engaged in research, some with international connections through the American Embassy. While the current pedagogical advisors both have PhDs and extensive experience in a variety of positions in the schools, they have limited time for publication and thus, they have limited opportunity for promotion. As this is a teacher training college, it would be helpful to find ways to take something other than research into consideration for promotion. One model to consider involves a different, but parallel, promotion track such as that offered to clinical faculty at some institutions.

With a student body that is overwhelmingly female, only 30% of the faculty are female, though efforts are being made to increase the number.

We did not have the opportunity to meet with Education faculty, though they provide important pedagogical courses. Meetings between the English and Education faculty are important to ensure coherence in the program.

<u>Recommendation</u>	<u>Essential/ Important/ Desirable</u>
<ul style="list-style-type: none"> The English and Education faculty should have regular meetings to ensure collaboration. 	<i>Essential</i>
<ul style="list-style-type: none"> Ways should be found to consider excellence in teaching more prominently for promotion and tenure. 	Important
<ul style="list-style-type: none"> Efforts to increase the number of female faculty should continue. 	Desirable

4. Infrastructure

Observations and findings

All classrooms are equipped with computers, projectors, and wireless internet connection. The College uses Moodle as its learning platform. The library has good facilities (including computers), very helpful staff and technical support. It subscribes to many of the major databases (such as EBSCO, ProQuest and ScienceDirect) that include articles of interest for the various courses in the English programs and faculty research interests, but it lacks many basic and current texts related to the teaching of English (such as books in English language teaching and testing, linguistics, and literature). A new library is under construction, which will provide more opportunities for students to collaborate on assignments and could house increased holdings for the English education program.

Many of the students are young women with children. Currently, there is no day care provided for them on campus.

<u>Recommendation</u>	<u>Essential/ Important/ Desirable</u>
<ul style="list-style-type: none">• The faculty should review the English holdings, based on the syllabi and feedback from faculty and students, to determine what to add to the collection to meet student needs.	<i>Essential</i>
<ul style="list-style-type: none">• The day care center on campus, which is currently only for faculty, should be expanded to accommodate children of current students.	Desirable

Chapter 4 – Summary of Recommendations

Essential:

- The transition of the Education courses from Arabic to English should continue, requiring more of the Education courses to be taught through English.
- The literacy courses should be strengthened.
- A wider range of texts in English should be integrated, including high-interest current literature for youth (teenagers).
- Practical training in the first year should be reinstated.
- Syllabi should include a uniform format, including at least:
 - Title
 - Year offered
 - One- or two-semester
 - Year of program, if relevant
 - How often given, if relevant
 - Number of hours/credits
 - Prerequisites
 - Mandatory or elective
 - Goals/Learning outcomes (as defined in the self-evaluation guidelines)
 - Course description/summary
 - Week-by-week content, assignments, and readings
 - Assessment
 - Bibliography
- The English and Education faculty should have regular meetings to ensure collaboration.
- The faculty should review the English holdings, based on the syllabi and feedback from faculty and students, to determine what to add to the collection to meet student needs.

Important:

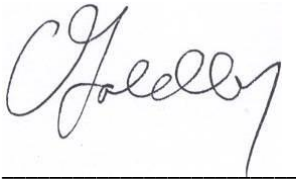
- More multicultural and multiethnic themes and texts throughout the curriculum should be considered.
- The Department should set up a process for curriculum review within each component and overall.
- The coverage and relevance of sociolinguistics and language policy should be strengthened.

- Practical application of content as part of all linguistics courses should be ensured.
- The use of multiple media for teaching English should be introduced into all parts of the program, not just pedagogical courses.
- In general, some solutions to the lack of jobs nearby should be found.
- Ways should be found to consider excellence in teaching more prominently for promotion and tenure.

Desirable:

- Another global literature course with multicultural and multiethnic literature should be added.
- Practicing teachers from the schools should be invited to classes to discuss their experiences integrating knowledge and practical skills and allowing students to ask questions of current school teachers.
- More opportunities for students to meet with master teachers should be provided in order to discuss challenge such as dealing with students with learning disabilities, classroom management, and conflict resolution.
- Opportunities for students to interact with proficient English speakers should continue to be provided, but these do not need to be native-speakers of a standard variety of English.
- Efforts to increase the number of female faculty should continue.
- The day care center on campus, which is currently only for faculty, should be expanded to accommodate children of current students.

Signed by:



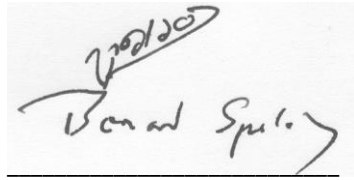
Prof. Claude Goldenberg – Chair



Prof. JoAnn (Jodi) Crandall – Co-Chair



Prof. Janina Brutt-Griffler



Prof. Bernard Spolsky



Prof. R. Malatesha Joshi

Appendix 1: Letter of Appointment



January 2017

Prof. Claude Goldenberg
Graduate School of Education
Stanford University
USA

Dear Professor,

The Israeli Council for Higher Education (CHE) strives to ensure the continuing excellence and quality of Israeli higher education through a systematic evaluation process. By engaging upon this mission, the CHE seeks to enhance and ensure the quality of academic studies, to provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel, and to ensure the continued integration of the Israeli system of higher education in the international academic arena.

As part of this important endeavor we reach out to world renowned academicians to help us meet the challenges that confront the Israeli higher education by accepting our invitation to participate in our international evaluation committees. This process establishes a structure for an ongoing consultative process around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial enterprise.

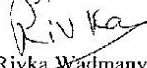
It is with great pleasure that I hereby appoint you to serve as chair of the Council for Higher Education's Committee for the Evaluation of the study programs in **English Teacher Education**. In addition to yourself, the composition of the Committee will be as follows: Prof. Janina Brutt-Griffler, prof. JoAnn (Jodi) Crandall, prof. Malatesha Joshi, prof. Charlene Rivera, prof. Bernard Spolsky, Penny Ur and prof. Hana Wirth-Nesher.

Ms. Maria Levinson-Or will be the coordinator of the Committee.

Details regarding the operation of the committee and its mandate are provided in the enclosed appendix.

I wish you much success in your role as a member of this most important committee.

Sincerely,


Dr. Rivka Wadmany
Vice Chair,
The Council for Higher Education (CHE)

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

cc: Dr. Varda Ben-Shaul, Deputy Director-General for QA, CHIE
Ms. Maria Levinson-Or, Committee Coordinator

Appendix 2: Site Visit Schedule

<p align="center"><u>English Teacher Education - Schedule of site visit</u> <u>Al-Qasemi Academic College of Education</u> <u>December 5th, 2017, Baqa alGharbiyya</u></p>		
09:00-09:45	Opening session with the heads of the institution	Professor Bashar Sa'd, Dr. Yasin Kittanie , Dr. Bahaa Za'bi
09:45-10:30	Meeting with the Dean of the Faculty of Humanities	Dr. Ali Jabareen
10:30-11:15	Meeting with the Head of the Study program	Dr. Iman Alloush
11:15-11:30	Break	Closed-door meeting of the committee
11:30-12:15	Meeting with senior academic staff * (up to 8)	Dr. Salah Mahajni, Dr. Sameer Khalaili, Dr. Judy Kupersmith, Dr. Faris Keblawi
12:15-13:00	Meeting with pedagogical instructors* (up to 8)	Dr. Ahmad Amer, Dr. Ibtihal Asali
13:00-13:45	Lunch (in the same room)	Closed-door meeting of the committee
13:45-14:30	Tour of library	Ms. Shireen Masarwi
14:30-15:15	Meeting with B.Ed and M.Ed/M.Teach students** (up to 6)	
15:15-16:00	Meeting with Alumni (B.Ed and M.Ed/M.Teach)** (up to 6)	
16:00-16:20	Closed-door meeting of the committee	
16:20-16:45	Closing meeting	Dr. Bahaa Zoabi, Professor Bashar Sa'd, Dr. Yasin Kittanie, Dr. Iman Alloush