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EXECUTIVE SUMMARY

This review was conducted on behalf of the IES Abroad Academic Council. Charges to the Review Committee were drawn from the IES MAP and submitted to and approved during the Fall 2014 meeting of the IES Abroad Academic Council. The charges addressed all aspects of the Rabat Program including Center space, Arabic language learning and immersion, area studies courses, cultural integration, student affairs, housing, partner university relations, extra-curricular opportunities, and staff. This was the first program review for the IES Abroad Rabat Center.

The IES Abroad Rabat program opened in the fall of 2009 and is IES Abroad’s first venture in the Arab world. Rabat, the Moroccan capital, is a modern city with a visible French heritage. For the first years of the program, orientation commenced with a week in Fez, Morocco’s ancient capital where students were exposed to traditional elements of Moroccan culture, while completing a one credit language intensive course in colloquial Moroccan Arabic. Orientation currently takes place in the Imperial City of Meknes, with an equally rich cultural history.

The IES Rabat Center is located close to the historical center of Rabat, within walking distance of the Medina, in a small, attractive building with four multimedia classrooms, a small student library and reading room, an outdoor patio where students often study, a small kitchen, a faculty lounge, and a rooftop terrace. During the semester, all students study Modern Standard Arabic and area studies courses taught in English and in French at the IES Center, which sponsors an internship program and organizes field trips. Students may also elect courses at the Mohammed V University-Agdal, Morocco’s leading public university, which offers courses taught in Arabic and French.

Academic strengths of the IES center include curricular foci in North African history, the study of Islam, economics, international relations, and Arabic language and literature. In addition, IES Abroad Rabat takes advantage of the city’s cultural history and geographic location to introduce students to Arab and Muslim heritages and to Morocco’s continuing links to Spain and sub-Saharan Africa. Field trips and field studies offered through the Center are particularly rich and popular; for example, almost 100% of the Center’s students regularly participate in the field trip to Andalusia in Spain.

During their stay in Rabat, students have the option of living in Moroccan student residence halls, although nearly all students choose to live with Moroccan families in traditional homestays in the Medina. The IES Rabat Center homestay placements are particularly strong.

Issues of sexual harassment and racial discrimination toward some American students continue to be a problem in Morocco, and the review committee examined these issues closely and has outlined recommendations below. Still, student affairs traditionally run well, and the committee noted that the current leadership team was quite dynamic and brought much energy to student affairs through various activities. Yet given their responsibilities, the review committee recommends adding an additional staff member.
Overall, the IES Rabat Center Program Review Committee was quite impressed by the many strengths of the Center. The recommendations proposed by the committee do not call for radical changes in policy or focus at the Center. Instead, the committee would like to underscore that these recommendations are primarily intended to help the Rabat Center remain a locale that offers strong opportunities for IES Abroad students. In addition, given the heightened interest in Arabic and Middle Eastern Studies among US college students, and the fact that Morocco and Jordan currently offer the two favored locales for regional study, the committee expects there to be even greater demand for the IES Rabat program over the coming years.

This report documents the IES Rabat Center Program Review Committee’s procedures, findings, and recommendations. Appendix A contains the original charges; Appendix B lists the IES Abroad Rabat Global Learning Objectives, and Appendix C summarizes the committee’s recommendations.

REVIEW PROCESS

The U.S. members of the Review Committee received the following materials prior to arrival in Rabat:

- Charges to the IES Abroad Rabat Program Review
- Spring 2015 Course Review
- Course List and Class Schedule
- Syllabi (Area Studies and Arabic Language)
- List of Course Instructors and Instructor CVs
- Course Evaluations, Spring, 2012-Fall 2014
- Class Enrollments and Grades Summary
- Class Enrollment per term, Fall 2010-Spring, 2015
- Top Sending Schools
- Top Majors
- Top Minors
- Field Trips and Field Studies
- IES Abroad Rabat Catalog
- IES Abroad Rabat Predeparture Information, Spring 2015

All information, including brochures, was copied on a thumb drive and sent to committee members.

The schedule for the U.S. committee members was designed to give them a thorough introduction to the program and the IES Abroad Rabat community—its staff, faculty, and
students. The U.S. committee members were joined in Rabat by two IES Abroad Rabat instructors. In addition, two Academic Year students served on the committee.

The U.S. committee members scheduled numerous meetings throughout the week. Meetings were held with IES Abroad Rabat instructors on the committee, and with IES Abroad Rabat students. All committee members met to discuss the review charges and observations and then to set preliminary recommendations. A meeting at the end of the week was held to discuss final recommendations, and divide responsibilities, post-review.

Committee members participated in some activities that allowed them to gain insight into orientation and they observed language classes and several area studies classes; in most cases, more than one member observed a class. Depending on their assignments for the review, committee members also held interviews with staff members and met with instructors and students. The visiting committee members also traveled to Fez and Meknes and visited the language center in Meknes where students study intensive Darija. In Rabat, they visited several host families.

Interaction with students, both formally and informally, was central to addressing some of the charges to the committee. Committee members were hosted at several events during which most faculty and staff, and/or students also participated.

The itinerary for the week is included at the end of this report.

OBSERVATIONS AND COMMENTS IN SUPPORT OF RECOMMENDATIONS

I. Student Learning Environment:

Observations of Pre-departure Information, and Recommendations:

All students accepted into the IES Rabat program are sent the Predeparture Information guide highlighting important contact information, as well as specific details relating to pre-departure and arrival. This includes information ranging from housing, health, safety, and finances to the Moroccan academic culture, language courses, and class registration.

Students noted that they did not receive complete information with respect to the timing of field trips and cultural and religious holidays. Therefore, further information should be added to the calendar, noting the specific dates of observed cultural and religious holidays, and field trips.

Students stated explicitly that the pre-registration and on-site registration process for courses is opaque. While it is understandable that some courses may be cancelled for lack of sufficient enrollment, this process needs to be better coordinated, and the clarity of the registration process improved.
Pre-departure information and on-site orientation also introduce students to Arab and Islamic culture and important discussions and viewpoints on diversity. This material meets the requirements outlined in the IES MAP I (a) Pre-departure Information.

However, in light of student experience in Rabat and elsewhere in Morocco, the committee strongly recommends that pre-departure materials and on-site orientation be expanded regarding sexual harassment and racial prejudice. The availability of psychological counselling should also be included in the pre-departure booklet and on-site orientation.

The committee considered that the orientation is geared towards students with various levels of linguistic abilities and knowledge about Morocco and, therefore, recommends a shared reading prior to or during orientation to provide the cohort with a common framework for their time in Morocco.

Recommendations:

- Strengthen pre-departure information and on-site orientation introducing students to Arab and Islamic culture. Pre-departure information should also include more information on cultural and religious holidays.

- IES Rabat should provide a common text for all students to read prior to or during orientation with a focus on Rabat and Morocco. Readings might include a short history of Morocco, a short story written by a Moroccan author, or an essay on recent Moroccan current affairs.

- Pre-departure information should be adjusted to reflect Moroccan diversity (which is different from US diversity), and include more extensive coverage of issues involving sexual harassment and racial prejudice.

- Students should receive a clear and detailed calendar for the semester that includes all holidays and field trips. This calendar should also include dates for preregistration and the start and end of classes at IES, Mohammad V University, and the other venues at which students can take classes.

- The mid-term and final exam weeks’ opening and closing dates should also be added to the calendar, as some students may wish to book flights for holiday breaks in the first weeks of their arrival.

- Pre-registration and registration for courses need to be better coordinated, and clarity in the registration process should be improved. This especially applies for courses available at Mohammad V University and other off-site venues.
Observations of On-Site Cultural and Academic Orientations, and Recommendations:

Students arrive in Rabat and spend the first day and a half in an initial orientation before moving to Meknes. The committee met with several students who noted that the orientation clearly discussed health and safety concerns, IES protocols and housing, as well as provided a good introduction to homestays in Moroccan society.

During orientation, the IES staff also direct students in renting/purchasing cell phones and require them to participate in emergency drills. Orientation continues for about ten days in Meknes, where students are introduced to Moroccan culture, academics and course expectations, as well as undertake an intensive Moroccan Colloquial Arabic (Darija) language course.

A number of extracurricular activities and events are organized in Meknes and the surrounding area. While extensive in nature, orientation activities concentrate mostly on items that are logistical in nature, combined with an introduction to Moroccan culture and Arabic. Students need to have a "cultural tool-kit" which would help them understand how to cross cultures in a more effective manner. The committee thought orientation could be the opportunity to provide students with such a cultural tool-kit, containing helpful ideas and methods for cross-cultural understanding and communication, and for continuing to address important issues and understandings of gender, diversity, and other issues.

Orientation also includes information on taking courses at Mohammed V University of Rabat. Information sent to the students about University courses was incomplete and focused on courses offered in the English and French departments. Many courses in other fields are offered in French as well as Arabic. In response to some of the ambiguity surrounding Mohammad V University classes and the lack of clear opportunities about possibilities at the university, the committee recommends that IES Rabat consider the option of inviting several Mohammed V University faculty members, whose courses can be recommended, to join the orientation to talk about the Mohammed V University experience.

Once again, it should be noted that students stated explicitly that the pre-registration and on-site registration process for courses is opaque; this process needs to be better coordinated, and the clarity of the registration process improved.

Overall, students felt the cultural orientation was quite helpful and beneficial to their introduction to Rabat and IES. The Meknes experience also provides opportunities for students to bond since two or three students live together in homestays, and group activities are an important part of the experience. Both center staff and students were quite positive about the current orientation program in Meknes, though a number of students and the committee thought that the stay in Meknes might be shortened to a week in order to allow further intensive Darija instruction in Rabat, and a few more days in Rabat to become oriented and acclimatized to the city. Since the Darija instructor is a member of the Rabat faculty, there is no problem with holding the course in two locations.
Recommendations:

- The Rabat Center should offer an expanded cross-cultural program during the orientation that could be part of the cross-cultural curriculum offered during the semester.

- The Center should consider creating a series of cultural learning sessions that expand greatly the existing CORE model at the Center, which could include activities such as the highly regarded discussions and debates with Moroccan students.

- IES Abroad and the Rabat Center should better prepare female students for the sexual harassment that is a frequent occurrence in Morocco.

- IES Abroad and the Rabat Center should better prepare African American students for the prejudice that they may encounter in Morocco.

- The psychological counselor should be included in orientation.

- A female psychological counselor should be available as well as the current male counselor.

- Invite Mohammad V University professors to orientation to discuss course content, teaching styles and Moroccan academic culture.

- Pre-registration and registration for courses need to be better coordinated, and clarity in the registration process improved.

- The orientation in Meknes should be shortened, and orientation completed in Rabat.

Observations of Instructional Quality, and Recommendations:

Faculty members involved with the IES Rabat program are generally well qualified and excellent teachers, and so the IES Rabat Center is an outstanding resource in Morocco. The area studies instructors are either senior professors at Mohammed V University of Rabat or other Moroccan Universities, or associated with prestigious academic Institutes. IES instructors are intellectually engaged and devoted to teaching American students, and they work diligently to prepare their classes and promote a congenial learning atmosphere, In a few instances, however, a faculty member may be inappropriate to teach a given subject, or s/he has too many prior commitments to teach effectively at IES. In such cases, the director should not hesitate to address the matter most appropriately.
Overall, the high quality of teaching was documented consistently through classroom observations, interviews with students, and from student surveys. At the beginning of each semester, instructors give students a detailed syllabus and calendar outlining faculty expectations and student responsibilities. However, a number of students noted that syllabi may be inconsistent and frequently lack specific dates for assignments and quizzes, with some readings out of date and/or poorly photocopied.

In the classroom, IES teachers use instructional technology when appropriate, though both faculty and students complained about the poor WiFi technical infrastructure. This meant that students often had trouble accessing Moodle and their assigned readings, when WiFi connections were poor. In the Fall 2014 semester, students were given a flash drive with all Moodle readings as a back-up to such problems.

Most classroom instruction is highly interactive and students are expected to contribute. The committee noted that many students are significantly engaged while others are more passive. They also noted that some of the instructors were more effective at encouraging better student preparation and broader participation in class. A faculty retreat could focus in part on how to encourage broader participation in discussion.

Following IES Abroad guidelines, IES Rabat encourages faculty to meet with their students to discuss student work and progress, and there is ample space at the Rabat Center for such meetings. Some faculty requested to see student evaluations of them and their classes to better improve their teaching. Moreover, newer IES faculty members may require additional training for the use of Moodle, which is essential to instruction.

The classroom experience at IES is often enhanced by relevant field trips and field studies, internships, and work with local cultural and educational institutions, particularly Mohammed V University in Rabat.

To promote interaction with Moroccan students, IES Rabat should study the possibility of creating a compulsory ongoing cross-cultural curriculum, possibly for one credit, that includes events such as discussions and debates with Moroccan students on relevant topics, as have occurred during the last several semesters. IES Rabat should also seek other ways of fostering contact between IES students and Moroccan students, e.g., through reciprocal (English for Darija) language-practice sessions, and/or by establishing an American culture club at Mohammad V University.

IES students, with advance proficiency in French or Arabic, may enroll in classes at Mohammed V University including both its main campus and its Faculty of Law, where Political Science and International Relations are taught. This enables IES students to take courses relevant to their majors, and to appreciate the character of local academic practice. The committee met with Vice Dean Yamina El Kirat Allame at Mohammed V University, who is also a member of the IES Rabat faculty, regarding these and related matters.
As is the case with all IES classes, instructors at Muhammad V University need to provide students with a detailed syllabus and calendar outlining faculty expectations, though this is rarely the case. Students may also find these courses somewhat daunting due to large class size, and due to different semester schedules. The review committee recommends that IES Rabat try to align its semester schedule with that of Muhammed V University wherever possible in order to facilitate university enrollment.

Until such realignment is possible, center staff should more clearly explain the logistical difficulties, beyond the academic workload, inherent in taking a course at Mohammed V University. Because the Mohammed V University semester ends approximately six weeks after the IES semester, students often have to reschedule final exams and restructure other assignments. This process, as well as general student-professor communication, can be difficult because Mohammed V University professors and administrators are rarely as accessible as their American counterparts. During orientation, IES staff members draw attention to the assets and challenges of taking courses at Mohammed V, and they encourage students to meet with their Mohammed V faculty early in the semester, but this information is overly general and does not adequately prepare students. Students seem willing to accept this challenge, but should be made fully aware of it before registering for courses.

For future orientations, the IES staff hopes to give students the opportunity to meet with Muhammad V University faculty members so as to appreciate the range of schools and courses available and the differing styles of instruction.

Students stated that they are allowed to take only one class per semester at Mohammad V University. IES should consider raising this limit to two.

Some classes at the IES Center were greatly enriched by the presence of Moroccan students studying at Mohammed V University, and this type of cross-cultural education should be encouraged as much as possible, as it not only adds to the learning environment, but also promotes social connections among the students.

During the review, the committee learned that there is an agreement between IES and Mohammed V that allows for the development of a joint course to be taught at Mohammed V in English. This is an opportunity for fruitful academic exchange between both institutions, and the possibility of substantial interaction between American and Moroccan students. Ideally, the course will be offered at the University, which would bring more of the IES students to the University. The committee urges the Center to take advantage of this opportunity and suggests Islamic art history and international relations as possible topics for such a course.

Recommendations:
• The Director should seek ways to judge faculty performance in addition to student evaluations such as class visitation or occasionally talking to instructors about their specific plans for a class.

• The Director should feel free to replace faculty who are not performing effectively.

• The Center should update audio/visual and WiFi systems in the classrooms and ensure that adequate WiFi access is available in home-stay locations.

• Syllabi should be revised each semester to include specific dates for classes and assignments, and not simply refer to week I, II, etc.

• Readings on syllabi need to be kept up to date. Distributed copies or copies on Moodle should be clear and easily read.

• Given the spotty Internet access, students should be given a flash drive with all Moodle readings as a back-up.

• Faculty should make sure that all students come to class prepared by means of such tools as quizzes on readings on Moodle, discussions on Moodle in which students are expected to participate, and querying individual students about assigned reading in class.

• The faculty should see the course evaluation questions to understand the evaluation issues.

• The faculty should be trained properly in Moodle and in incorporating educational technology in the classroom through workshops.

• The weekly schedule of classes should be reviewed to allow for more field study

• IES should identify faculty to come to IES during orientation to discuss their classes at Mohammed V University of Rabat.

• Instructors at Mohammed V University will need to provide syllabi for courses to be approved.

• The Center should encourage cross-cultural education as much as possible, as it not only adds to the learning environment, but also promotes social connections among IES and Moroccan students.

• In line with the agreement between IES Rabat and Mohammed V University, a joint course should be developed to be taught at Mohammed V in English. The committee suggests Islamic art history or international relations as possible topics.

• The IES Rabat calendar should be aligned with the semesters at Mohammed V University where possible.
• Center staff should more clearly describe the logistical and communication difficulties students will face when taking courses at Mohammed V University.

• The IES Rabat program should create a compulsory ongoing cross cultural curriculum, possibly for one credit that includes events such as the debates with Moroccan students.

Observations of Curricular Design, and Recommendations:

The IES program in Rabat puts considerable stress upon Arabic language and learning, while providing a curriculum with a good selection of content courses taught in either English or French. The academic quality of the courses is generally high, with syllabi that permit home institutions to assess their students’ learning abroad. Moreover, many of the IES courses provide rare opportunities for study on location. This is an experience not available to similar courses at US institutions, as is the case with courses involving the history and culture of North Africa.

IES provides a full array of courses in Modern Standard Arabic language from beginning to advanced levels, and all students are required to study MSA at the appropriate level.

At IES Rabat, language instructors have received training in language pedagogy and teaching, usually from outstanding and innovative language programs. Further, language instructors in Arabic prepare activities to enhance student participation within the class room, though Moodle has limitations with regards to the Arabic script.

In addition to Arabic language classes, students may select from a range of content courses each semester. Course offerings in the humanities, social sciences, and sciences are taught in English each semester, and the IES curriculum meets the needs and interests of students. A small number of area studies courses are taught in French for qualified students.

English and French instruction courses may include Islam, the contemporary history of Morocco and North Africa, international relations, North African Cultural Identities, Maghrebian Francophone Literature, and the impact of globalism on Morocco.

Many of the IES courses and internships encourage independent research and learning, while often challenging students to reflect on current cultural, social and political trends in Morocco and the contemporary Arab world. Further, courses are enhanced by activities outside of the class room, such as field studies and field trips, including a trip to Spain.

The IES Rabat Center should make the most of its location in one of the few Arab countries where student safety is assured in the current environment in the Middle East and North Africa, by enhancing its curriculum to include more courses on Middle Eastern Studies each semester, as well as on migration studies, which is already featured in the IES Rabat summer program. Further, IES Rabat promotional materials should highlight this strong Islamic, Middle Eastern, and Arabic studies focus.
In addition to the content courses offered by IES students, especially those with an advance proficiency in Arabic or French, are encouraged to choose from courses at Mohammed V University.

Recommendations:

- The Educational Tech staff in Chicago should seek a solution to the problems in Moodle with respect to the use of Arabic script.
- The curriculum should be broadened to include one or two courses related to Middle Eastern studies each semester.
- The migration studies courses developed for the IES Rabat summer program could also be offered during the full year program.
- IES should emphasize a stronger Islamic, Middle Eastern, and Arabic studies focus in IES Rabat promotional materials.
- The Rabat Center should be paired with the Istanbul Center in a Middle East and North African Catalog rather than with the Cape Town program in an Africa catalog as at present.

Observations of Language Development Opportunities, and Recommendations:

IES Rabat does a good job with respect to student language development opportunities. The program offers beginning, intermediate and advanced level Modern Standard Arabic language courses suitable for students currently attending the program. Students may also continue course work in Moroccan Colloquial Arabic (Darija), and increase their knowledge of the Arabic language and culture by taking IES content courses, by enrolling in Mohammed V University courses, and by being immersed in Morocco’s social and cultural life.

Students are placed into appropriate Modern Standard Arabic language courses according to the placement exam given during orientation. This exam tests grammar, writing, and oral skills. The review committee recommends that this exam be enhanced to evaluate all skills assessed quantitatively and in a coordinated way. IES should consider adding an OPI (oral proficiency interview) component conducted by an accredited tester. Further, the exam should also be given at the end of each semester to gauge the students’ language learning and proficiency, and to monitor and assess the IES Rabat language program.

Modern Standard Arabic language instruction is based largely on the Arabic text *Al-Kitaab*, along with some supplementary textual material. Language teachers at IES encourage the use of grammar patterns and idiomatic expressions, frequently as they relate to student life and study.
In this way, materials learned in class are made more personal, meaningful, and relevant for use in multiple situations. Nevertheless, instructors should be careful to stress the separation between using Modern Standard Arabic and the vernacular in the classroom, as well as limiting the use of English to a bare minimum and only in the beginners’ classes.

Members of the review committee observed that intermediate and advanced Arabic language classes at the Rabat Center have led to improvement in the students’ Arabic language proficiency in speaking, listening, reading, and writing. Gains were less obvious for beginning Arabic, in the spring, 2015.

Throughout the semester, student learning is constantly assessed through class activities, student presentations, written work, oral reports, and exams. IES provides tutoring to students as needed between 10 AM-6PM. All classes taught in Arabic develop language proficiency.

Student committee members expressed their desire to have IES content courses be more academically and linguistically challenging. The committee, therefore, recommends the integration of more demanding reading assignments into IES content courses, wherever possible for more advanced students.

IES courses draw from Rabat’s rich historical and cultural heritage and prepare students for total immersion. Even though IES Rabat does not have a student language pledge, it strongly encourages and recommends the use of Arabic outside of the classroom, particularly through the homestays.

The faculty and staff of IES Rabat are always ready to assist students with whatever their needs, and they also encourage students to challenge themselves linguistically by negotiating situations on their own. Of note is the fact that Rabat is an excellent place for developing Arabic fluency.

Recommendations:

- The Arabic assessment test should evaluate all skills assessed quantitatively and in a coordinated way. IES should consider adding an OPI (oral proficiency interview) component conducted by an accredited tester.

- IES should provide an exit Arabic exam to gauge actual student learning.

- The classroom should stress the separation between using Modern Standard Arabic and the vernacular, while continuing to the Arabic text *Al-Kitaab* along with some supplementary textual material.

- Faculty should refrain from using English in the classroom, especially in the beginning Arabic class.
• Staff and faculty should explore options to integrate more challenging readings in course content to satisfy intellectual and linguistic needs of advanced students.

• The Center should also consider introducing an “Arabic” day or half-day each week when students only speak Arabic at the Center outside of class.

Observations of Internships, Field Placements, and Community-Based Learning, and Recommendations:

IES Rabat has offered internships opportunities since the beginning of the program. The internship program aims to enable students to have first-hand observation of a different work force, to develop work skills, and further students’ knowledge of Moroccan life and culture. All students are eligible to participate in the internship program.

Internships have cognitive and academic components. The “Internship Seminar” (IN 395) provides students with theoretical and practical knowledge for intercultural competence, and serves as a forum for students to share their weekly internship experience, listen to guest lecturers, synthesize the practical and theoretical aspect of their work, and discuss their class projects. Members of the committee had the opportunity to visit one internship placement.

Prior to their US departure, students interested in pursuing an internship indicate their intention to IES Rabat. However, only a limited number of suitable internship opportunities currently are available, and the Predeparture Information lacks specific details on the nature of internships. The review committee therefore recommends that IES develop a variety of regularized placement opportunities with clearly outlined expectations for both the organizations and the students, and with language requirements listed that students can see in advance.

Another possibility discussed involved the internship professor's class that she taught at her university. As part of this class, Moroccan students taught English at high schools one day a week. An internship with this class would allow IES students to have internship experiences, but also put them in direct contact, working with Moroccan students of their age group.

At present, the IES Rabat internships requires interviews with Moroccans as part of the final assignments. Due to the on-going IES Abroad review of IRB policy, all interviews should be suspended until IES introduces its standardized IRB regulations.

In keeping with IES internship guidelines, the committee suggests that students keep a reflective journal of their internship experience. In it they should address their personal experience within the context of the internship, analyze their own learning, and reflect on their work abilities and skills. A subsequent class project could involve developing an undertaking that would improve or benefit the host entity.
Recommendations:

- IES should develop a variety of regularized placement opportunities, with clear expectations for both the organizations and the students, and with language requirements listed, that students can see in advance.

- All interviewing of subjects for course assignments must be suspended until IES Abroad introduces an ethical human subject research policy.

- In keeping with IES guidelines, all intern students should keep a reflective journal of their internship experience, addressing their personal experience within the context of the internship, and analyzing their own learning, work abilities, and skills.

Observations of Field Study and Trips, and Recommendations:

All content courses have two field studies per semester, while field trips are conducted by the Center. Note that in contrast to most aspects of the program, the program review committee did not participate in any of the trips, though the committee did tour Fez, a site of a Center student trip.

The Center organizes a four day-long stay in Spain, emphasizing the Arabic and Islamic elements of medieval Andalusia. Students praised the richness of this experience, both in terms of the structure of the program in Andalusia and the way in which it built on their course work on North Africa and Arab cultures, as well as comparative courses on the Mediterranean world. Center trips to Meknes and Volubilis, Fez, and the Sahara were also praised by students.

Students should be encouraged to relate aspects of field trips to their courses by drawing from faculty knowledge, to integrate their field study and trips with their coursework and general knowledge of country.

Because some field trips are scheduled during holiday breaks, the IES Rabat Center should provide students with scheduled meetings, trip itineraries, and other logistical details, with as much advance notice as possible.

Students spending the year on the program noted that field trips were often the same for the fall and spring semesters, and they would have preferred a more diverse set of field trip opportunities. The committee thought that one option would be to replace one of the two trips to Andalusia, Spain, with a trip in Senegal, based loosely on the IES Rabat summer program. Another option might be to schedule a visit to Jordan in association with the Istanbul program.

During interviews with various student groups, the committee learned that many students choose to participate in the IES Rabat program precisely because of its rich array of field study
opportunities to places that interest them culturally and intellectually. As such, the committee concluded that the IES Rabat Center staff should review the weekly schedule to incorporate more field study, given the high quality and relevance of these experiences.

Given the importance of the field trips to learning, IES Abroad should seek to provide scholarship aid to students with financial need to enable their participation in optional field trips, such as the visit to Granada.

Recommendations:

- Students should be encouraged to relate aspects of field studies and field trips to their courses and general knowledge of Morocco and the region.
- The Rabat center should provide students with scheduled meetings, trip itineraries, and other logistical details, with as much advance notice as possible.
- The Rabat center should diversify field trips in Morocco each semester, and expand field trips to new locations.
- One semester field trip should be to Senegal (similar to the IES Rabat summer field trip), or to Jordan.
- Review weekly schedule to incorporate more field study where possible.
- Consider extending some field trips to a half day (instead of 90 min) to visit interesting places in the outskirts of Rabat.
- IES Abroad should seek to provide scholarship aid to students with financial need to enable their participation in optional field trips when an extra fee is required.

Observations on Re-Entry into Home Culture and Home Institution, and Recommendations:

The review committee was not able to assess fully the re-entry program due to the timing of the review. However, the committee feels that the IES Rabat staff is actively integrating all aspects of the Comprehensive Orientation and Re-Entry (CORE) program into the IES experience. This includes guided reflection on student goals and objectives for studying abroad and returning these to the students at mid-term for personal evaluation and additional reflection.

Recommendations:

- The review committee has no recommendations.
II. Student Learning, Assessment and Intercultural Development:

Observations of Intellectual Development, and Recommendation:

Faculty should ensure that students are prepared for class, by incorporating tools such as discussions, questions and quizzes related to assigned readings.

Observations of Interpersonal, Intrapersonal, and Intercultural Growth, and Recommendations:

Students noted that they were assisted in their adjustment to life in Rabat by activities during orientation and Core Activities, and by information from the Predeparture Information Guide and other materials. The committee’s conversations and meetings with students demonstrated that students do recognize how much they have changed and become accustomed to Moroccan ways of life, due in large part to their homestays.

Students expressed an appreciation for the independence and self-reliance that they have developed during their IES Rabat program. The academic focus of the center as well as the city’s contemporary and historic legacies leave a lasting impact upon the students enrolled at the center.

Interviews with students suggested a deeper understanding of the both tensions and assets found among the diverse communities in Morocco, the Mediterranean region, Africa, and the Arab world.

The IES Abroad Rabat staff regularly conducts end-of-term course and program evaluations and an assessment of the overall student experience, as does IES Chicago upon students’ return. However, the response rates to individual course evaluations are quite low. IES Abroad, together with IES Rabat, should implement a process that allows for a higher return rate of evaluations, perhaps through various incentives and heightened student awareness regarding the importance of the assessment process, or by making evaluations mandatory.

The review committee’s analysis of existing data revealed that student self-assessment in the areas of interpersonal and intrapersonal growth indicates that students are very aware of development in these areas.

Activities like CORE, field studies, and class assignments require students to actively self-reflect and to engage in the culture in an exploration of personal and community differences. We commend the strong opportunities that the center provides in these areas.

Recommendations:

- Faculty should ensure that students are prepared for class, by incorporating tools such as discussions, questions and quizzes related to assigned readings.
IES Abroad, together with IES Rabat, should implement a process that allows for a higher return rate of on end-of-term course evaluations. If this is an issue that has been noted and/or addressed at other IES centers, tactics for enhancing response rates should be shared across IES.

**Observations of Engagement in IES-Sponsored Cultural/Social Activities and Involvement in Other Academic, Political, and Cultural Institutions, and Recommendations:**

Students seemed to enjoy IES sponsored social and cultural activities, and they praised the IES staff for facilitating their involvement. Particularly noteworthy was the discussion held at Mohammed V University with Moroccan students regarding democracy and voting. IES Rabat should consider organizing a one day seminar several times per semester, with a Mohammed V University or another Moroccan educational institution, around a topic such as language and culture, politics, economics, inter-cultural dialogue, etc. This program could be included in a potential one credit course on inter-cultural communication.

IES Rabat should also consider other ways to engage IES students in Moroccan life and culture including opportunities for group or individual volunteer work, presentations in high schools, and/or writing Arabic, French and/or English op-eds about their cultural and academic experiences in Morocco, to be published locally or on-line.

**Recommendations:**

- Expand opportunities for social and cultural activities between IES students and Moroccan students.
- Activities that require a lower level of skills in Arabic or French language should be highlighted for those students who are less confident in those areas.

**III. Resources for Academic and Student Support**

**Observations of Faculty Qualifications, and Recommendations:**

Faculty members at IES Rabat have a PhD, or advanced ABD degree, or have an appropriate master’s degree. Many of these degrees are from Mohammad V University, which serves to reinforce the emphasis of faculty on integrating their courses with the rich history and cultural diversity of the city itself. Faculty members teach at Mohammad V University and other Moroccan universities, or work for prestigious Moroccan research institutions, and they tend to be active scholars, conducting research and publishing in a variety of scholarly venues. Many
faculty members are full time at Mohammad V or other universities and part time at IES. The faculty members fully dedicated to the IES Rabat are primarily in the area of Arabic language.

In general the committee was struck by the dedication of the faculty and their commitments to the IES Rabat academic program. Faculty expressed a strong interest in having a faculty retreat, both to support faculty development and to encourage greater integration of courses in the curriculum. IES has an interest in facilitating their Rabat faculty’s ability to stay current, both in terms of pedagogy and research. Such retreats could be held before or in the midst of the academic semester.

Some faculty also expressed the need for further training in Moodle and workshops on new computer programs.

Some faculty and members of the committee expressed concerns about the growing tendency of American students to see themselves as clients/customers who have purchased a product. They would like some student orientation about respect for other cultures and dedication to study abroad.

Faculty members are well-qualified and strongly committed to the IES Abroad curriculum and goals, and they appreciate on-going IES support of their efforts and research on behalf of the program. Faculty members expressed their need to collaborate more actively among themselves in order to integrate language courses, content courses, and field studies.

Faculty members are sensitive to the diversity of IES students, in terms of both culture and gender, and they recognize that students need time to adjust to living and studying abroad.

Recommendations

- The Center should sponsor a faculty retreat and training/workshops at the beginning of an academic year as well as regular faculty meetings to support faculty development.
- The Center should provide faculty with more exposure to Moodle and other training materials
- The Center should provide workshops or training on how to prepare, lead, and follow up on a field studies experience.

Observations of Administrative Staff Qualifications, and Recommendations:

During the Rabat review, the committee met separately with the three professional staff members who run the IES Rabat Center and Program; all three are full time. As a group, they demonstrate a strong commitment to study abroad and intercultural competence skills, enjoy very good
relations with the students, are exceedingly competent at their jobs, and share a profound passion for the program.

Mr. Oussama El Addouli, the Director of the Center, has a fine combination of skills for his position and clearly sets the tone for the program. He has a good understanding of the academic expectations of American colleges based on his previous experience working with the Fulbright Commission, both as a visiting scholar in Maine, and as the Outreach Director for Fulbright in Rabat. He also served as the director of the International Arabic Institute in Meknes before moving to Rabat to take over the IES program there.

The committee was very impressed by Mr. El Addouli’s leadership skills, his educational philosophy, his broad understanding of the program, his personal and engaged nature, and his commitment to helping students be successful. Based on discussions with him, the committee feels that Mr. El Addouli, who has been the director of the IES Rabat for only two years, needs more time to reflect on program, to make adjustments to strengthen the program, and to make it his own, as it were.

The review committee was also very impressed by Ms. Nisrine Attar, the Student Affairs and Internship Coordinator, and the leadership she provides for the student life area. Ms. Attar is exceptional at working to meet each individual student’s needs. Of particular note, were the broad relationships she has developed with potential host families and businesses throughout Rabat.

The committee met separately with Ms. Attar to discuss students in the program. Her overall experience has been quite positive, though she noted that some students are late to class, bring food to class, and are not as prepared as they should be. When she confronts students on these and related issues, she often hears, “Back at our university, this is how we do things.” She is also frustrated by students and families who book tickets for European vacations that take place during classes at Rabat.

The committee believes that Ms. Attar would profit greatly from a week-long stay on the campus of a US college or university affiliated with IES, to better understand the American educational system and student culture.

Ms. Attar is frequently the point person to address incidents of sexual harassment, which she has experienced herself. She has advised women students regarding appropriate dress and behavior in Morocco, though her advice is not always taken. She also informs students that psychological counseling is available, though students rarely availed themselves of this service.

Ms. Fatima Ezzahra Lahna, the third member of the IES Rabat Center, resigned shortly after the conclusion of the review to take another position. She was the Program Assistant and Accountant for the program, and she was engaged largely with the financials of the Rabat Center and program. The committee met with her, and she expressed her satisfaction with the program
and her pleasure working with Mr. El Addouli and Ms. Attar. The Center is searching her replacement.

The administrative staff qualifications meet IES MAP guidelines.

Recommendations:

- Director should be proactive in making changes to the original design of the IES Rabat Center and make this his program.

- IES Rabat should strengthen guidelines for student behavior in the classroom, e.g., regarding being late for class, bringing food to class, being prepared for class, etc.

- As noted in predeparture information, students and their family members should not purchase airline tickets for travel during the semester until the final schedule for the program is released.

- The review committee recommends sending the student affairs coordinator, Ms. Nisrine Attar, for at least a week at a member institution in the U.S. to become more familiar with the American educational system and student culture and expectations for students.

Observations of Academic Advising, and Recommendations:

All students must complete a pre-registration form before arrival, have full access to IES Rabat course syllabi on the IES Abroad public website, and receive general information regarding student options at Mohammed V University.

Once on-site, students participate in an intensive orientation program that includes detailed overviews of opportunities at Mohammed V University as well as introductions to IES Rabat courses. Some IES Rabat faculty members also participate in these sessions to provide students insight on the various academic opportunities as well as answer questions.

As noted above, students stated explicitly that the pre-registration and on-site registration process for IES courses is opaque; this process needs to be better coordinated, and clarity of the registration process improved.

The committee also recognized how difficult it is to provide accurate information on Mohammed V University. Student evaluations indicate a need for additional guidance in the course selection process, particularly regarding Mohammed V University offerings and accurate schedules.

The committee recognizes that these are challenges not unique to the IES Rabat Center or even to IES Abroad. The committee concluded that overall the academic advising given to students is very useful, but could be improved in a few areas.
Recommendations:

- IES Rabat pre-registration and registration need to be better coordinated, and the clarity in the registration process improved.
- The orientation program should be enhanced to include more detailed information on opportunities at Mohammed V University as well as strategies on how to succeed academically in a direct-enrollment environment.

Observations of Academic Center Staff Size, and Recommendations:

The review committee felt that a staff of three is too small for the Rabat center and program. Therefore the committee recommends additional staff support in the form of a prior student as a student assistant, or a local ex-pat or a Moroccan who had spent a significant amount of time in the US (female strongly encouraged) to help advise students, to assist the student affairs coordinator, and to allow the center director more time for strategic planning.

Recommendations:

- Seek additional staff support in the form of a prior student, ex-pat, or a Moroccan who had spent a significant amount of time in the US (female strongly encouraged) to help in advising, to assist the student affairs coordinator, and to allow the center director more time for strategic planning.

Observations of IES Abroad Center Facilities and Recommendations:

The IES Rabat center is situated in the Hassan section of Rabat. The center is within walking distance of the Medina, in a small, attractive building with four multimedia classrooms, a small student library and reading room, an outdoor patio where students often study, a small kitchen, a faculty lounge, and a rooftop terrace. The committee agrees that the existing building is in an ideal location, but that the center requires a much better wireless Internet system.

Recommendations:

- A technical advisor should be brought in to advise the Center on improving WiFi, and adequate resources should be dedicated for this, given the critical nature of this support.

Observations of Access to Local Educational and Cultural Institutions, and Recommendations:
As noted earlier, IES students, with an advanced proficiency in French or Arabic, may enroll in classes at Mohammed V University. As is the case with all IES classes, instructors at Muhammad V University are to provide students with a detailed syllabus and calendar outlining faculty expectations, though this is rarely the case.

Students may also find these courses somewhat daunting due to large class size, and due to different semester schedules. The review committee recommends that IES Rabat try to align its semester schedule with that of Muhammed V University wherever possible.

During orientation, IES staff members draw attention to the assets and challenges of taking courses at Mohammed V, and they encourage students to meet with their Mohammed V faculty early in the semester. For future orientations, the IES staff hopes to give students the opportunity to meet with Muhammad V faculty so as to appreciate the range of schools and courses available and the differing styles of instruction.

During the review, the committee learned that there is an agreement between IES and Mohammed V that allows for the development of a joint course to be taught at Mohammed V University in English. This is an opportunity with potential fruitful academic exchange between both institutions, and the possibility of substantial interaction between American and Moroccan students. The committee suggests Islamic art history and international relations as possible topics for such a course.

Recommendations:

- IES should identify faculty to come to IES during orientation to discuss their classes at Mohammed V University of Rabat.
- Instructors at Mohammed V University will need to provide syllabi for courses to be approved.
- The IES calendar should be aligned with the semesters at Mohammed V University.
- In line with the agreement between IES and Mohammed V University, a joint course to be taught at Mohammed V University in English should be created. The committee suggests art history and international relations as possible topics.

Observations of Research and Learning Resources, and Recommendations:

The Center offers wireless Internet access in the classrooms, student lounge, and library. There are also several computers available for printing. A commonly expressed concern among both the faculty and the students was the aging technology in Wi-Fi system. Some faculty may also need more exposure to Moodle.
Recommendations:

- A technical advisor should be brought in to advise the Center on improving WiFi, and adequate resources should be dedicated therefor, given the critical nature of this support.
- New faculty should be provided with training in Moodle.

Observations of Housing and Home Stays, and Recommendations:

Members of the committee visited and reviewed the homestay housing option offered in Rabat.

**Homestay:** Clearly, Nisrine Attar, the Coordinator of Student Affairs, thoroughly vets each host family, and the IES Rabat Center works diligently to identify suitable families. Host families have a high regard for the IES Rabat program, and the staff works hard to maintain personal relationships with each of the families.

All home stays are in the historic city, the Medina, which gives students the opportunity to experience traditional Moroccan culture. Moroccan families living in the old city can be quite extended. Several generations may live in one dwelling or have adjoining apartments in the same house. While living in the Medina is culturally rewarding, students are more likely to encounter inappropriate sexual and discriminatory remarks in this part of the city, than in more Europeanized sections of Rabat. While this behavior does not involve a physical threat, it is important that students be adequately prepared for these encounters and understand how best to respond.

Students were quite content with their families, though several students thought that pre-departure basic information regarding their host families (e.g. names and ages of siblings, languages spoken at home) would have made their transition into the family easier. Over the years, a few students have been surprised to learn that English is not spoken in the homestays, and so the committee believes that printed materials and the website for the IES Rabat should underscore that this is an immersion program in Moroccan Arabic and/or French.

Most host families are centrally located within a 25 minute walking distance from the IES Center. The rooms are spacious and comfortable. Prior to placing a student with a host family, Ms. Attar interviews the families and visits the home, and she continues to check up on the families that house students regularly. IES Rabat is careful to adhere to the housing standards and requirements outlined in the IES MAP.

Students stated on several occasions that their studies would be better supported if their homestays had internet access, and the committee was told by IES Abroad that this would be a requirement for homestay families, effective this fall.
In general, the committee was extremely pleased to hear the many positive comments about the host family experience and wish to note that ALL students in the spring, 2015, chose the homestay option.

**Residence Hall:** IES Rabat students may opt to live in a residence hall. This particular semester none of the students choose this option. One full year student who had chosen the residence hall in the fall chose to move to a homestay early in the first semester. The committee did not have an opportunity to visit the residence hall.

**Recommendations:**

- Students should be provided with basic information about homestays, including members of family, and language(s) spoken.

- Printed materials and the IES Rabat website should emphasize that this is an immersion program where students should be expected to use Moroccan Arabic and/or French in their living situations.

- All homestays should be equipped with internet access.

**Observations of Health, Safety and Risk Management and Recommendations:**

All IES Abroad participants are provided with CISI Worldwide insurance coverage and are automatically enrolled by IES. IES Rabat works closely with a local clinic should a student need immediate medical attention. CISI Worldwide also provides students with a number of private clinics, doctors, and dentists who are English speaking and who can be accessed through the IES Rabat staff or directly through CISI. The Center has also identified and works closely with a mental health counselor in Rabat. Students are informed during orientation as well as in the Predeparture Information on how to contact staff in an emergency, and at least one staff member is available on a 24/7 basis.

All students are required to submit a medical health history form which is screened by IES and then shared with the Coordinator of Student Affairs and Internships. Nisrine Attar, the current coordinator, feels that the communication between IES Chicago and the Center is very strong and that she is supported in regards to all health and safety matters. The committee was impressed with the amount of time Ms. Attar spends with each student in regards to health and housing. All IES Rabat staff members are familiar with the emergency procedures, and Ms. Attar feels that the staff works closely together to support each other in an emergency.

The sexual harassment and diversity issues are clearly outlined in the *IES Abroad Student Handbook* and in the Predeparture Information. Still, these are persistent problems in Morocco,
and the review committee and IES Rabat staff believe that further discussions of these important matters should take place pre and post arrival in Rabat.

Policies on alcohol and drug consumption are clearly stated in the Predeparture Information guide that is sent to each student upon acceptance into the program. These are also reviewed at the on-site orientation. The Predeparture Information clearly addresses safety concerns pertaining to independent travel, safety, crime and the use of motorized vehicles.

Recommendations:

- Pre-departure information and on-site orientation should include more extensive coverage of issues involving sexual harassment and racial discrimination.
- The availability of a psychological counselor should be noted in the Predeparture Information, and emphasized further in the orientation sessions.

Recommendations for IES Abroad:

- Intercultural development and the development and use of an intercultural “tool kit” adapted for use as each location warrants, should be on the agendas of the IES Conference and the IES Center Directors’ meeting.
### IES RABAT CENTER PROGRAM REVIEW SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:30</td>
<td>Breakfast</td>
<td>Hotel Mercure</td>
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<tr>
<td>8:45-9:15</td>
<td>Introductions to IES Abroad Staff</td>
<td>Hotel Mercure</td>
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<td>8:45-9:15</td>
<td>Tour of Center</td>
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<tr>
<td>9:15-9:50</td>
<td>Program Overview Presentation by IES Abroad Rabat Center Director Oussama El Addouli</td>
<td>IES Abroad Center</td>
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<tr>
<td>9:50-10:00</td>
<td>Introductions to 2 Students and 2 Faculty Committee Members</td>
<td>IES Abroad Center</td>
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<tr>
<td>9:50-11:15</td>
<td>Full Committee Meeting - Discuss the Charges, Divide Responsibilities</td>
<td>IES Abroad Center</td>
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<tr>
<td>11:15-12:00</td>
<td>Presentation on Orientation Material-Safety, Security, Health and Student Assistance by Student Affairs Coordinator Nisrine Attar</td>
<td>IES Abroad Center</td>
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<tr>
<td>12:00-1:30</td>
<td>Lunch</td>
<td>Hotel Mercure</td>
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<tr>
<td>1:30-3:45</td>
<td>Tour of Rabat</td>
<td>IES Abroad Center</td>
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<tr>
<td>3:45-4:00</td>
<td>Coffee break</td>
<td>IES Abroad Center</td>
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<tr>
<td>4:00-5:50</td>
<td><strong>Class visit:</strong> RL243 Islam in Morocco and North Africa Class (Dr. Khalid Saqi)</td>
<td>IES Abroad Center</td>
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<tr>
<td>6:00-7:00</td>
<td>Meeting with Full Year Students, Internship students, and students taking courses at University Mohammed V</td>
<td>IES Abroad Center</td>
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<td>Time</td>
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<tr>
<td>7:00</td>
<td>Dinner</td>
<td>Hotel Mercure</td>
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<td></td>
<td><strong>Day 3 - Tuesday May 5</strong></td>
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<tr>
<td>Morning</td>
<td>Breakfast</td>
<td>Hotel Mercure</td>
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<tr>
<td></td>
<td>Depart at 7:30 am</td>
<td>Fez &amp; Meknes</td>
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<td>Day Trip to Fes &amp; Meknes - Meet in the lobby of the Hotel Mercure</td>
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<td>Tour of Fes</td>
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<td>Lunch</td>
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<td></td>
<td>Depart to Meknes</td>
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<td>Visit the orientation school in Meknes</td>
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<td></td>
<td>Depart to Rabat</td>
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<td></td>
<td>Dinner</td>
<td>Hotel Mercure</td>
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<td></td>
<td><strong>Day 4 - Wednesday May 6</strong></td>
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<tr>
<td>Morning</td>
<td>Breakfast</td>
<td>Hotel Mercure or IES Abroad Center</td>
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<td></td>
<td>8:30-9:50 Committee Meeting</td>
<td>IES Abroad Center</td>
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<tr>
<td></td>
<td>10:00-12:00 Visit Mohamed V University; Meet with Vice Dean and Tour the University</td>
<td>University Mohammed V</td>
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<td><strong>Class visit: Colloquial Moroccan Arabic</strong></td>
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<td></td>
<td>12:00 Lunch</td>
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<td></td>
<td>12:00-1:50 <strong>Class visit: HS312 Contemporary History of Morocco and North Africa- Dr. Mohammed Chtatou (Review session)</strong></td>
<td>IES Abroad Center</td>
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<td></td>
<td>2:00-3:50 <strong>Class visit: IR 343 The U.S and North Africa – Dr. Mohcine El Ahmadi</strong></td>
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<td></td>
<td>Leave class early for Residence Hall visit</td>
<td>Rabat</td>
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<td></td>
<td>4:00-6:00 Visits to host families or University Residence Hall</td>
<td>Rabat</td>
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<td>7:00-8:30 Reception with IES Abroad Faculty</td>
<td>Hotel Mercure</td>
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<td></td>
<td><strong>Day 5 - Thursday May 7</strong></td>
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<tr>
<td>Morning</td>
<td>Breakfast</td>
<td>Hotel Mercure</td>
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<tr>
<td></td>
<td>8:30-9:50 <strong>Class visit: Modern Standard Arabic</strong></td>
<td>IES Abroad Center</td>
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<td></td>
<td>10:00-12:00 <strong>Class visit: SO 250 Gender and Society in North Africa – Dr. Fatima El Amrani</strong></td>
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<td></td>
<td>11:00-12:00 Visit internship site: Human Rights Organization with Jordan Icorvaia (Penn State University) and Prof. Balima</td>
<td>Rabat</td>
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<tr>
<td></td>
<td>12:00-1:50 **Class visit: RL 243 B Islam in Morocco and North Africa in French) Dr. Farid El Asri</td>
<td>IES Abroad Center</td>
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<td>Time</td>
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<tr>
<td>1:00-4:00</td>
<td>Visit internship placement with student Emma Davis (Wesleyan University)</td>
<td>Rabat</td>
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<tr>
<td>1:00-1:30</td>
<td>Lunch</td>
<td>IES Abroad Center</td>
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<tr>
<td>1:30-2:15</td>
<td>Meeting with Student Affairs Coordinator Nisrine Attar</td>
<td>IES Abroad Center</td>
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<tr>
<td>2:30-3:30</td>
<td>Visit the Regional Security Officer at the US Embassy (Please bring your passports with you)</td>
<td>US Embassy</td>
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<tr>
<td>4:00-5:50</td>
<td><strong>Class visit:</strong> AF 221 North African Cultural Identities. Dr. Yamina El Kirat</td>
<td>IES Abroad Center</td>
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<tr>
<td>6:00-7:00</td>
<td>Meeting with Spring 2015 students</td>
<td>Sophia Palace Restaurant</td>
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<tr>
<td>7:30</td>
<td>Dinner</td>
<td>Sophia Palace Restaurant</td>
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**Day 6 - Friday May 8**

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>Morning</td>
<td>Breakfast</td>
<td>Hotel Mercure</td>
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<tr>
<td>9:15-10:00</td>
<td>Meeting with Program Assistant and Accountant Fatima Ezzahra Lahna</td>
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<tr>
<td>10:00-11:50</td>
<td><strong>Class visit:</strong> LT 315 Maghrebian Francophone Literature. Dr. Driss Adli</td>
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<td></td>
<td><strong>Class visit:</strong> EC252 The Economic Impact of Globalization on Morocco – Dr. Boutaina Ismaili</td>
<td>IES Abroad Center</td>
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<tr>
<td>12:00-12:45</td>
<td>Moodle Discussion</td>
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<tr>
<td>12:45-1:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:30-3:00</td>
<td>Committee Meeting - Recommendations Discussion</td>
<td></td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>Committee Meeting - Center Director Response</td>
<td></td>
</tr>
<tr>
<td>3:30-7:00</td>
<td>Free time for shopping in the medina, personal work, packing</td>
<td>Rabat</td>
</tr>
<tr>
<td>7:00</td>
<td>Farewell Dinner</td>
<td>Arabica Restaurant</td>
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</tbody>
</table>

**Day 7 - Saturday May 9**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>Morning</td>
<td>Breakfast at the hotel</td>
<td>Hotel Mercure</td>
</tr>
<tr>
<td>All day</td>
<td>Depart Rabat—For those leaving May 9th</td>
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### Optional Activities—For those leaving May 10th

- Excursion to Ruins of Chellah plus lunch, with the Center staff
- Day trip to Casablanca, independent (Center can arrange transportation)
- Shopping at the Rabat Medina
- Free time in Rabat

### Day 8 - Sunday May 10

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>Morning</td>
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</table>
The following charges are taken directly from the IES Abroad Model Assessment Practice (IES MAP) revised in Fall 2011.

Charges highlighted in italics are areas that are of special consideration to the Rabat program. Additional questions to focus upon are appended at the end of the guidelines.

Guidelines for IES Standard Programs

I. Student Learning Environment

A. Pre-departure Information

1. Information presented to students includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.

2. IES information begins to prepare students for the challenge of crossing cultures.

3. IES information articulates program goals for student learning and development in the local setting.

B. On-site Cultural and Academic Orientation

1. The IES Abroad Center conducts an extensive initial orientation program on policies and protocols governing academics, emergencies, health and safety, housing, independent travel, and the student code of conduct.

2. The IES Abroad Center orientation introduces students to the local culture and local laws.

3. Staff and guest speakers knowledgeable about the locale conduct the orientation.

4. The IES Abroad Center introduces students to a process for reflecting on their experience abroad through CORE, Comprehensive Orientation and Re-entry.

5. The IES Abroad Center addresses diversity issues including gender, race, and religious practice in the host country.

6. Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting (e.g., using local transportation, eating, attending cultural events).

C. Instructional Quality

1. Faculty are committed to student-centered pedagogy
2. Faculty use the location as a learning resource through experiential learning such as field study and student engagement with the community.

3. Faculty communicate high expectations of student performance through student learning outcomes that are linked to appropriate and rigorous assignments.

4. Faculty use pedagogically sound educational technology both inside and outside the classroom, when appropriate, to enhance student learning.

5. Faculty integrate the classroom and study outside the classroom by effectively employing the IES Abroad learning management system (MOODLE).

6. Faculty are evaluated by student surveys for each course they teach and Center directors review evaluations.

D. Curricular Design

1. Academic programs are designed in keeping with the character of local academic practice to promote students’ academic cultural integration.

2. Academic programs are designed to encourage independent learning.

3. Academic programs are designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.

4. Curriculum and co-curriculum are integrated to reflect the Center’s mission and goals for student learning and development.

5. Curriculum and course content reflect the political, social, and cultural diversity of the host country.

6. The curriculum identifies research opportunities in the community.

7. Sequence of courses and learning experiences are designed for academic credit principally at the undergraduate level in the U.S., with potential application to institutions of higher education abroad and at the graduate level.

8. Courses use discipline-specific methodology at the appropriate level.

E. Language Development Opportunities

1. Course content, textbooks, materials, and goals for student learning correspond to the IES language development standards.

2. Language classes articulate goals to advance students’ oral, listening, reading, and writing skills at the appropriate level.
3. In language courses, students gain a perspective of the host country’s values, history, culture, and contemporary issues.

4. Language instruction, when appropriate, is integrated into all courses and co-curricular activities.

5. Students are provided out-of-classroom opportunities to develop oral, listening, reading, and writing skills.

6. The IES Abroad Center environment strongly encourages use of host country language through a student pledge.

7. Tutoring and/or other forms of academic assistance are available to students.

F. Internships, Field Placements, and Community-Based Learning

1. Placement sites correspond to the Center goal to build sustainable partnerships in the host community and contribute to the needs and interests of those partners.

2. Placement sites share Center goals for student learning and development.

3. Placement sites give IES students the opportunity to participate in and to critically observe a work environment in the host country.

4. An academic component supports the practicum and follows IES Abroad guidelines.

5. Internship, field placement, and community-based learning sites meet IES standards of safety and risk management.

G. Field Study and Trips

1. Field studies and field trips reinforce the IES Abroad Center’s goals for student learning and intercultural development.

2. Supervised field study and field trips are integrated into the academic program.

3. Qualified guides lead field trips.

4. Field study and field trips meet IES standards of safety and risk management.

5. Guided field trips help students take advantage of the region and result in more learning than if students attempt to travel on their own.

H. Engagement in IES-Sponsored Cultural and Social Activities

1. The IES Abroad Center organizes activities that facilitate student engagement in the local culture.
2. *The IES Abroad Center conducts CORE, Comprehensive Orientation and Re-entry, to guide students’ progress toward personal goals for cultural immersion and intercultural learning.*

I. Involvement in Other Academic, Political, Economic and Cultural Institutions

1. The IES Abroad Center offers guidance to students on local opportunities.

2. Representatives of local institutions are members of the faculty.

3. Requirements for minimal student participation are a part of the course work.

J. Re-entry into Home Culture and Home Institution

1. The IES Abroad Center offers a reentry program to students related to the re-adjustment to their home campus.

2. Students are able to identify academic, career, and personal skills gained in studying abroad through CORE re-entry programming.

3. The IES Abroad Center informs students about opportunities to return to the host country, post-graduation.

II. Student Learning; Assessment and Intercultural Development

A. Intellectual Development

1. *Students demonstrate that they have met learning outcomes in IES courses.*

2. Students develop their skills in critical thinking through reflection and research.

3. Students develop different learning strategies necessary to integrate into the academic culture at local universities.

4. Students develop their ability to understand and critique a variety of perspectives.

B. Development of Language and Communication Skills

1. *Language instruction follows the guidelines of the IES MAP for Language and Intercultural Communication.*

2. Students are engaged in setting goals for their language learning.

3. IES sponsors appropriate tests of students’ language skills to document their achievement.
4. IES language faculty prepare students at highest language levels for appropriate in-country exams that demonstrate mastery.

C. Cognitive Growth

1. *Structured opportunities for students to analyze and reflect on their experiences contribute to their awareness of cultural difference.*

2. *Academic studies, support services, and integrative activities contribute to students’ communication skills across cultures.*

3. *Assessment of students’ cultural learning is used to enhance the curriculum and co-curriculum.*

D. Interpersonal Growth

1. *On-site orientation and integrative activities are designed to assist students in adapting to the culture of the host country and in becoming more comfortable in interacting with persons of different cultural backgrounds.*

2. *Integrative activities are designed to assist students in acquiring general adaptive skills that prepare them to live in a different culture.*

3. Students are offered opportunities to explore their leadership potential in the IES Abroad community.

4. Students’ self-reports on their intercultural development are gathered in end-of-term student evaluations.

E. Intrapersonal Growth

1. Curricular and co-curricular activities support students in taking responsibility for their own decisions.

2. Curricular and co-curricular activities support students in gaining a better understanding of their values and beliefs.

3. Curricular and co-curricular activities support students in developing self-awareness in a cultural context.

III. Resources for Academic and Student Support

A. Faculty Qualifications

1. *Faculty, including language instructors, have academic credibility and appropriate credentials in their host country.*
2. The scholarly achievements of academic faculty meet local university or equivalent standards.

3. Academic faculty generally are currently engaged in scholarship.

4. Faculty are selected to teach IES courses based on their ability to teach, their disciplinary expertise, and their commitment to the IES goals and standards.

5. Faculty are involved in developing new courses according to the IES Abroad Center’s curriculum design for approval by the Curriculum Committee.

6. Faculty are sensitive to gender and cultural differences among students.

7. New faculty participate in an IES Orientation and existing faculty participate in IES training on teaching strategies, innovations, and program learning goals.

8. Professionals who teach a practicum have relevant experience in their field of expertise.

9. Faculty are evaluated by student surveys for each course they teach and Center director or Academic Director reviews evaluations.

B. Administrative Staff Qualifications

1. The IES Abroad Center director and staff are collaborative and mutually reinforcing in meeting student needs.

2. Center director and staff are courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare.

3. Center director and staff are committed to study abroad and the development of intercultural knowledge and skills.

4. Center director and staff are interested in and able to work with undergraduates from the U.S. and are committed to IES Abroad goals and standards.

5. Center director and staff members participate in annual performance evaluations.

6. Center director has appropriate administrative experience and appropriate academic experience.

7. Center director represents the IES Abroad mission and student interests creditably at local universities.

8. Center director is proficient in the English language and the language of the host country.
9. Center director has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers the IES Abroad Center program in that context.

10. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.

11. Center director and staff participate in training and development sponsored by IES Abroad to assist students in their overall success in IES Abroad programs.

C. Academic Advising

1. The IES Abroad Center advisors to students on registration requirements have the necessary training.

2. *Advisors to students are knowledgeable about IES courses and requirements.*

3. *Advisors to students are knowledgeable about local university rules, requirements and the local academic culture.*

4. *Advisors follow the IES Academic Policy Guidelines.*

5. Advisors are readily available to students.

D. IES Academic Center Staff Size

1. The size of the staff is appropriate for the types of programs offered (e.g., internships, mobile learning).

E. IES Abroad Center Facilities

1. A private office is available to the IES Abroad Center director and staff for consultation and advising students.

2. Faculty have access to a private room for advising students.

3. Students have a place where they can gather and meet informally.

4. Classrooms are adequate for IES courses.

5. The IES Abroad Center is well located for student access to the local culture.

6. Center follows a written plan for routine, preventative, and deferred maintenance of facilities, equipment, and grounds.

7. Center facilities meet IES safety standards.
8. Reasonable accommodation is attempted to meet the needs of students with learning and physical disabilities.

9. IES Abroad Center facilities are operated according to environmentally responsible and sustainable practices.

F Access to Local Educational and Cultural Institutions

1. The IES Abroad Center has agreements, preferably written, with universities for registration, course enrollment, grading, and credit equivalencies.

2. Center has agreements, preferably written, with universities for access to sponsored activities and student clubs.

3. Center has agreements, preferably written, with universities or other agencies for access to sponsored sports activities.

4. Center provides information regarding cultural opportunities.

G. Research and Learning Resources

1. Resource Center contains up-to-date references.

2. *Students have access to one or more libraries at local universities and relevant research centers.*

3. Students have access to specific collections including on-line and digital resources, and audio and video materials to complete class assignments.

4. Students are adequately informed and encouraged by IES to take advantage of research resources available to them.

5. Resource Center hours are convenient for students, within bounds of building security.

6. *Students have access to a reliable high-speed Internet network and a comfortable and a quiet area in which to work.*

7. Learning resources are made available to students according to best practices in sustainability.

H. Housing and Home Stays

1. Students have a place to live that meets the IES standards of health and safety.

2. Public transportation is readily available near the housing unit.
3. Housing arrangements are based on the opportunity for a high level of interaction with the host culture.

4. Contracts with housing providers adhere to laws of host country.

5. Housing is well located for student access to local culture.

6. Housing provides students with sleep and study space.

7. Housing is evaluated and inspected regularly.

8. Host families and roommates meet IES criteria.

9. IES staff are trained to manage conflicts between a student and home stay host or student residence manager that may arise.

10. IES staff educate students on energy conservations methods in their housing unit.

I. Student Qualifications

1. Students meet admission requirements for language.

2. Students meet minimum GPA and student conduct requirements as specified by IES.

3. Students meet requirements for academic standing as specified by certain IES programs.

4. Admissions process follows the IES policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.

J. Health

1. Students have appropriate health insurance for the country in which they are studying.

2. IES Abroad Center staff provides students with appropriate access to high quality care for accidents, illness and mental health.

3. IES Abroad Center staff is sufficiently trained to determine when students require professional assistance for mental health issues, drug use and alcohol abuse.

4. Students with individual health concerns are provided pre-departure guidance and assistance.

5. IES Abroad Center staff follows IES and in-country guidelines on providing assistance to student health issues.

K. Safety and Risk Management
1. IES Abroad Center staff enforces IES Code of Student Responsibility

2. An IES Harassment Policy exists for students, faculty and staff and all parties are educated on the policy.

3. IES Abroad provides 24-hour response coverage to crises at all Centers when programs are in session.

4. Safety and risk management issues are reviewed and evaluated regularly by appropriate administrative staff and local legal counsel.

5. Safety and risk management standards are in place for insurance and indemnification, local educational and cultural institutions with which the IES Center holds agreements, outside service providers, emergencies, staff training, facilities, events and activities, field trips, housing and accommodation, workplace environment, student and staff behavior, and information technology.

6. IES Abroad Center administrative and teaching staff members are informed of safety and emergency procedures.

7. IES Abroad Center administrative staff members inform students about local safety concerns.

8. IES Abroad Center administrative and teaching staff members follow IES safety guidelines and emergency procedures.

9. Each IES Abroad Center assigns responsibility for safety issues to appropriate staff.

Additional issues to focus upon

- The quality and academic rigor of courses offered at partner institutions.
- Opportunities for students to meet and interact with Moroccan peers.
- The students’ perception of safety in the Moroccan environment.
- The ability of the Moroccan faculty to speak freely in the IES classroom.
- The appositeness of the program’s global learning objectives and recommendations for changes (Appendix B)
- The effectiveness of the implementation of the global learning objectives.

Appendix B: IES Abroad Rabat Global Learning Objectives:

Through the Study in Rabat semester program, students should be able to:
• Gain linguistic and intercultural competence in the host country.
• Further education by gaining insight into subject matters already discussed at home.
• Learn outside the classroom through experiential learning situations that the rich and complex Moroccan society can offer.
• Reach high level language competency through exposure to the language, its slang, idioms, mannerisms, and historical contexts.
• Find the true benefits of study abroad through cultural immersion and day-to-day interactions with local people.
• Find, discover and develop new interests in the country and the region and its political, social, demographic, economic challenges.
• Meet new people who can expand and change students’ view of the world, of the host culture and of themselves.
• Strive to create relationships that can develop into lifelong friendships or prove to be handy with future job applications.
• Improve creative problem solving skills by coping with and managing the diversity and new challenges of the host culture.
• Discover personal strengths and weaknesses through study in a different culture which accelerates the process of self-discovery in reacting to new stimuli and hence setting the stage for growth.
• Expand communication skills by finding creative ways to navigate around communication barriers.
• Develop an independence from mother-tongue language and transition to target language.
• Gain intellectual and linguistic tools to understand and thrive in a host culture that is very different from the students’ native culture by living with a host family.
• Engage meaningfully in talks, discussions and debates of all types with host country citizens.
• Demonstrate self-motivation, independence, problem-solving skills, ambition, and risk-taking.
• Gain the ability to interact with locals through cultural activities.
• Develop an openness to differing viewpoints on controversial topics and be able to accept and manage these differences.

• Gain a comparative perspective by comparing the Moroccan and American cultures and therefore developing a more cosmopolitan outlook.

• Understand the Moroccan view on religion and spirituality and how this shapes the Moroccan identity.

• Determine the differences in the host education system from U.S education system in teaching and learning styles and methods, especially at the university level.

• Understand the complexities and discrepancies between host and home systems of governance, politics, civil society and culture on a broad scale.

• Explain the strengths and weaknesses of civil society (social action?) organizations and their governing methods and identify areas of improvement, hence actively participating in improving the internship site’s work and efficiency by adding value through the investment of personal skills/strengths.

• Evaluate and comment on the Morocco-U.S relationship, the level of cooperation, and the strategic future of this relationships

• Learn to integrate multiple viewpoints to better understand and interact with the global systems of representation of Moroccans, Muslims, Arabs and Africans in general.

• Understand central and geopolitical conflicts in Morocco and the region and the role the U.S plays in these conflicts

• Develop a greater global awareness by applying relevant skills and knowledge gained in the classroom and comparing local perspectives to the U.S. content. gaining a comparative perspective through the applicability and relevance of the skills and information and knowledge learnt to the US context.

• Achieve the language learning objectives as defined by the IES Abroad MAP for Language and Intercultural Communication.

• Increase self-confidence in leading classroom group discussions, delivering oral presentations in intercultural situations, articulating clarification questions to Moroccan organizations’ executives (during internships and field studies/trips), and conducting team work with Moroccan team mates.
• Become aware of the history and circumstances of ongoing political debates in Morocco, and hence of the dynamics in contemporary Middle Eastern and North African history and society.

• Identify the main trends of divergence and convergence of North African countries in their relations with the U.S.

• Learn how to evaluate U.S. foreign policy toward Morocco and North Africa on the whole, and understand the interaction between different actors in the foreign policy-making process in U.S. and how they influence policies toward North Africa.

• Critically compare European policy and U.S. foreign policy towards Morocco and how Moroccan people and institutions react/interact and identify with the two regions through courses offered

APPENDIX C: IES RABAT CENTER PROGRAM REVIEW SUMMARY OF RECOMMENDATIONS

Student Learning Environment

Pre-departure and orientation

• Strengthen pre-departure information and on-site orientation introducing students to Arab and Islamic culture. Pre-departure information should also include more information on cultural and religious holidays.

• IES Rabat should provide a common text for all students to read prior to or during orientation with a focus on Rabat and Morocco. Readings might include a short history of Morocco, a short story written by a Moroccan author, or an essay on recent Moroccan current affairs.

• Pre-departure information should be adjusted to reflect Moroccan diversity (which is different from US diversity), and include more extensive coverage of issues involving sexual harassment and racial prejudice.

• Students should receive a detailed calendar for the semester that includes all holidays and field trips. This calendar should also include dates for preregistration and the start and end of classes at IES, Mohammad V University, and the other venues at which students can take classes.
The mid-term and final exam weeks’ opening and closing dates should also be added to
the calendar, as some students may wish to book flights for holiday breaks and return to
the US, in the first weeks after their arrival in Rabat.

The Rabat Center should offer an expanded cross-cultural program during the orientation
that will be part of the cross-cultural curriculum offered during the semester.

IES Abroad and the Rabat Center should better prepare female students for the sexual
harassment that is a frequent occurrence in Morocco.

IES Abroad and the Rabat Center should better prepare African American students for
the prejudice that they may encounter in Morocco.

The psychological counselor should be noted in the Predeparture Information and
included in orientation.

A female psychological counselor should be available as well as the current male
counselor.

The stay in Meknes should be shortened and orientation completed in Rabat.

Pre-registration and registration for IES courses need to be better coordinated, and clarity
in the registration process improved. This especially applies for courses available at
Mohammad V and other off-site venues.

**Instructional Quality:**

- Update audio/visual and WiFi systems in the classrooms, and adequate resources should
  be dedicated therefor, given the critical nature of this support.

- All syllabi should be revised each semester to include specific dates for classes and
  assignments, and not simply refer to week I, II, etc.

- Readings on syllabi need to be kept up to date. Distributed copies or copies on Moodle
  should be clear and easily read.

- Faculty should make sure that all students come to class prepared by means of such tools
  as quizzes on readings on Moodle, discussions on Moodle in which students are expected
  to participate, and querying individual students about assigned reading in class.

- The weekly schedule of classes should be reviewed to allow for more field study

- IES should identify faculty from Mohammed V University to come to IES during
  orientation to discuss their classes at Mohammed V University.
• Instructors at Mohammed V University will need to provide syllabi for courses to be approved.

• Center staff should more clearly describe the logistical and communication difficulties students will face when taking courses at Mohammed V University.

• Some classes at the IES Rabat Center were greatly enriched by the presence of Moroccan students studying at Mohammed V University, and this type of cross-cultural education should be encouraged as much as possible, as it not only adds to the learning environment, but also promotes social connections among the students.

• In line with the agreement between IES Abroad and Mohammed V University, a joint course should be developed and taught at Mohammed V University in English. The committee suggests Islam art history and international relations as possible topics.

• The IES Rabat calendar should be aligned with the semesters at Mohammed V University where possible.

**Curricular Design:**

• The Rabat program should create a compulsory ongoing cross cultural curriculum, possibly for one credit that includes events such as discussions and debates with Moroccan students.

• The Educational Tech staff in Chicago should seek a solution to the problems in Moodle with respect to the use of Arabic script.

• The curriculum should be broadened to include one or two courses related to Middle Eastern studies each semester.

• The migration studies courses developed for the IES Rabat summer program should also be offered during the semester.

• The Center should emphasize a stronger Islamic, Middle Eastern, and Arabic studies focus in IES Rabat promotional materials.

• The Rabat Center should be paired with the Istanbul Center in a Middle East and North African Catalog rather than with the Cape Town program in an Africa catalog as at present. The Rabat Center should be paired with the Istanbul Center in a Middle East and North African Catalog rather than with the Cape Town program in an Africa catalog as at present.

**Language Development Opportunities:**
• The Arabic assessment test should evaluate all skills assessed quantitatively and in a coordinated way. IES should consider adding an OPI (oral proficiency interview) component conducted by an accredited tester.

• IES Rabat should provide an exit Arabic exam to gauge actual student learning.

• The classroom should stress the separation between using Modern Standard Arabic and the vernacular.

• Faculty teaching Arabic should refrain from using English in the classroom, especially in the beginning Arabic class.

• The staff and faculty should explore options to integrate more challenging readings in course content to satisfy intellectual and linguistic needs of advanced students.

**Internships and Field trips:**

• IES Rabat should develop a variety of regularized placement opportunities, with clear expectations for both the organizations and the students, and with language requirements listed, that students can see in advance.

• Evenings could be possible times for internships.

• All interviewing of subjects for course assignments must be suspended until IES Abroad introduces an ethical human subject research policy.

• In keeping with IES internship guidelines, all intern students should keep a reflective journal of their internship experience, addressing their personal experience within the context of the internship, and analyzing their own learning, work abilities, and skills.

• Students should be encouraged to relate aspects of field studies and field trips to their courses and general knowledge of Morocco and the region.

• Encourage the Rabat Center to provide students with scheduled meetings, trip itineraries and other logistical details, with as much advance notice as possible.

• The Center should diversify field trips in Morocco each semester, and expand field trips to new locations.

• The Center should consider expanding some field study trips to a half day (instead of 90 min) to visit interesting places in the outskirts of Rabat.

• One semester field trip could be to Senegal (similar to the IES Rabat summer field trip) or Jordan.
• The Center should review the weekly schedule to incorporate more field study where possible.

• IES Abroad should seek to provide scholarship aid to students with financial need to enable their participation in optional field trips when an extra fee is required.

Student Learning:

• IES Rabat pre-registration and registration for course need to be better coordinated, and the clarity in the registration process improved.

• The orientation program should be enhanced to include more detailed information on opportunities at Mohammed V University, as well as strategies on how to succeed academically in a direct-enrollment environment.

• The Center should expand opportunities for social and cultural activities between IES Abroad students and Moroccan students at Mohammed V University and/or elsewhere.

• IES Abroad, together with IES Rabat, should implement a process that allows for a higher return rate of end-of-term course evaluations. If this is an issue that has been noted and/or addressed at other IES centers, tactics for enhancing response rates should be shared across IES.

• Faculty should ensure that students are prepared for class, by incorporating tools such as discussions, questions and quizzes related to assigned readings.

• IES Rabat should strengthen guidelines for student behavior in the classroom, e.g., regarding being late for class, bringing food to class, being prepared for class, etc.

• Students and their family members should be advised not to purchase airline tickets for travel during the semester until the final schedule for the program is released.

Resources for Academic and Student Support:

Faculty:

• The Director should seek ways to judge faculty performance in addition to student evaluations, such as class visitation or occasionally talking to instructors about their specific plans for a class.

• The Director should feel free to replace faculty who are not performing effectively.
• The faculty should see the course evaluation questions to understand the evaluation issues.

• The faculty should be trained properly in Moodle and in incorporating educational technology in the classroom through workshops.

• The Center should sponsor a faculty retreat and training/workshops at the beginning of an academic year as well as regular faculty meetings to support faculty development.

• The Center should provide workshops or training on how to prepare, lead, and follow up on a field studies experience.

• The Center should explore the relationship between IES Rabat and Mohammed V University for a joint class taught in English on the Mohammed V University campus.

**Personnel:**

• The Director should be proactive in making changes to the original design of the IES Rabat Center and make this his program.

• The Review Committee recommends sending the student affairs coordinator, Ms. Nisrine Attar, for at least a week at a member institution in the U.S. to become more familiar with the American educational system and student culture and expectations for students.

• Seek additional staff support in the form of a prior student, ex-pat, or a Moroccan who has spent a significant amount of time in the US (female strongly encouraged), to help with advising, to assist the student affairs coordinator, and to allow the center director more time for strategic planning.

**Facilities:**

• A technical advisor should be brought in to advise the Center on improving WiFi, and adequate resources should be dedicated therefor, given the critical nature of this support.

• Provide additional student and staff support for Moodle.

**Housing:**

• Students should be provided with basic information about homestays, including members of family, and language(s) spoken.

• Printed materials and the IES Rabat website should emphasize that this is an immersion program where students should be expected to use Moroccan Arabic and/or French in their living situations.

• All homestays should be equipped with internet access.
Additional Recommendations:

- Intercultural development and the development and use of an intercultural “tool kit” adapted for use as each location warrants, should be on the agendas of the IES Conference and the IES Center Directors’ meeting.