



CET JORDAN

School of Record Assessment Report



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EXECUTIVE SUMMARY

PURPOSE OF THE ASSESSMENT

In November 2022, CET Jordan hosted the inaugural School of Record Assessment Visit as part of our partnership with the University of Minnesota (UMN). As School of Record, the Learning Abroad Center at UMN assesses one CET program per year.

CET Jordan has evolved over the course of the pandemic, adopting a new center and new models of local integration, and CET was eager to receive feedback on these elements in particular from the assessors as we continue to build back better.

ASSESSMENT TEAM

The assessment team was comprised of two representatives from the University of Minnesota and two members of CET's National Advisory Council representing American University (AU) and the University of North Carolina - Chapel Hill (UNC). AU and UNC are also two of the biggest sending institutions for CET Jordan.

Members of the CET Jordan assessment team:

- **Christine Anderson:** Academic Director, Learning Abroad Center – University of Minnesota
- **Katrien Vanpee:** Senior Lecturer & Director of Arabic Language Instruction – University of Minnesota
- **Jason Kinneer:** Associate Dean of Study Abroad & Exchanges, University of North Carolina – Chapel Hill
- **Mark Hayes:** Executive Director, AU Abroad – Abroad at AU – American University

SCOPE OF THE ASSESSMENT

Assessments review all elements of a program: pre-departure materials, on-site orientation, academics, housing, student life, health & wellness, and program infrastructure. Assessors had full access to CET staff, faculty, and students over the course of the visit and submit a report of recommendations and commendations for CET to review, respond to, and incorporate into the program in the future.

“CET Jordan does an outstanding job upholding rigorous academic standards and providing a rich, challenging, and context-appropriate curriculum, while simultaneously providing a plethora of support services to enable students to meet these ambitious standards.”

— Final assessment report

ASSESSMENT RATINGS



ACADEMICS: Exceed Expectations

Includes curriculum, syllabi, evaluation of instructors, learning in situ, and academic advising



STUDENT SERVICES: Exceed Expectations

Includes pre-departure advising, on-site orientation, housing, health & wellness, and student life



INFRASTRUCTURE: Meets Expectations

Includes center & classrooms, program location, and staff roles



RELATIONSHIPS with HOST COMMUNITY & HOST UNIVERSITY: Meets expectations

CONCLUSIONS & RECOMMENDATIONS

The assessment team provided commendations and recommendations for each area assessed. The full list is included in the report to follow, but below are some of the highlights.

CATEGORY	COMMENDATIONS	RECOMMENDATIONS
Academics	<ul style="list-style-type: none"> › “Instructors expressed a high degree of satisfaction with, and commitment to, the program and their work with the students.” 	<ul style="list-style-type: none"> › Continue implementing social justice pedagogy › Cite authentic texts in course materials
Student Services	<ul style="list-style-type: none"> › “The array of extra-curricular options is impressive and exposes students to the history, culture, and landscape of Jordan.” 	<ul style="list-style-type: none"> › Orientation presentation on sexual harassment should be team taught by a male and female presenter › Ensure Neighbor activities are accessible to all students
Infrastructure	<ul style="list-style-type: none"> › “The area is quite lively and is a popular destination for Jordanians and expatriates to gather.” 	<ul style="list-style-type: none"> › Equip all classrooms with multi-media technology › Assess the Center further for accessibility for students with mobility issues
Relationships with Host Community & Host University	<ul style="list-style-type: none"> › “The development and implementation of the Neighbors program in response to COVID restrictions has been very successful and seems to have a positive impact on participants and their Jordanian Neighbors.” 	<ul style="list-style-type: none"> › Stick with the Neighbors program instead of returning to roommates

“The on-site **orientation is very impressive and thorough**. It presents a significant amount of important information in **an effective and engaging way**. The use of Canvas quizzes and scenario work to ensure students’ understanding of program expectations is **excellent pedagogical practice**.”

— Final assessment report

RESPONSE FROM CET & NEXT STEPS

CET received a copy of the assessment team’s report in November and immediately began plans to incorporate the feedback into program operations. The full recommendation-by-recommendation response from CET is included after the team’s full report. Many of the recommendations have already been adopted as the Spring 2023 term has begun in Jordan. Others have ongoing action items still underway.

Examples of how recommendations have been put into action:

RECOMMENDATION	ACTION TAKEN
“Wherever authentic texts are used (whether print or audiovisual), include a citation or, at a minimum, the source for the text.”	This recommendation will be implemented moving forward, to be complete by the end of 2023.
“Presentation on sexual harassment during orientation should be team-taught by a male and female presenter.”	Include a female presenter at harassment mitigation section of orientation starting SP23. Continue offering alumni panel in which expat women share their experiences and tips with CET students.
“We recommend that all classrooms in which language is taught be equipped with a wall-mounted TV monitor to enable instructors to more easily work with audiovisual materials during class time.”	Staff will create a budget for additional monitors and increase the number incrementally over time as funds and resources allow, with the goal of one per year, starting in 2023.

THANK YOU

CET thanks the assessment team for their time and thoughtful feedback. We believe that feedback is a gift, and we are grateful for the recommendations and candid feedback from the assessment team that will make CET Jordan a better, stronger program for the students and U.S. institutions it serves.

We look forward to sharing future reports from other CET programs with our greater community in future years.

FULL ASSESSMENT REPORT



CET Jordan School of Record Assessment Report

INTRODUCTION

The UMN/CET appointed review team is pleased to present the following report on the CET program in Jordan.

The assessment visit team was composed of:

Christine Anderson, Learning Abroad Center, Academic Director - University of Minnesota
Katrien Vanpee, Senior Lecturer, Director of Arabic Language Instruction - University of Minnesota
Jason Kinnear, Associate Dean of Study Abroad & Exchanges - UNC, Chapel Hill
Mark Hayes, Executive Director, AU Abroad - Abroad at AU - American University

The members of the assessment visit team reviewed:

- CET Jordan webpages
- Alumni Support List
- Visa Instructions
- Pre-Departure Guides (5)
- Placement Exam Course in Canvas
- Virtual CET Center Course in Canvas
 - On-site orientations
 - Health & safety resources
 - Cultural resources
- Sample set of CET Jordan Courses in Canvas (8)
- OPI data
- Faculty CVs
- Staff bios

During the 2.5-day site visit, team members:

- Observed three of the English content courses
 - *Refugees, Forced Migration and Integration in Jordan*
 - *Internships: Bridging Theory and Practice*
 - *Art of Translation*
- Observed five Arabic language classes
 - *Intermediate High*
 - *Novice High*
 - *Intermediate*
 - *Marginalization and Discrimination in the Arab World*
 - *Trappings of Legitimacy: Political Parties & Religious Rhetoric*
- Met, as a group, with three of the four professors who teach English content courses;
- Met, as a group, with five Arabic language instructors;
- Met with a mental health counselor who supports the program;
- Visited an internship site (National Association of Family Empowerment);
- Had lunch and a feedback session with six current students;

- Had lunch with four language partners;
- Visited the Jordanian “neighbors” who live in the same building as the students;
- Visited three student apartments;
- Toured the Sweifieh neighborhood where the program center and housing are located;
- Attended an extracurricular activity (calligraphy);
- Received overviews of the academics, student life orientation, and internship selection and placement process from program staff; and
- Visited a location where one of the field based-components of the program (Shouman Library).

The assessment visit team jointly drafted and agreed on recommendations that are made part of this report.

PROGRAM ASSESSMENT

ACADEMICS

Course material; the structure of the courses; academic standards (including the language pledge); academic and mental health-focused support services; and the intentional connection between in-class work and field-based experiences or extracurriculars all combine to enable students to make impressive progress with their Arabic language skills within a relatively short amount of time. The impression is that almost all students are able to elevate their language skills by several sublevels on the ACTFL proficiency scale, or to move from one main ACTFL proficiency level (Novice, Intermediate, Advanced) to the next during their time at CET Jordan. Such progress in a similar way is typically not feasible in US-based collegiate Arabic programs, regardless of their excellence and intensity (i.e. including intensive summer Arabic students). During conversations with students in the program, the structured nature of the program, exceptional dedication of the language instructors, and the intentional community-building work done by the program were all raised several times as primary strengths of the program that enable students to make such strong progress.

Curriculum

In 2020-2021, the separation between the two existing Arabic Language and Internship tracks was dissolved in favor of a core base of core Modern Standard and Jordanian dialect courses for all, with the internship reframed as an elective experience. This restructuring of the curriculum appears to have helped ensure that all students, regardless of their potentially strong interest in the internship, receive intensive language training that will enable them to make the strong progress described below.

While CET Jordan is able to offer a substantial variety of “content courses” in any given semester, this semester’s “content courses” observed by the review team are primarily focused on political subjects, international relations, or human rights (including issues related to migration, and refugee experiences). Manal Yosef works with every instructor, including the University of Jordan faculty members, on fine tuning the term syllabus for every course.

For the first half of the semester, Modern Standard Arabic courses meet for four hours each day in the mornings. After the midpoint of the semester, the fourth contact hour is replaced by the Arabic-language content courses.

Internships

CET has a robust internship program. It is offered for 3-credits during the fall, spring, and summer terms. There is also a non-credit bearing internship in the summer. Most internships seem to be with local NGO's. Internship examples include: Middle East Children's Institute, Reclaim Childhood, and Talent beyond Borders. There is also a placement with the Jordan Times.

The review team visited the National Association for Family Empowerment (NAFE). This organization hosts four CET students this term. Students do a variety of work at NAFE such as economic analysis, website and brochure design, and outreach to embassies for possible funding. The director was committed to having interns commenting and noted that "interns bring a new way of doing things". Students also reported being satisfied with this placement.

Currently all placements are found through Mazen's contacts. Although this may be the best way to make connections within Jordanian society, if CET should want to grow their internship program they may want to consider branching out of NGO's and into other areas of student interest and academic disciplines.

The internship course along with the placement, but not including out of class work, is 150 hours. The course focuses on the bridge between theory to practice and meetings once per week for 1.5 hours. There is strong intercultural learning in the assignments and readings. A focus on career skill building is not as evident. CET may want to consider activities such as STAR, critiquing each others' LinkedIn profiles, practice interviews, or writing a CV suited to Arab contexts (as conventions for CVs in the Middle East are quite different from those for American CVs). The assessment includes 20% for performance at the internship site and 20% for participation. This could be 40% of subjective assessment on the internship grade. CET may want to provide a rubric for participation in the course.

Commendations

- CET has developed a comprehensive internship program.

Recommendations

- If CET would like to grow their internship program they may want to consider expanding to include other areas of student interest and academic disciplines.
- Increase career skill building in internship course.
- CET may want to provide a rubric for participation in the course and placement.

Research

The research course has been available in Jordan for a year. The review team did not sit in on the class or meet with the instructor. The syllabus covers basic research issues, methodologies, and components. Of note is the discussion of IRB and ethics in the first section of the course. Hopefully this means the instructor is guiding students towards a research design that does not include human subjects or vulnerable populations.

The review team spoke with two of the three students currently taking the course. They reported satisfaction with the experience. The instructor has a political science background and therefore, can provide stronger support for students doing research in the social sciences. One student had a research interest in agriculture. She reported that the instructor was providing her with resources and connections to facilitate her study.

It is difficult to impossible for study abroad programs to provide research courses within each discipline of student interest. Yet, a basic research course can be successful if the instructor is able to connect students to mentors and resources outside of their expertise. Although there are only three students taking the research course this term, this does seem to be the student experience.

Syllabi/Learning Outcomes

For the Arabic language courses, while the generic course syllabus on the CET website is written in English, the actual term syllabi and the content-focused elements of the Canvas sites are written in Arabic. All course syllabi are made available to students via the course sites in Canvas. The Canvas course sites are well-designed and allow for easy navigation by students (informative landing page in English; weighting of course components included on landing page; visual indicators of some of the site components; no excessively long number of menu options; use of modules to group the course materials and activities for each week of the semester).

The learning objectives for the Arabic language courses clearly align with the descriptors for the main ACTFL proficiency levels, which is useful to Arabic faculty in the US who might review the syllabi of the courses their students have taken in Jordan. Additionally, as every Arabic course includes a final oral proficiency exam (OPI), which presumably follows the general structure of an ACTFL OPI, formulating the course learning objectives in terms of ACTFL's expectations for the achievement of each main proficiency level makes sense and enables any US-based faculty who review their students' work to easily understand the main proficiency objectives of the course.

Within the semester schedule spreadsheet, the description of the main activities for each class session is detailed. This spreadsheet also includes a concise description of the homework for each day. One student commented to a reviewer that the inclusion of more detail for the execution of daily homework assignments in Canvas would be helpful, as the student felt that most of those details are shared verbally by instructors at the end of class and are sometimes missed by students. The student's comment raises the possibility that some students primarily rely on the semester schedule for their assignments, as upon review of the individual assignments within the Canvas course sites, they do in fact include a good amount of detail, including expected length for every assignment. Due dates for assignments are also clearly specified. It is not entirely clear why the grade points for each assignment are set to a tiny value (0.2 or 0.3 points each), yet this is also not an issue.

The learning objectives for the course are incorporated into the semester schedule, where they are separated out and attached to specific weeks of the semester. While this is useful as an indicator of, perhaps, the main focus of each two week block of instruction, in practice, the achievement of all the learning objectives for the course will more likely be developed gradually during the span of the entire semester as opposed to two specific weeks. As such, the breakdown of those course objectives could be more clearly described in the schedule as a period of increased focus on specific objectives, as opposed to an exclusive focus on three specific learning objectives for a period of two weeks.

The attendance policy for the language and content courses, which is written in English, is robust, well-written, and includes the rationale for the various components of the policy.

The total grade for the Arabic language courses breaks down into a large number of course components. They include: participation (20%); homework (15%); quizzes (10%); midterm exam (5%);

final exam (5%); final oral interview exam (10%); mid-term project (10%); presentations (5%); final assignment (20%). While such a large number of course components, and specifically the low percentage assigned to exams is unlikely to be found in syllabi for US-based Arabic language courses, in the specific setting of the CET Jordan program, in which students demonstrate their mastery of, for example, vocabulary and grammar material throughout the day in real-life engagements, this grade breakdown makes a lot of sense.

While the weighting of attendance and participation is 15-20% of the grade for most content courses, for *Trappings of Legitimacy: Political Parties and Religious Rhetoric!* it is 40%. In addition, the rubric for how participation is assessed is not as well defined as other assessments which have a much lower weighting.

Evaluation of Instruction/Classes

The Director of Arabic Language Instruction at the University of Minnesota observed twenty-minute parts of the following classes which are taught in Arabic: *AM/Lang 250 Intermediate MSA*, led by Ustaadha (= professor, teacher) Nour (with the assistance of a teaching assistant); *AM/Lang 385 Marginalization & Discrimination in the Arab World*, again taught by Ustaadha Nour; and *AM/Lang 360 Trappings of Legitimacy: Political Parties & Religious Rhetoric*, a class that is taught by two instructors to two small groups of students at different levels. Here the section led by Ustaadha Israa for two Intermediate-Low level students was observed for about twenty minutes. Additionally, all members of the review team observed fifteen minutes of the English-language electives *AM/PEAC 365 Refugees, Forced Migration, and Integration in Jordan*, led by Dr. Amani; *AM/INTS 350 Internship: Bridging Theory & Practice*, led by Dr. Areej; and three members of the review team observed fifteen minutes of the *AM/LANG 330 Art of Translation*, led by Dr. Areej.

In all observed courses taught in Arabic, students were working with their instructor on comprehension of texts, either drawn from a textbook designed by Academic Director Manal Yosef, or from the Internet. In *AM/Lang 360*, work on the opinions presented by the author of the text was supplemented by spontaneous listening (i.e. without pre-class preparation at home) to a brief video from Arabic-language media. The textbook for *AM/Lang 250 Intermediate MSA* contains almost exclusively texts authored by Manal Yosef and is primarily focused on vocabulary building and text comprehension work.

In all observed Arabic-language classes, the number of students was small (fluctuating between two and six students). Only the English-language course *AM / INTS Internship* had more than six students (eleven in total). In all observed classes, students displayed an impressive amount of confidence expressing themselves in Arabic, regardless of their level; that said, occasionally particularly confident students would somewhat dominate the conversation. For lack of a TV monitor in the Arabic language classrooms, the instructors worked with printed sentence strips to focus students' attention on specific passages from the text. In the *AM/Lang 360 Trappings of Legitimacy* section offered to the two students at the Intermediate-Low level, the class was working on comprehension of textual material (both in-print and on video) that, in a US collegiate context, would typically be offered to students at the Advanced-Low level.

While the time frame for observation did not enable the reviewer to see a variety of different activities implemented, in every single Arabic-language class students were actively engaged, with the instructor eliciting responses or even positioning themselves as facilitator rather than source of authority, leaving

most of the communicative space for students to express themselves. The observed Arabic language courses all clearly followed a communicative approach.

All University of Jordan faculty who offer the English-language electives completed their graduate work either in the United Kingdom or the United States. Their comfort with leading discussion-oriented (rather than lecture-oriented) class sessions was clear. In the observed English-language electives, students were discussing their takeaways from Jordan-focused reports, or academic articles about topics relevant to the Jordanian context (f.ex. rifts between Jordanians of non-Palestinian versus Palestinian descent). Here, too, students generally displayed confidence sharing their understandings out to the rest of the class, with occasionally some students dominating the discussion.

During a discussion earlier in 2022 with Manal Yosef and CET Program Manager Allegra O'Donoghue, both expressed their commitment to increasingly embed the CET Jordan curriculum within the framework of social justice pedagogy. While this focus indeed was more visible than during a previous site visit conducted in 2017, the social justice orientation, as described by the Arabic language instructors during a brief presentation, currently primarily appears to take the form of a focus on what is called “structures of power.” Examples Arabic instructors gave of this focus during field-based experiences tied to coursework were focused on discrepancies in public behavioral standards between Jordanian men and women, and social limitations faced by women. Suggestions for additional forms this commitment to a social justice orientation could take are described in the section “Commendations and Recommendations” on p. 8.

Learning in Situ

Field-Based Components

The review team did not have the opportunity to observe any field-based learning. It has been reported that all courses have experiential learning included in their content. For example, CET folds some of the content from their larger excursions into course learning.

Language Classes

The review team attended a presentation by the language instructors on how they use field-based learning. This included events such as: a large traditional meal with families, games, picnics, and shopping trips. The instructors seemed to enjoy these events with the students. They have built discussion on power structures into the outings as well as the course. For example, the price of clothing at a more western mall as opposed to a shop of more traditional clothing.

Content Courses

A few examples of experiential learning were evident from the Canvas calendar such a visit with University of Jordan students to discuss the relation between the election system and the political and religious parties in Jordan and a meeting with the Muslim Brotherhood. These and other visits were not in the syllabi on the Canvas site.

Excursions

CET takes their students on three main excursions to the Dead Sea, a nature reserve in Ajlun, and Wadirum and Petra. These are site appropriate excursions that are attended by the staff, rather than delegated only to tour guides. There are no concerns about safety on these trips. These excursions are also brought into course content. The excursion agendas are clearly laid out on Canvas. The midpoint excursion to Ajlun is particularly commendable as it is timed to check in with students halfway through the program. In addition, a counselor holds a session during this trip.

Engagement

As has been written about in other places in this report, CET has a multi-faceted approach for connecting students with Jordanians and the culture through the neighbor program, language partners, and activities planned by Ahmad such as yoga, calligraphy, and Dabkeh. This is a program strength.

Commendations

- Discussion on power structures built into language courses.
- Midpoint excursion to a nature reserved that incorporates discussion on how to be successful in the second half of the program and a debrief with a counselor.
- Program design for engagement with Jordanians.

Recommendations

- Include experiential learning into the syllabi content.

Academic Advising

Advising is done by Manal and is reinforcing the language learning goals of the program. There may also be consultation to ensure that the content courses are the right academic fit. Additionally, Manal closely follows student well-being and mental health, as well as adherence to the language pledge, and meets with students to discuss these matters. Her advising includes room for somewhat greater leniency with program policies and expectations in individual situations based on students' identities as language learners and in cases in which student's well-being seems at risk (f.ex. high-anxiety reactions, low tolerance for correction in the class context, attachment to the use of English as a crutch).

Due to the program model of starting content courses in the second half of the semester, a few students have dropped their internship course and placement and added a content course. This does not happen very often but is a solid Plan B for those students who are having difficulty with an internship.

Faculty: Educational Background

All faculty who teach English-language content courses hold PhDs and additionally have completed their graduate studies either in the United Kingdom or the United States. The parts of their class sessions that were observed by the review team suggest that they are well-familiar with American students' expectations around opportunities for discussion and the sharing of viewpoints within the classroom setting.

Manal Yosef holds an MA degree and is currently in the process of working on her doctoral degree.

Among the current Arabic language instructors, one instructor holds an MA degree, two instructors are currently working on their MA degrees while teaching at CET Jordan, and two instructors hold a BA degree. One of those latter instructors has substantial experience in her role as instructor for CET Jordan. The review team strongly recommends that CET explore ways to support all the current instructors in the completion of an MA-level degree, ideally but not necessarily in pedagogy or a related field (Linguistics; Literature; Translation; Educational Psychology; Anthropology; and so on). The two instructors who are currently working toward their MA degree report flexibility on the part of the Academic Director that enables them to successfully combine their work at CET with their studies.

Academics overall

<input checked="" type="checkbox"/> Exceed expectations	<input type="checkbox"/> Meet expectations	<input type="checkbox"/> Do not meet expectations
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Academics - Commendations and Recommendations

Commendations

- CET Jordan does an outstanding job upholding rigorous academic standards and providing a rich, challenging and context-appropriate curriculum, while simultaneously providing a plethora of support services to enable students to meet these ambitious standards.
- Instructors expressed a high degree of satisfaction with, and commitment to, the program and their work with the students. The impression is that all instructors go above and beyond to support students' learning and generously give of their time, even outside of working hours.
- Syllabi and Canvas course sites are well built; their components are clear; grading criteria are meaningful and appropriate for the program goals and instructional context.
- The strong representation of female instructors from different backgrounds on CET Jordan's academic team gives students the opportunity to learn about these instructors' diverse viewpoints and see them as role models in Jordanian society.
- The Academic Director's commitment to the training and continuing professional development of her team of language instructors is deep and has produced excellent results. During discussions with a member of the review team, she has expressed a desire for the instructors to participate in exchanges with instructors at US institutions like the University of Minnesota. She has also requested opportunities for on-site workshops and training days for the CET Jordan instructors, led by US educators who are not themselves part of CET but who know the CET Jordan program well. Given the expected benefit for all instructors at CET Jordan, the review team supports these requests.

Recommendations

- Given the interest expressed by the Academic Director and CET staff in adopting social justice pedagogy, we recommend that continuing opportunities be created for CET Jordan staff and faculty to deepen their study of this pedagogical framework. While the focus on identifying structures of power in Jordanian society is a strong start, the program may wish to consider additionally working with students on the consideration of authors' positionality (as opposed to considering them neutral sources of information). Additionally, a commitment to social justice pedagogy may also involve the sharing of feedback on instructors' teaching when students are not present.
- We recommend that instructors carefully monitor the balance of student contributions during class time and at times insist on an additional moment of reflection time for students, to ensure all students, regardless of the speed with which they are able to process instructor

questions, have an opportunity to mentally prepare a response. This may involve inviting specific students by name to speak. In the case of students who more easily feel shy, can involve prior agreement with the student before class time (f.ex. during office hours) about the space that will be created during class time for their contributions.

- Wherever authentic texts are used (whether print or audiovisual), include a citation or, at a minimum, the source for the text.

STUDENT SERVICES

Pre-departure materials

Resources provided on CET website are thorough and offer good insights into the program and what the students can expect. The pre-departure materials provided offer participants an excellent introduction to the program and Center in Amman. It is interesting that students are provided this information prior to commitment, which is commendable because students receive a thorough introduction to the program before they have any financial liabilities.

The materials provided to students are eye catching, engaging, and not too wordy and long to be overwhelming to participants. The delivery of the materials, allowing students to progress through them at their own pace, allowing students to access them whenever they are able.

Commendations

- Engaging, eye catching, and effective materials that help prepare students for their travel to Jordan and the program.
- The preparedness of US-based CET staff and CET Jordan's Academic Director to annually visit US universities like their School of Record to deliver information sessions and teaser sessions of their dialect instruction is excellent.

On-site Orientation

The on-site orientation offers an excellent introduction to the Center and covers a variety of important topics relevant to the students' time in Amman. The use of the Canvas site gives the students the ability to return to the materials presented if necessary.

Sessions are designed to help students understand:

- History and goals of CET and CET Amman
- Jordanian history and culture
- Participation requirement
- Engagement with CET and relationship with staff and faculty
- Policies and procedures
- Health, safety, and identity
- Academics
- Language pledge

Sessions are well structured and accessible, engaging, professional looking, and not overwhelming. Being housed in Canvas where students will be accessing their coursework, allows for easy access to items that may be needed throughout the semester. In addition, there were quizzes after key sections to test retention of knowledge.

The structure of the orientation over several days gives students time to digest the info and prevents them from being overwhelmed. The Scavenger hunt introduces students to the area around the Center and where students live. Having this before orientation is an interesting way to introduce things, offering more resonance when discussed during orientation sessions. The structure of the sessions is very interactive, with stories, questions, and quizzes throughout to engage students. It also provides students an introduction to Canvas and how to effectively use it. The approach used during the health and safety presentation introduces students through issues and challenges they may face (such as the drivers and traffic) and how to mitigate any issues to stay safe on the program. The specific sessions devoted to identity, diversity and LGBTQ+ communities in Jordan highlight and reinforce CET's commitment to a respectful and inclusive environment.

The orientation is conducted completely in English up until the section on the language pledge. After that point, everything switched to Arabic.

Commendations

- The onsite orientation is very impressive and thorough. It presents a significant amount of important information in an effective and engaging way. The use of Canvas quizzes and scenario work to ensure students' understanding of program expectations is excellent pedagogical practice.
- The focus on diversity, equity, and inclusion throughout the content is commendable.

Recommendations

- Presentation on sexual harassment during orientation should be team taught by a male and female presenter

Housing & Local Roommates/Neighbors

Students live in two-bedroom furnished apartments. One of the bedrooms sleeps one student and the other two. Roommates are responsible for determining who gets which room. In addition, each apartment has a fully equipped kitchen, living room and one shared bathroom. Drinking water is provided. Apartment policies are posted in English in the entryway or living room. Smoke detectors are in all apartments and carbon monoxide detectors are in apartments with gas stoves.

The apartments are in two separate buildings, one for men and the other for women. Each building is about a 10-minute walk from the program center in the Sweifeh neighborhood. Each building has a person who monitors entry to and exit from the building. The buildings are not solely occupied by students on the program. Jordanian neighbors, which are arranged by the program, and some Jordanian families also live there. Team members visited three apartments in the building which housed the female students. All appeared in good working order.

To facilitate language and cultural immersion, the program recruits young Jordanians who are originally from other regions of Jordan to live alongside the students. Pre pandemic, these young Jordanians used to live in the apartments with the students. During the pandemic, the program moved the Jordanians into apartments separate from the students as a COVID mitigation measure. Even though almost all COVID related restrictions have been lifted, the local team chose not to return to the roommate model as they believed the "neighbors" provide a better model to achieve program goals. While CET broadly prides itself on their roommate program, the neighbors option seems to fit better here given the cultural and religious context.

In conversations with one of the young Jordanian women, who was previously a roommate and now a neighbor, it became clear that she preferred this model. It allowed her to create her own space, which she felt was more “Jordanian”, and to interact with more students. Program staff also noted that the roommate model did not reflect Jordanian society. It is quite rare for young Jordanians, especially women, to live on their own with roommates. Traditionally, they would live at home with their families.

Commendations

- The development and implementation of the Neighbors program in response to COVID restrictions has been very successful and seems to have a positive impact on participants and their Jordanian Neighbors

Recommendations

- Given the cultural and religious context in Jordan, we recommend sticking with the Neighbors program and not returning to the Roommates option.
- Explore ways to ensure that activities arranged by Neighbors are able to occur, either through funding or assistance, to ensure that all students who sign up are able to participate, regardless of the number of students.

Health & Wellness

The program offers an extensive array of services and activities to support the health and wellness of participants, pre-departure through their time onsite.

Faculty and staff strive to create a welcoming and open environment to support students, their learning, and health and wellness. This is reinforced in the pre-departure materials, orientation sessions, and resources posted in Canvas. Staff offer extensive access to meet individually with students to talk through their needs or any issues they are having. Overall students are provided with a variety of ways to be empowered to manage and maintain their own health and wellness.

The Center focuses on providing a forum to discuss and resources to support students from a variety of identities, including LGBTQ+. The additional orientation sessions and extensions guide students through how identities are viewed in Jordan, possible differences with typical American cultural views, and introduce students to outside experts and authors.

Health and wellness resources posted on Canvas are easily accessible and extensive, effectively organizing and facilitating student access to support resources. Links and guidance for using GeoBlue insurance and TeleMD guide students through the policy and help students understand the services provided. It is a genius idea to set aside time in orientation to have students download the GeoBlue and TeleMD apps and set up their accounts, helping ensure that students can access these services and resources. Students from the U.S. often need reassurance that medical care is available and not expensive, and the materials provided demonstrate this. The breakdown and definitions of types of medical care cases and categories offers students clear guidance on when and how to seek medical attention.

Mental health counseling and support offered by Dr. Rana Al Zawawi is crucial for supporting students and any mental health needs that they have and is covered by GeoBlue insurance policy. This resource was impressive. The touchpoints Dr. Al Zawawi has with the students at the beginning and middle of

the semester increases the perception of approachability and wellness to connect with students. Dr. Al Zawawi's background and credentials seem very impressive and a real asset to the program in Amman.

The concept and implementation of the mid-semester retreat offers students a way to take a break and relax a bit. The timing of this after students have spent several weeks on intensive language learning, gives staff an occasion to help students refocus on the remaining weeks of the semester and prepare for the start of the elective courses.

Commendations

- Dr. Al Zawawi is a gem! Such a fantastic resource and advocate for the students.
- The Center's focus on diversity, identity, and inclusion really shines here.
- Walking students through how to set up GeoBlue and TeleMD is commendable and a genius move! Many of us in education abroad struggle to get students to actually sign up for resources such as these.
- Continue the mid-program retreat, as it provides a great way for students to engage with the Team, recommit to the language pledge, and gear up for the remainder of the semester.

Student Life

The depth and breadth of the many extra-curricular activities available to students provides extensive opportunities to make meaningful connections with the host community. Students have access to opportunities included in the cost of the program, things organized by the Neighbors and language partners, and calendars detailing community events and resources. Staff are approachable and can guide students in making connections with the local community.

CET sponsored travel includes an overnight trip to Wadi Rum and Petra and day trips. In addition, Ahmed organizes events to introduce students to local culture and activities while giving students a chance to relax, such as yoga, soccer, pottery, Dabkeh, calligraphy, and a trip to the Turkish baths expose students to an array of ways to explore Amman and Jordanian culture. As discussed above, staff and instructors weave these trips into the classes to deepen student learning.

Events and visits organized by the Neighbors and language partners also provide students additional opportunities to explore the culture and area of Amman and Jordan. The neighbors did share a concern that sometimes a lot of work goes into planning an event only to have to cancel it due to not enough students signing up. This then also means that the students who were excited about participating in the event lose this opportunity.

One area that was addressed in the orientation and other materials that we did not get a chance to experience was sustainability and environmental and social responsibility.

Commendations

- The array of extra-curricular options is impressive and exposes students to the history, culture, and landscape of Jordan.

Students Services overall

<input type="checkbox"/> Exceed expectations	<input type="checkbox"/> Meet expectations	<input type="checkbox"/> Do not meet expectations
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INFRASTRUCTURE

CET Center/classrooms

The CET Center is located on the upper floor of an office building in the Sweifieh neighborhood of Amman. The door to the office has controlled access, and there are security cameras in the resident director's office with views on the main entryway to the building, the stairways, and the entrance to the office. There is no external signage to indicate that CET is housed in the building.

There are six classrooms, two of which have video monitors for presentations. In addition, there are three offices which are used by the staff and faculty; a small lounge for students; a kitchen; and bathrooms. There is unlimited wifi access. While the program center suits the current number of students If the program continues to grow, there will be a need for additional space.

CET has an institutional membership to the Shoman library which is a donor-funded public space about a 10 minute taxi ride from the CET center. The facility houses approximately 250,000 books and has ample study space spread across two floors. It also hosts a weekly speaker and film series and cultural events. Many local Jordanian university students use this space. At the beginning of the term, language instructors bring the students to the library and have them fill out membership applications in Arabic.

Recommendations

- We recommend that all classrooms in which language is taught be equipped with a wall-mounted TV monitor to enable instructors to more easily work with audiovisual materials during class time.
- We recommend assessing the accessibility of the Center for students who may have mobility issues. The elevator is a positive aspect, but the assessment team wondered how difficult it may be for students to access the building with the parking in front.

Program location

The program center and student housing are located in the Sweifieh neighborhood west of the center of Amman between the 6th and 7th circle. It is a residential neighborhood with easy access to shopping, restaurants, cafes, pharmacies, and fitness facilities. Students can easily walk from their housing to the program center. For travel to other parts of Amman, students need to take Uber or taxis as public transportation is not available. The area is quite lively and is a popular destination for Jordanians and expatriates to gather.

Staff roles

There are three full time staff members for CET in Jordan: an academic director; a resident director for logistics and a resident director for student life.

Manal Yosef, the academic director, has been with CET since 2011 and is responsible for curricula; training and overseeing the Arabic language instructors; and academic advising. She has over 20 years of experience teaching Arabic and was the former academic director of the Arabic Flagship Overseas Program at the Center for Arabic Study Abroad in Damascus.

Mazen Bernieh, the resident director for logistics, has been with CET since 2012 and is responsible for program infrastructure (program center, housing, and transportation) and all logistical arrangements. He also oversees the internship selections and placement process and works closely with the professor of the internship courses on overseeing the internship experience.

Ahmad AbuShaikha, the resident director for study life, is the newest member of the team having joined CET in 2018. He is responsible for supporting student life and well-being, facilitating community engagement, and arranging extracurricular activities.

Infrastructure overall

<input type="checkbox"/> Exceeds expectations	<input checked="" type="checkbox"/> Meets expectations	<input type="checkbox"/> Does not meet expectations
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RELATIONSHIPS WITH HOST COMMUNITY & HOST UNIVERSITY

While the program is not based at a Jordanian university or educational institution, it is very well connected to the host community through its Jordanian neighbors’ program; its use of language partners who are university students or recent graduates; and the local and grassroots organizations where interns are placed. Program staff place a lot of emphasis on building community within the program and with Jordanian partners.

Relationships with host community/university overall

<input type="checkbox"/> Exceed expectations	<input checked="" type="checkbox"/> Meet expectations	<input type="checkbox"/> Do not meet expectations
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ACHIEVEMENT OF CET GOALS

Overall Yes No

Academic Yes No

Student Life Yes No

CET Jordan specific Yes No

SUMMARY OF RECOMMENDATIONS AND COMMENDATIONS

RECOMMENDATIONS

- If CET would like to grow their internship program they may want to consider expanding to include other areas of student interest and academic disciplines.
- Increase career skill building in internship course.
- CET may want to provide a rubric for participation in the internship course and some of the English content courses.
- Include the field-based components into the syllabi content.
- Given the cultural and religious context in Jordan, we recommend sticking with the Neighbors program and not returning to the Roommates option.
- Explore ways to ensure that activities arranged by Neighbors are able to occur, either through funding or assistance, to ensure that all students who sign up are able to participate, regardless of the number of students.
- We recommend that all classrooms in which language is taught be equipped with a wall-mounted TV monitor to enable instructors to more easily work with audiovisual materials during class time.
- Presentation on sexual harassment during orientation should be team taught by a male and female presenter.
- The review team strongly recommends that CET explore ways to support all the current instructors in the completion of an MA-level degree, ideally but not necessarily in pedagogy or a related field (Linguistics; Literature; Translation; Educational Psychology; Anthropology; and so on). The two instructors who are currently working toward their MA degree report flexibility on the part of the Academic Director that enables them to successfully combine their work at CET with their studies.
- Given the interest expressed by the Academic Director and CET staff in adopting social justice pedagogy, we recommend that continuing opportunities be created for CET Jordan staff and faculty to deepen their study of this pedagogical framework. While the focus on identifying structures of power in Jordanian society is a strong start, the program may wish to consider additionally working with students on the consideration of authors' positionality (as opposed to considering them neutral sources of information).
- A commitment to social justice pedagogy may also involve the sharing of feedback on instructors' teaching when students are not present.
- We recommend that instructors carefully monitor the balance of student contributions during class time and at times insist on an additional moment of reflection time for students, to ensure all of them, regardless of the speed with which they are able to process instructor questions, have an opportunity to mentally prepare a response. This may involve inviting specific students by name to speak. In the case of students who more easily feel shy, this can involve prior agreement with the student before class time (f.ex. during office hours) about the space that will be created during class time for their contributions.
- Wherever authentic texts are used (whether print or audiovisual), include a citation or, at a minimum, the source for the text.
- We recommend assessing the accessibility of the Center for students who may have mobility issues. The elevator is a positive aspect, but the assessment team wondered how difficult it may be for students to access the building with the parking in front.

COMMENDATIONS

- CET Jordan does an outstanding job upholding rigorous academic standards and providing a rich, challenging, and context-appropriate curriculum, while simultaneously providing a plethora of support services to enable students to meet these ambitious standards.
- Instructors expressed a high degree of satisfaction with, and commitment to, the program and their work with the students. The impression is that all instructors go above and beyond to support students' learning and generously give of their time, even outside of working hours (despite working hours being clearly set).
- Syllabi and Canvas course sites are well built; their components are clear; grading criteria are meaningful and appropriate for the program goals and instructional context.
- The strong representation of female instructors from different backgrounds on CET Jordan's academic team gives students the opportunity to learn about these instructors' diverse viewpoints and see them as role models in Jordanian society.
- The Academic Director's commitment to the training and continuing professional development of her team of language instructors is deep and has produced excellent results. During discussions with a member of the review team, she has expressed a desire for the instructors to participate in exchanges with instructors at US institutions like the University of Minnesota. She has also requested opportunities for on-site workshops and training days for the CET Jordan instructors, led by US educators who are not themselves part of CET but who know the CET Jordan program well. Given the expected benefit for all instructors at CET Jordan, the review team supports these requests.
- Discussion on power structures built into language courses.
- Midpoint excursion to a nature reserve that incorporates discussion on how to be successful in the second half of the program and a debrief with a counselor. Continue this program as it provides a great way for students to engage with the team, recommit to the language pledge, and gear up for the remainder of the semester.
- Program well designed for engagement with Jordanians.
- The array of extra-curricular options is impressive and exposes students to the history, culture, and landscape of Jordan.
- Engaging, eye catching, and effective materials that help prepare students for their travel to Jordan and the program.
- The onsite orientation is very impressive and thorough. It presents a significant amount of important information in an effective and engaging way. The use of Canvas quizzes and scenario work to ensure students' understanding of program expectations is excellent pedagogical practice.
- The focus on diversity, equity, and inclusion throughout the content is commendable.
- The development and implementation of the Neighbors program in response to COVID restrictions has been very successful and seems to have a positive impact on participants and their Jordanian Neighbors
- Dr. Al Zawawi is a gem! Such a fantastic resource and advocate for the students.
- Walking students through how to set up GeoBlue and TeleMD is commendable and a genius move! Many of us in education abroad struggle to get students to actually sign up for resources such as these.

RESPONSE FROM CET



CET-UMN SoR Assessment Report: Response & Plans for CET Jordan

Recommendations	Response/Plans
<p>If CET would like to grow their internship program they may want to consider expanding to include other areas of student interest and academic disciplines.</p>	<p>Notes: Maintaining and expanding CET's network of internship hosts is a constant process and has required significant effort to rebuild, particularly after the pandemic.</p> <p>Plan: CET will continue efforts to expand the internship network as student desire supports and staff time allows. Particular focus areas include environmental conservation and public health.</p>
<p>Increase career skill building in internship course.</p>	<p>Plan: The current internship course, INTS 350: Bridging Theory and Practice, will be updated as part of a broader review of the internship course and policies in 2023 across the CET sites that offer an internship experience. The recommendation to incorporate career-integrated learning into the course content is noted.</p>
<p>CET may want to provide a rubric for participation in the internship course and some of the English content courses.</p>	<p>Notes: Grading rubrics for the participation portion of a course grade are currently in place at some CET sites.</p> <p>Plan: There is a plan to provide a general template that may be adapted by sites as needed, to be completed in early 2023.</p>
<p>Include the field-based components into the syllabi content.</p>	<p>Notes: Field-based components are always noted in term syllabi. See attached examples. In addition, there is mention in most syllabi of record (SoRs) of FBC, though this could be done more consistently.</p> <p>Plan: As syllabi are updated, ensure clear and consistent mention of FBC when appropriate in SoR. Updates to all core courses have been made for the 23-24 production cycle.</p>
<p>Given the cultural and religious context in Jordan, we recommend sticking with the Neighbors program and not returning to the Roommates option.</p>	<p>Plan: CET Jordan intends to continue with the neighbors model and seeks to improve and refine this key component of the program, see below.</p>
<p>Explore ways to ensure that activities arranged by Neighbors are able to occur, either through funding or assistance, to ensure that all students who sign up are able to participate, regardless of the number of students.</p>	<p>Notes: In the four terms of the neighbors program, there are only two instances where an activity was canceled due to low enrollment. To facilitate engagement, CET requires neighbors to organize a set number of activities within some parameters, however; the neighbors program and related activities are intended to be an opportunity for organic peer connection, independent of program staff/structure. It is also worth noting that the Jordanian neighbors can negotiate group prices for activities that would be significantly more expensive for students planning on their own. Furthermore, CET</p>

	<p>sponsors and funds multiple excursions and a suite of cultural activities, which occasionally see low enrollment and students cite not having enough time to attend all the opportunities afforded to them. Assessors provided feedback that, given the robust program structure, it would be beneficial for more organic/non-program affiliated opportunities for students to connect with local people. CET agrees wholeheartedly with this feedback and wants to minimize the lost opportunity of canceled activities and proposes the following.</p> <p>Plan: Set clearer student expectations at the beginning of the program about different types of neighbor-organized activities which typically fall into three categories: domestic (casual, usually free/low-cost), around the city (requires short notice, low-cost), outside the city (may require a minimum enrollment/RSVP, medium-cost). The vast majority of activities fall into the first two categories. Staff will work with neighbors to better advertise the activities outside of Amman and set expectations earlier about cost/minimum participation so that students can plan and budget for these opportunities. This new messaging will be added to SP23 orientation.</p>
<p>We recommend that all classrooms in which language is taught be equipped with a wall-mounted TV monitor to enable instructors to more easily work with audiovisual materials during class time.</p>	<p>Notes: 2/6 classroom spaces have TV monitors/projectors currently. Given CET’s small class sizes for Arabic, instructors often use a laptop to share/refer to materials. In addition, CET encourages students to bring laptops/smart phones to class in order to view materials through their Canvas accounts on a laptop or with the app.</p> <p>Plan: Staff will create a budget for additional monitors and increase the number incrementally over time as funds and resources allow, with the goal of one per year, starting in 2023.</p>
<p>Presentation on sexual harassment during orientation should be team taught by a male and female presenter.</p>	<p>Notes: Typically, all CET staff (males and females) attend orientation and support one another with sessions, including sexual harassment, but the inclusion of a female presenter is a good suggestion.</p> <p>Plan: Include a female presenter at harassment mitigation section of orientation starting SP23. Continue offering alumni panel in which expat women share their experiences and tips with CET students.</p>
<p>The review team strongly recommends that CET explore ways to support all the current instructors in the completion of an MA-level</p>	<p>Plan: CET will continue to support and encourage all current instructors to pursue MA degrees in relevant fields. Forms of support include paid</p>

<p>degree, ideally but not necessarily in pedagogy or a related field (Linguistics; Literature; Translation; Educational Psychology; Anthropology; and so on). The two instructors who are currently working toward their MA degree report flexibility on the part of the Academic Director that enables them to successfully combine their work at CET with their studies.</p>	<p>time off to attend lectures or exams, flexibility with work schedules, and resources like JSTOR subscriptions to support research. CET also offers a pay raise for instructors who complete their MA to incentivize them pursuing their degree. CET is restructuring the teaching team so that every class has a lead teacher who is an MA holder and TAs who are MA degree-seekers, starting in SP23. Supervision of TAs includes but is not limited to: regular teaching staff meetings, regular classroom observation visits, complete transparency through Canvas courses, ongoing training, regular one on one check ins with AD. Since FA22, CET has required an MA degree when recruiting new instructors.</p>
<p>Given the interest expressed by the Academic Director and CET staff in adopting social justice pedagogy, we recommend that continuing opportunities be created for CET Jordan staff and faculty to deepen their study of this pedagogical framework. While the focus on identifying structures of power in Jordanian society is a strong start, the program may wish to consider additionally working with students on the consideration of authors' positionality (as opposed to considering them neutral sources of information).</p>	<p>Plan: CET's commitment to social justice is pursued in various ways, including through content course offerings, co/extra-curricular activities, and the Curriculum Review project being undertaken across all CET program sites. These efforts will be expanded in coming terms. CET will continue to provide regular trainings, at least annually to staff and instructors, in addition to resources for self-study. CET will continue to support virtual conference and workshop attendance for instructors and staff on related themes.</p> <p>The background and bias of the author is certainly a part of the content of the lesson. Ideas to make this more explicit will be implemented starting SP23 and include: assignments to research the author's background, questions about the author's positionality in the class worksheet, comparing multiple works by the same authors to observe their positionality in more than one context.</p>
<p>A commitment to social justice pedagogy may also involve the sharing of feedback on instructors' teaching when students are not present.</p>	<p>Notes: Feedback on teaching is absolutely a standard practice. Feedback is shared one on one with instructors or occasionally within the instructor team, in a constructive way so that all instructors benefit.</p>
<p>We recommend that instructors carefully monitor the balance of student contributions during class time and at times insist on an additional moment of reflection time for students, to ensure all of them, regardless of the speed with which they are able to process instructor questions, have an opportunity to mentally prepare a response. This may involve inviting specific students by name to speak. In the case of students who more easily feel shy, this can involve prior agreement with the student before class time (f.ex. during office</p>	<p>Notes: CET Jordan strives for equilibrium in student contributions through carefully monitoring and assessing three forms of class engagement: student to student, student to instructor, and student to self. The portion of student to self includes time for critical thinking, processing, and reflection in order to contribute. On occasion, pace is intentionally fast to build certain speed skills and fluency in Arabic and in English coursework, to expose students' intuitive, unrehearsed understanding of material. That said, instructors must promote the contribution of all students in order to</p>

<p>hours) about the space that will be created during class time for their contributions</p>	<p>properly assess progress via student output in class.</p> <p>Plan: CET’s approach to supporting balanced class contribution includes small group work, and students taking turns calling on one another to respond. If a student is not participating sufficiently to earn full marks/provide the required output for proper assessment, instructors discuss the participation rubric with the student individually and offer feedback on their performance relative to the rubric as well as support through office hours to increase participation and confidence.</p>
<p>Wherever authentic texts are used (whether print or audiovisual), include a citation or, at a minimum, the source for the text.</p>	<p>Plan: This recommendation will be implemented moving forward, to be complete by the end of 2023.</p> <p>Notes: The current version of the textbook is unpublished and the Academic Director is reviewing and subbing materials so that all authentic texts included are properly cited.</p>
<p>We recommend assessing the accessibility of the Center for students who may have mobility issues. The elevator is a positive aspect, but the assessment team wondered how difficult it may be for students to access the building with the parking in front.</p>	<p>Notes: Jordan does not have legislature comparable to the ADA so unfortunately, creating access is a patchwork process. The parking lot in front of the CET Center is shared with the entire building, where each office has a designated number of spots (which aren’t sufficient for any office in the building), so parking is crowded.</p> <p>Plan: In the event that the parking were to pose an obstacle for a CET student with mobility limitations, CET could look into renting temporary parking for staff nearby and work with the landlord to get permission to place a temporary barricade in CET’s designated parking places to create a clear walkway to the building door.</p>

