Final Report of the Summer Program

June and July 2013

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CASA is also indebted to the efforts of Dr. Lisa Anderson, AUC President, for her unfailing support of the CASA fellows and program during trying and challenging times. Her substantive and agile help enabled the restructuring of the program into CAASIC, allowing evacuated fellows who wished to return to Cairo on their own for the rest of their academic year to do so. Her support for the CASA fellows before, during, and after the evacuation is commendable and much appreciated. I thank her very much for her relentless advocacy and unfailing support in times of crisis.

Due thanks go to Dr. Amr Shaarawi, AUC Provost, for his kind support in facilitating all budget arrangements for the CASA/CAASIC programs and assuring that CAASIC starts up to AUC professional standards. Dr. Amr’s open door and support to CASA is much appreciated. Special thanks go to the AUC Cabinet for agreeing unanimously to support and undertake responsibility for CASA’s financial obligations towards its fellows, faculty and staff at the time of closure of the Department of Education (DOE) grant right after the evacuation.

I would also like to express my gratitude to the administration at AUC for its support: Mr. Brian MacDougall, Executive Vice President For Administration & Finance; Ms. Dina Adly, Director of Office of Sponsored Programs; and Ms. Nivine Seif, Assistant Director of Office of Sponsored Programs; Ms. Amira Gaber, Manager, Grants Accounting and Ms. Eman Barr, senior accountant at the Grants Office. CASA would also like to express its gratitude to the CASA Consortium members, the Fulbright Commission, the Ford Foundation, and the Mellon Foundation for their generous and continuous support of CASA.

Special thanks are also due to the Centre for Learning and Teaching & the University Academic Computing Technology at AUC. Specifically, I would like to thank Dr. Hoda Mostafa and Eng. Youssef Zaghoul, for their strenuous efforts to train our CASA faculty in using online live classroom technology and Blackboard Collaborate. Their assistance in enabling CASA to salvage the last 3 weeks of the semester by completing course work online deserves our highest praise.

I am also grateful to Ms. Amal Salah, Director of International Student Affairs (ISO) for her help in facilitating and coordinating the evacuation procedures and transportation for our fellows the week before evacuation; Ms. Fatma Abu Youssef Associate Dean and Director for Residential Life, for receiving our fellows and housing them all in the days before evacuation despite the shortage of room vacancies in AUC’s Zamalek dormitory.

I wish to extend special thanks to Dr. Dalal Abou El-Seoud, ALI Chair, for her ongoing support of CASA and CAASIC faculty, fellows, and staff. Due thanks also go to the Arabic Language Institute (ALI) administration and staff for their cooperation to make the program a great success.
in the Zamalek dormitory building. My deepest gratitude goes out to the CASA office team behind every success of the program, namely, Ms. Hoda Awadalla, CASA Program Specialist; Mr. Hani Yousry, CASA Program Administrative Assistant and Technical Support; and Mr. Mohib Nassif, Student Assistant, for their efficiency, agility and resilience in responding to fellows and faculty needs in terms of uncertainty.

I also wish to thank Mr. Will Barnes and Ms. Navedeeep Sohkey, CASA alumni and summer cultural assistants, for their help in taking good care of the fellows and tracking their locations before and during the revolution and particularly, during the evacuation period itself. Special thanks also go to Mr. Neil Hewison, Associate Director for Editorial Programs, AUC Press, for agreeing to upload sections of copyrighted material from the Umm Addunya book and DVDs which were required for the summer semester. Having these resources online immensely helped the fellows who left their books behind in Cairo during the evacuation.

Last but not least, I offer my due respect and gratitude as I express my thanks to, and appreciation of the CASA fulltime and part-time faculty from the summer of 2013: Ms. Azza Hasanein, Dr. Sayyed Daifallah, Ms. Dina Noayiem, Ms. Seham Badawi, Ms. Dina Bashir, Ms. Nermeen Samir, and last but not least, visiting professor, Dr. Amin Bonnah. I want to thank you all for your teamwork-oriented spirit, your professional standards, and your resilience. The “1001” extra miles that each of you walked this summer, despite all challenges and during the Holy Ramadan fasting, to assure that the evacuated fellows completed their summer semester and received credit for the work they did despite different geographical locations and different time zones is highly appreciated. Thank you all. You have been a bottomless well of inspiration to me personally and bright beacons of success to your students. Thank you for a job well done and for your unforgettable dedication this summer.

1. ADMINISTRATION AND TEACHING STAFF

This summer Dr. Christopher Stone was CASA Stateside Director. In Cairo, Dr. Zeinab Taha continued to serve as CASA Co-Director, Dr. Iman A. Soliman as CASA’s Executive Director, Ms. Hoda Awadalla as CASA Program Specialist, and Mr. Hany Yousry as Administrative Assistant and technical support. Mr. Moheb Nassif worked as Student Affairs Assistant (Appendix I). CASA also employed William Barnes and Navdeep Sokhey, two of the CASA 2012-2013 graduates, to serve as cultural assistants for the summer. As for the teaching faculty, this summer, they were drawn from the best teachers at ALI and CASA’s own pool of AFL trained part-time teachers (Appendix II).

2. OBJECTIVES OF THE SUMMER PROGRAM

The CASA I Summer Program provides intensive language and culture education to graduate fellows and a number of qualified undergraduate fellows through the following components: academic program, cultural program, and language pledge.

3. THE CASA FELLOWS

There were 29 CASA fellows during the summer semester. The fellows came from the following institutions: Princeton University, Georgetown University, Brown University, UNC-Chapel Hill, Middlebury, University of Maryland, Tufts University, Williams College, University of Arizona, AUB, Bowdoin College, Western Washington University, and Columbia University.
4. PRELIMINARY PLANNING

The final list of CASA fellows accepted for the full year 2013-2014 was sent to the Cairo office end of April 2013. Dr. Christopher Stone introduced a group of new language partners to be interviewed to participate in the Mishwaar Wa Dardasha summer activity.

Dr. Iman Soliman, together with William Barnes and Navdeep Sokhey, the appointed cultural assistants for summer 2013, interviewed all applicants to the Mishwaar activity and chose ten language partners who met the criteria for selection. An orientation session was held for the appointed language partners. The cultural assistants also worked on initiating a CASA Google group which included some CASA fellows from the 2012-13 academic year and all fellows from the CASA 2013-2014 class. The group provided the incoming fellows with detailed information on life in Cairo, as well as a list of apartments previously occupied by CASA fellows. They answered many of the CASA fellows’ questions in a friendly and informal way. Information about housing, NGOs, and other general information regarding life in Cairo was made available through the Google group and the CASA Blog.

Dr. Iman Soliman selected the CASA Summer faculty from amongst the best of the ALI’s full-time and part-time Arabic language instructors. Visiting professor Dr. Amin Bonnah from George Washington University, also joined the summer faculty. Classroom and office space were prepared to receive and welcome both faculty and fellows.

5. ARRIVAL OF FELLOWS AND ORIENTATION

The fellows arrived in Cairo between May 29 and June 5. Representatives of AUC met the fellows at the Cairo airport. CASA provided transportation for the arriving fellows to the destination of their choice. A week before arrival, a welcoming email was sent out with important orientation dates and times. Fellows were asked to contact the CASA office if they needed any further assistance. Due to security measures, the CASA Executive Director asked the fellows to abide by AUC advice and limit their search for accommodation to risk-free areas such as Zamalek, Dokki, and Maadi. The cultural assistants helped several of them in searching for and acquiring their apartments. Throughout the summer, they aided the CASA fellows in getting oriented to living in Cairo.

The CASA student orientation, Egyptian Colloquial Arabic (ECA) placement exam, and registration took place on Thursday, June 6. The fellows were informally introduced to one another, to the CASA staff, and to some of the summer faculty through icebreakers and activities. Later, the CASA Executive Director officially welcomed them. Each fellow also received a pack with important phone numbers, their own international medical insurance cards, fellows’ biographies (Appendix III), AUC Student Orientation Handbook for summer 2013 (Appendix IV), a calendar of events (Appendix V), CASA attendance policy (Appendix VI), visa and course registration forms, and the language pledge (Appendix VII).
Dr. Iman Soliman gave a presentation in which she talked about the different constituents of the academic summer program. She also introduced the Summer ALI faculty and staff to the fellows. Dr. Soliman focused her remarks on the goals of the different components of the program, and emphasized the importance of the language pledge. Dr. Sayyed Daifullah, a member of the CASA faculty, read a welcoming note on behalf of Dr. Christopher Stone, CASA Director, who was forced to miss the orientation after returning to the USA for medical treatment. Dr. Stone had been stabbed in the neck during an atrocious attack while he was in Cairo.

Following the presentation, all fellows had their ECA placement interview, completed their registration and visa forms, and received their first monthly stipend. Furthermore, a meeting with a taxi driver was arranged to discuss tips and tricks for dealing with the taxi drivers in Cairo. All the orientation activities were conducted in Arabic.

On Sunday, June 9, the fellows had their second orientation at the AUC New Cairo Campus. They were officially welcomed by Dr. Lisa Anderson, AUC President; Dr. Dalal Abou El-Seoud, ALI Director; and Mr. Brian MacDougall, Executive Vice President For Administration & Finance.

Dr. Iman Soliman presented and described the cultural component of the CASA program, including the Mishwaar Wa Dardasha program, ALI trips, lecture series, and the community-based module of the program, CASAwiyyuun bila Hudud “CASA Fellows without Borders.” She emphasized the fellows’ role in achieving complete immersion and acquiring cultural understanding and awareness.

After presentations and lunch, the CASA fellows were issued their AUC ID cards and received their AUC email accounts before taking the bus safely back to Zamalek.

6. THE STORY OF SUMMER 2013

This summer, classes began on June 10. The last day of classes was planned for July, 25 as per the AUC academic calendar. However, the semester was abruptly interrupted owing to the political events surrounding June 30, and the subsequent effect of the US Embassy travel warning. Despite all efforts exerted on behalf of the CASA state-side director and the executive director to keep the fellows in Cairo, it was clear that CASA fellows should be evacuated. Dr. Stone broke the news to the fellows in the following mail, hoping that things would settle in a week or so.

July 3, 2013
Dear CASA Fellows:

Thank you so much for your patience, cooperation, and resilience over the past week or so. Since there is still much uncertainty in the days to come, the International Office at the University of Texas has asked that we evacuate all of the CASA Fellows, at least temporarily. This will be done by Frontier MEDEX insurance company in coordination with AUC. More information will be forthcoming on the details of the evacuation. Please know that we hope that the situation is such that
after 6 days in the safe haven we will be able to convince the University of Texas to allow you to return to Cairo.

Our plan at the moment is to have you all brought by AUC to the Zamalek dormitory on Friday morning to facilitate evacuation. We are not yet sure when exactly the evacuation will take place, but we feel that it would be best to have everyone together at the dorm in case the evacuation happens on short notice. It is very much our hope to have you all back in 6 days, but since we cannot be sure that that will be a possibility, we leave it up to you to bring as much or as little with you as you like. You may receive specific instructions on the luggage front from Frontier MEDEX that contradict what we have just written. In terms of the evacuation to a safe haven, you should know that we cannot guarantee that you will all be sent to the same location. While you are in the safe haven, Frontier MEDEX will pay for your hotel but not, unfortunately, your food.

You will receive more information from us in the hours to come, so please check your email as frequently as possible and keep your phones charged and with credit.

Thank you for your understanding. We hope that the evacuation goes smoothly and that we see you back here very soon. In the meantime, please stay indoors at night. Though the mood is currently jubilant, violence in response to the army’s announcement is inevitable. We will be holding class tomorrow (Thursday) so please look out for a message from Dr. Iman about this.

Sincerely,
Christopher Stone

Dr. Stone also wrote to the CASA Governing Board, members of the consortium, fellows’ parents, and all personnel associated with the University of Texas International office. He updated them regularly on our decisions regarding evacuation and all precautionary actions taken by the CASA office in Cairo to guarantee the fellows’ safety and well-being until the time of evacuation. The following is an example of a long series of communications that continued even after the evacuation took place:

Students’ were all evacuated successfully by July 7. However, the fellows’ correspondence with the executive director and the director reflected the concerns they have about the continuation of the program and their return to Cairo. Dr. Stone, on July 4, sent an email to the fellows assuring them that CASA as well as AUC would do their very best to guarantee the completion of the program at all costs.

Meanwhile, the fellows sent a group letter (below) as well as individual petitions, asking the CASA Administration to allow them to return to Cairo to complete their year abroad.

Dear Dr. Stone and Dr. Soliman,

First, we would like to thank you for all of your hard work over the past several weeks. You have made every day of the CASA program invaluable. We remain fully committed to returning to Cairo and completing the summer and year-long programs.

While in Cairo, we felt that our ability to engage fully in the program on a day-to-day basis was never affected by the political situation. Transportation to and from class remained unhindered, and we continued to attend class up until the day we left Egypt. All 29 students expressed on multiple occasions that they felt completely safe. Unlike the public areas where demonstrations take place, residential areas throughout Cairo, particularly those in which most CASA students live, remain isolated from political activity. As per the administration’s guidance, CASA students have never attended demonstrations. While we recognize the precautionary value of our evacuation, we feel confident that the program can safely continue.

Because of our commitment to returning as soon as possible, we commit to:

- Follow all CASA safety guidelines
Given the diligence of the CASA administration in actively promoting our well-being and our demonstrated commitment to ensuring our own safety, we ask the University of Texas to strongly consider returning us to Cairo to complete the CASA program after the end of the evacuation period.

Sincerely,
Alice Gissinger, Tyler Brelje, Kyle Wynter-Stoner, Nina Brekelmans, Kevin Butts, Katrina Yeav, Janelle Moser, Benjamin Pitler, Molly Bernstein, Caitlyn Doucette, Matthew Parsons, Ada Petivala, Samantha Wray, Dan Wilkofsky, Joseph Sills, Eric Knecht, Jordan Daniels, Michael Brill, Arthur Zarate, Gavi Barnhard, Margo Balboni, Ann Marie (Anny) Gaul

The return of the fellows, however, was contingent on lifting the US travel warning. This did not occur within the timeframe indicated in Dr. Stone’s first letter to the students. As the insurance company was pressuring our fellows to decide where they wanted to proceed to after their funded stay in the safe havens ended, Dr. Soliman decided after consultation with Dr. Stone to salvage the summer semester by finishing the remaining three weeks through online instruction to buy time until the fall. It was hoped that by then the fellows could all return safely to complete their studies at AUC. This was not an easy decision, especially with the fellows scattered all over the different time zones of the world, and the teachers not being accustomed to deliver content by alternative means. However, with hard work and determination on the side of the executive director, CASA faculty and staff, the technical support from AUC, and the resilience of our fellows, the summer was successfully completed and exams were administered successfully online.

Three students fell behind owing to time zone inconveniences. These students were granted certificates of attendance certifying that they had studied 5 weeks of the summer semester in CASA. The virtual classes were announced by the following email in Arabic sent to all of the fellows, explaining the start dates and expectations with an attachment (See Appendix VIII) highlighting more information about the online program, technical and academic requirements, and changes to the original syllabus.

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7. **THE COMPONENTS OF THE SUMMER PROGRAM**

CASA offered an advanced level of training in Arabic language and culture through the components of its summer program. The principal components were the academic program (See schedule, Appendix IX), the cultural program, and the language pledge.
7.1 THE ACADEMIC PROGRAM:

The summer academic program in Cairo aims to provide the fellows with opportunities to explore Egypt and to immerse themselves in their new environments both linguistically and culturally. The program offers 20 contact hours per week and fellows are expected to spend between four and five hours daily doing homework and preparing for class activities for the following day. Each fellow is required to take two core courses: *Umm Addunya* (10 hrs./wk.); *Madkhāl Ilaa QaDaaya al-Mujtama‘a Al MiSrī wa al Thaqafa* (10 hrs./wk.). These contact hours included a scheduled interview appointment (10 min./wk.) for each student.

All teachers adopted integrated skills activities. The summer academic program includes two courses:

7.1.01 UMM ADDUNYA:

This course offers 10 contact hours per week and aims to develop the fellows’ proficiency in the Egyptian dialect quickly so that they can function in their new environments. In addition to focusing on the colloquial of daily life, the course places emphasis on ‘Aammiyyat al-Muthaqqaftin “the colloquial of the educated speakers,” in which the colloquial is mixed with formal Arabic. Multiple sections of this course are offered to accommodate varying levels of proficiency. The fellows were divided into groups as follows:

- **First Group**: Ms. Azza Hassanein
- **Second Group**: Dr. Sayed Deifallah
- **Third Group**: Ms. Nermin Bassily
- **Fourth Group**: Ms. Seham Badawy

The summer fellows worked with the CASA book, *Umm Addunya*, which was published this summer after years of piloting in the CASA program. The fellows completed five lessons of this book during the summer. Each lesson consists of a short movie clip revolving around an issue characteristic of contemporary life in Egypt, for example, traffic, living conditions, education, family life, and youth issues. It was modified to reflect the Egyptian revolution and how these cultural issues led to the uprising of the Egyptian people on January 26, 2011. The movie clip, which provides examples of an everyday conversation, is followed by four interviews with various Egyptian intellectuals and government officials who talk about the same general issues using ‘Aammiyyat al-muthaqqaftin. These materials serve as a basis for the developed in-class and out-of-class activities. A number of movies and authentic radio broadcast programs reflecting the flow
of current events is selected and used to enrich the book especially at the more advanced levels.

In support of the Umm Addunya book and teaching materials, teachers utilized a wealth of supplementary materials including songs, movies, and talk shows.

7.1.02 INTRODUCTION TO EGYPTIAN CULTURE AND SOCIETY

This course offers 10 contact hours per week and aims to engage fellows through language in a number of historical, political, social, and cultural issues of significance to Egyptian society. The course is conducted entirely in Modern Standard Arabic and places emphasis on the development of all language skills with attention to expanding vocabulary and enhancing grammatical accuracy. Themes in this course include: The Egyptian educational system, minorities in Egypt, honorifics, Egyptian nationalism, language of the youth, humor and jokes, the arts, etc. The fellows were divided into five sections based on their scores in the CASA selection exam.

First Group  Dr. Amin Bonnah
Second Group  Dr. Sayed Deifallah
Third Group  Ms. Azza Hassanein
Fourth Group  Ms. Dina Nouayem

This summer, CASA again used the textbook which was developed for its MSA course. The textbook focuses on Egyptian culture and society. It contains a selection of articles which focus on topics revolving around issues related to national identity and character, the position of minorities, the role of religion in public life, and various other social issues. Each topic is presented through a variety of articles of different genres, and the articles are accompanied by suggested in-class and out-of-class activities, as well as a CD with vocabulary and listening materials. The executive director has also updated this curriculum with sets of graded texts and listening materials that are parallel to the existing curriculum but that address more up to date articles and videos than those in the book. The materials were made available for the teachers and students through the CASA Blog site.

In addition to the textbook, the CASA fellows were exposed to a variety of materials designated for extensive reading and reading for pleasure such as the short stories and novels.

7.1.03 ONE-TO-ONE SCHEDULED INTERVIEWS:

Throughout the summer, CASA faculty was available at scheduled hours to meet the fellows, deal with their needs, and discuss their overall progress.

7.2 THE CULTURAL PROGRAM:

This summer the cultural program was enriched by a new group of language partners recommended to the program by Dr. Christopher Stone. The program has typically included Mishwaar Wa Dardasha outings, class talks, Ramadan orientation, ALI trips, and an end of semester immersion week in Al Gouna. However, these outings and excursions were abruptly interrupted by the evacuation of the fellows and the suspension of the program.

7.2.01 MISHWAAR WA DARDASHA

Mishwaar wa Dardasha “Field Trip and Chat” is an activity that takes place once a week where groups of 3 CASA Fellows are paired with an Egyptian companion who acts as a guide as well as a language and culture partner. Each group chooses a place of interest to visit in Cairo and engage in a discussion of its historical and cultural
significance with the Egyptian partner. Discussions also extend to touch on various aspects of life and culture in Egypt (Appendix X).

Preparation for this program started early in May 2012 when the designated cultural assistants together with the executive director, scheduled and conducted a series of interviews to select eligible Egyptian partners to participate in the program.

7.2.02 Ramadan Orientation:

Before the start of the Holy month of Ramadan, the executive director coordinated a Ramadan orientation session in which fellows were introduced to typical Ramadan sweets and traditional festivities. Ms. Azza Hasanein, CASA faculty member also gave a presentation and answered fellows’ questions and gave tips regarding general behavior and expectations in the month of Ramadan.

7.2.03 Other Activities:

Other class field trips and ALI trips (Appendix XI) were affected and cancelled owing to instability in the security situation. Also, the prescheduled immersion trip to AL Gouna was cancelled due to the fellows’ evacuation.

7.3 The Language Pledge

To maximize opportunities for speaking Arabic both inside and outside the classroom, the program introduced an Arabic-Only Speaking Policy. CASA expects all its fellows to abide by a strict Arabic Speaking Policy on campus and to help create opportunities for speaking Arabic outside the classroom.

8. Assessment

Program, student and instructor evaluations included ongoing formative as well as summative assessments.

8.1 Formative Assessment

8.1a Evaluation of Instruction:

Despite the fact they lasted for a short 5 week period, the 10 minute one-to-one interviews helped fellows to give direct feedback to their teachers with regards to classroom learning
activities and materials. The fellows also had direct access to the Executive Director’s office, where they were free to pop in anytime to voice their concerns or talk about their educational needs.

8.1.B CLASSROOM OBSERVATIONS:

Dr. Iman Soliman was able to pay all teachers a class visit and give them constructive feedback on their teaching during the first two weeks of the semester. The observations enabled the CASA administration to assess the language proficiency levels of the fellows in the different groups.

8.1.C STUDENTS:

Measuring student learning is always a challenge no matter the format. The teachers’ choices are always limited by time, resources, and creativity. The instructors relied on ongoing assessment of homework assignments, in-class participation, and weekly tests.

8.2 SUMMATIVE ASSESSMENT:

8.2.A ONLINE PROGRAM ASSESSMENT

By the end of the program fellows were asked to answer an extensive survey assessing the CASA Summer program (5 weeks) services as well as its academic and cultural components (Appendix XII). The executive director also added a set of questions to the summer program ordinary questions to assess the online learning/teaching experience despite all odds.

8.2.B ONLINE STUDENT EVALUATION OF INSTRUCTION

AUC’s student online evaluation of instruction was conducted by AUC as customary at the end of summer semester. This year because of the evacuation, missed classes had to be made up for after the announced end of semester date at AUC. Dr. Iman Soliman wrote a petition to AUC asking to postpone the online evaluation until CASA fellows completed their course work online. The petition was granted and fellows were able to participate in the online evaluation of instruction (Appendix XIII).

8.2.C ASSESSMENT OF THE STUDENTS: ACHIEVEMENT TEST

All faculty members prepared end of semester exams which were administered in the last week of classes. The tests were achievement tests in alignment with the program objectives. The tests were adapted in consultation with the Executive Director to suit the new online learning environment and guarantee reliability. The tests were timed and administered online. The teachers also provided a written report on overall student performance during the semester.

9. PROFESSIONAL DEVELOPMENT AND CURRICULUM CHANGES INCURRED

9.1 EXCELLENCE IN TEACHING CASA AWARD

The CASA Excellence in Teaching Award was granted to Ms. Azza Hassanein in recognition of her teaching service in the CASA programs for over 10 years with excellent fellows’ evaluations and feedback from colleagues. Ms. Azza was commended for her ability to teach and develop materials for a variety of skills and content courses at the Advanced levels. A committee formed from the previous CASA Award winners, the ALI Director, and the CASA Executive Director reviewed the files of nominated candidates and finally voted Ms. Azza Hasanein as recipient for the year 2013. Owing to Dr. Christopher Stone’s tragic assault and his need to go back to US for medical treatment, the ceremony was postponed.
9.2 CASA TEACHER ORIENTATION

In preparation for the summer program, the Executive Director conducted an orientation for summer faculty explaining & reinforcing the following:

- The need to adhere to the proposed CBI curriculum and the importance of adopting an integrated skills approach in teaching summer courses dwelling on the pilot experience of 2012 - 2013.
- The need to reflect on the fellows’ comments from the end of spring evaluations for improvement.
- The importance of integrating culture awareness activities into the curriculum and coordinating assignments and making time for fellows to indulge in the cultural environment in which they reside.
- The new additions of materials to the QaDayaa book and how best to use it.
- A briefing on Christopher’s Stone’s health and his status.
- Safety and security issues that could affect the flow of the program and what measures to be taken.

9.3 ONLINE INSTRUCTION: INTENSIVE WORKSHOPS AND HANDS ON TRAINING

After consultation with Dr. Stone, Dr. Soliman decided to salvage the remainder of the summer semester and allow the fellows to complete the summer classes online. She coordinated a three day intensive training for all summer faculty in using Blackboard Collaborate tool to enable the teachers to hold live classrooms online. This training was delivered by the Center for Learning and Teaching, AUC as well as by the University Academic Computing Technology, AUC. Dr. Iman Soliman, with the assistance of the CASA program specialist, Ms. Hoda Awadallah, however, have undertaken to build the online teaching materials for the different courses on Blackboard to save the faculty time to focus on getting in control of the live classroom tool. Changes were also made to the materials by the Executive Director, and the exam was reviewed by the faculty and executive director to suit the new environment. Dr. Soliman continued to monitor the online classes by popping in and out of each class at different intervals to ensure that the teachers and fellows were not facing any technical problems and to advise the teachers on activities and give them feedback on their online performance. The faculty continued to have technical support from UACT during their online sessions for two consecutive weeks.

10. PROGRAM EVALUATION

Despite all odds, it was important for the CASA administration in Cairo to get feedback on the overall performance of administration and faculty in coping with the crisis and maintaining high standards of performance while under the pressure of difficult times. The online classes consumed a great deal of the faculty’s and administration’s time and effort. Thus, it was very important to evaluate the experience to inform decision-making in future crises. The following contains the results of the evaluation of the summer program.

1. PROGRAM ADMINISTRATION:

Overall, CASA fellows were pleased with CASA Cairo administration. When asked how effective they considered the CASA office staff as well as the cultural assistants, no CASA fellow ranked a member of the CASA staff at less than 84.6% (Chart 1). Additionally, students reported that they found the CASA Google group managed by the cultural assistants to be especially helpful as they prepared for their year in Cairo (Chart 2). Students had the following to say:

- “The CASA administration is dedicated and efficient, but what truly impressed me was the feeling of community they helped to create. Dr. Soliman and the rest of the staff made me feel like I was part of a family, which made the specific challenges of this summer and the general challenges of life in Cairo much more manageable.”
• “The cultural assistants were so helpful, and I was so grateful for them.”
• “Hany, Hoda, and Moheb are so approachable and helpful. They never make you feel like you are bothering them! They are just like family even after just a month of knowing them.”

In asking the fellows about the quality and rate of communication to inform them of decision making, the majority of the fellows thought that the communication of decisions was well articulated and attentive to students’ needs and concerns (Chart 3). Despite Dr. Stone’s tenacious and strenuous efforts in communication with fellows, parents, Governing Board and Consortium since the June 30 and after, it was obvious from some comments that the fellows needed more communication with their parents and suggested different modes of communication as expressed in the following comments:

• “[I would suggest] clearer, more direct emails about the reality of the situation in Egypt/possible dangers on the ground. It did not seem to me that the stateside office communicated clearly enough to concerned parents all the information relating to our pre-evacuation situation and during the evacuation.”
• “One useful thing might be creating a group Facebook page. It seems that no matter what, one or two people always get left off of one or the other and having redundancy in this sense might be useful.”

The Facebook suggestion is an interesting one and more thought will be given next year as to how to avoid leaving anyone out of the Google Group.

2. EXTRACURRICULAR ACTIVITIES

There were a number of extra-curricular activities offered to fellows throughout the summer. The most important was the Mishwaar Wa Dardasha program. The program, however, was cut short due to political events that took place in late June and early July. Nevertheless, students expressed a high degree of satisfaction with the program. Most of the fellows noted that had these
gatherings been completed, they would have become friends with several of the language partners who participated in the program.

- “To be honest, I was dreading them, having had bad experiences with similar activities in other programs, but I found that they were the most useful opportunities I had in Cairo for practicing Egyptian and meeting interesting young Egyptians. They were actually really great—mostly because they were so open-ended: just hanging out in an interesting setting in the city and talking.”
- “I made one friend through the cultural program whom I expect I would really have gotten to know better. Mishwar Wa Dardasha was great!” However, students also expressed a degree of dissatisfaction with some of the activities.
- “I am not sure if this would be possible, but it seems to me that dedicating all of Sunday to mishwar wa dardasha was a little excessive and we could have had another day of class instead and move mishwar wa dardasha to a night during the week.”
- “Will and Nav leading a couple of tours that only a few people could go on was pointless; there was almost no cultural component to the Summer program, and Will and Navdeep only leading tiny tours that most people couldn’t go on did not help.”
- “My initial meeting involved another student and it was strategically difficult for us to meet with our language partner because of general issues of travel within Cairo prior to June 30. In general the amount of time it took to get anywhere was taxing physically. I was suffering from an upset stomach and attended but did not really benefit too much. There were a lot of factors at work, one being that the other student was overly aggressive in terms of controlling the conversation and where we went and we ate, etc.”

The above comments indicate that although some fellows needed more structured, out of classroom activities, others preferred more classes and keeping out of class activities in the evenings. The comment regarding travel issues in Cairo shows that more attention should be given to scheduling appointments and to choosing places for meetings next year. It is recommended that future cultural assistants be assigned a more active role in this respect.

3. HOUSING AND LIVING IN CAIRO

CASA fellows are required to find housing on their own with help from the cultural assistants. Students were encouraged to live in Doqqi or Zamalek, and the majority of the fellows elected to live in Doqqi. All of the students reported that they were able to find suitable housing before the program officially began.

CASA students noted that the Google Group managed by the cultural assistants was the most useful tool in locating housing in Cairo. The chart below shows which resources students relied on to find housing.
This result was satisfactory to the administration because it confirmed that recommendations made in 2012-2013 with regards asking the cultural assistants to make housing information available to the fellows did help to a great extent. The Cultural assistants also played a key role in making the Google Group this year particularly beneficial in terms of housing and preparing the new Fellows to life in Cairo.

Students had the following to say in regards to housing in Cairo:

- “Sending out a list of apartments that were going to be vacated by 2012-13 CASA fellows was very useful; use of the listserv to find roommates were very useful.”
- “I would recommend that CASA offers more assistance and support to future fellows in terms of finding housing. We worked with one simsar who was recommended by the CASA Google group/previous students who was not helpful at all, and the entire process was quite difficult with the level of Arabic that my roommate and I had at that time. Perhaps something as simple as providing a written pamphlet or guide with useful aamiya vocabulary regarding housing to students who are coming into the program would improve the experience. We had a unit in our aamiyya class on apartments, and I would have found this vocabulary immensely helpful had I had access to it prior to working with simsars and finding an apartment at the beginning of the program.”

Although CASA cannot organize accommodation for its fellows, it can definitely offer help with providing fellows prior to their arrival with the needed vocabulary that equips them for undertaking the heavy task of finding appropriate housing for the year. CASA will plan on adding such vocabulary to the CASA Website under a page titled ‘Housing in Cairo’. On this page, CASA alumni can also write posts about their experiences with finding apartments and what the incoming fellows should look for.

4. Living in the Zamalek Dormitory

Due to the events that transpired in Egypt in late June and early July, CASA polled the fellows, asking them what they would think if CASA were to ask future fellows to stay in the Zamalek AUC dormitory for the duration of the summer semester before being given the option of moving out to find their own places for the fall and spring. Their mixed reactions are summarized in the pie chart below.

- “A mandatory dorm-stay would hamstring intellectual development and immersion.”
- “I can definitely see how that would be useful, though more for people like me for whom it was the first time in Cairo. I think it would be great if we could stay for a week or two in the dorms, so that we had plenty of time to visit place sand not feel compelled to take the first one we found acceptable.
- “We are all adults. No one would want to live in the dorms together, especially in Zamalek of all places. We want to discover Cairo on our own, and live lives independent of the program yet using the skills and ideas it provides.”

Knowing that CASA Fellows typically regard Zamalek as a stronghold for expatriates that they should totally avoid, it came to the administrations surprise that despite mixed reactions towards living in the Zamalek dorm, there was this unarticulated feeling in the above comments that it was not a bad idea after all to stay at the dorm for a while until they found accommodation for the year. This was also confirmed from the percentages shown in Chart 5.
CASA requires the fellows to exclusively use Arabic while at AUC facilities. Although unable to force students to abide by the language pledge at all hours of the day, it encourages students to use Arabic extensively outside of class. The majority of students were highly satisfied with the language pledge. When asked how often they interact with Egyptians in Arabic, fellows had the following to say:

- “I used Arabic when doing errands, with my bawwab, and at meshwar wa dardasha, which isn’t all together as much as I would have liked.”
- “I have an Egyptian roommate (who was actually a meshwa w dardasha language partner at some point) so we exclusively speak Arabic in the house and he has been extremely helpful in introducing me to his friends, allowing me to create a nice network of Egyptians with whom I really speak only in Arabic.”
- “The extent was limited to taxis or shops when I was buying something. It was limited because it was a basic commercial interaction and because of my gender.”

Charts 6 & 7 illustrate the extent to which CASA fellows reported using Arabic outside of class as well as the extent to which the language pledge was maintained.

Students also had the following suggestions for how CASA could increase the extent to which fellows use Arabic and interact with Egyptians:

- “I would encourage more weekly activities that involve going out to different parts of the city. Perhaps the meshwar wa dardasha on a weekly basis would be enough but unfortunately the circumstances this year prevented it.”
- “Possibly schedule more Meshwar wa dardasha type activities (twice a week?) or take us all on group outings like the felluka ride. Interacting with Egyptian is, as CASA made clear at the beginning, the job of the student, not the program.”
Introduce some kind of homework that has more to do with discussing the daily news with ordinary Egyptians. Make more of the 3amiyya homework dependent on conversations with people—asking the meaning of 3ibaraat, having a mock cultural exchange, going into a hotel to plan a fake vacation, etc.

Many of the fellows’ suggestions were intended to be implemented this year due to the fact that a number of similar recommendations as to how to enrich the summer curriculum and sustain use of the language pledge had been expressed in last year’s report (2012-2013). However, owing to the security situation around June 30, and the fellows’ subsequent evacuation in early July, the fellows could not experience much of what had been planned.

6. **Satisfaction with the Program**

The fellows were satisfied overall with the summer program. It should be noted that no student reported being placed in an inappropriate MSA or colloquial Arabic class. Students were also satisfied with their instructors.

When asked to comment on the most positive aspects of the CASA summer 2013 experience, fellows remarked,

- “Living in Cairo was priceless. This is the strength of the CASA program!!”
- “I think that the people who work in the program and the language partners have really made this experience what it was. When I think back over my summer, it is those personal interactions that have really been the most memorable. I also think that the presentations in Fusha class were very good practice for my speaking abilities.”
- “My Fusha class was amazing...I love my professor as she is quite possibly the gentlest being on Earth yet she is also a strict and hardworking teacher.”

Chart 8 shows that the majority of students would recommend CASA to a friend in the event of political stability.

![Chart 8](image.png)

The following statements are some of the fellows’ comments that elaborate on the findings in Chart 8.

- “The level of language instruction and the professors are excellent, but I also think the program could improve by providing some built in time (at least an hour a week, ideally more) for fellows to speak one-on-one with tutors or language partners, such as CLS programs have provided in the past...Less homework and more time for personal review and to really engage with the material on a personal level (i.e., work with the vocabulary on one’s own, utilize memorization techniques, write sentences on one’s own) would be great. I
learned a lot this summer, despite the surprise online component, and hope to learn more in the future.”

• “I am one of the fellows who returned to Egypt after the evacuation period ended. I don’t even find the political situation right now to be unstable. I leave my house every day without a thought about my safety, as I feel secure and have learned enough by now on how to avoid trouble here. I’m truly thankful to have gained acceptance to CASA, and would be ready to do the program wherever I go. But, I would only do it with a smile on my face if it is in Cairo. I underestimated Cairo a lot before I came here, but through the exceptional instruction of CASA and the attitude of the faculty / cultural assistants --which pushed us to discover the massive metropolis that is Cairo on our own-- I can’t think of a place where CASA could be as successful, ever.”

7. THE ONLINE COURSES

CASA fellows were evacuated from Egypt on July 5, 2013. Prior to that, the summer semester had been disrupted. As a way to compensate, the students were required to participate in online courses. Albeit approximately 15% of students claimed that there was no benefit gained from the online courses, most students believed that completing the courses online saved the semester. See Chart 9.

![Chart 9](chart9.png)

Despite the shortcomings regarding the sudden way in which the fellows found themselves in virtual classrooms and the challenges that faced the administration and faculty to produce an online teaching system overnight, the students responses were found most satisfactory to the administration in the way of assuring that it has made the right decision going online to save the semester as was confirmed by 83% of the respondents.

It should also be noted the overwhelming majority of students (83.5%) supported moving the courses online in the event of a similar occurrence in the future (Chart 10).

![Chart 10](chart10.png)
It is also worth noting that the fellows did not find the online classes’ limitations as non-conducive to learning (Chart 11). Moreover, although the courses were built on Blackboard in a very short period and in a rushed manner due to time constraints, we were pleased with the rate of satisfaction with the way the course materials and instructions were provided, as shown in Chart 12.

That being said, it is important here to recommend that the instruction design of the online courses be revisited. It is important for CASA to make available an online alternative for its courses that is pedagogically sound in terms of design and structure, should the need resurface for such a course. In recommending developing a stand-by online course, a number of the following comments made by some of the fellows should be considered at the academic as well as at the affective levels of course design:

- “We can’t cancel the semester and we can’t complete it online. Online classes do not work. I’d prefer receiving assignment and then doing a Google Hangout once a week to go through them with the professor and other students. Blackboard was really hard to use. Frankly, we all just made the best of it because we knew how hard everyone in the admin and faculty was working to see this through. Yet, the experience takes a lot of energy from the actual learning that should take place, and that is awful. So I’d much prefer to be assigned a book to read, or something to listen to, that is much longer than the material we get daily, and then meet ‘online’ once in a while about it.”
- “Online classes were very tiring and felt somewhat bizarre, since I was taking them in the middle of Europe, but I know that without them, I would have regressed significantly in Arabic.”
- “I was a little skeptical that the [online] course was going to be effective. Especially as regards class participation—I was afraid we would lose the ability to speak a lot in class. Plus, the initial time of 5am EST was not going to be feasible for me.”
- “I think it was a little frustrating considering that I wouldn’t be able to learn in Arabic-speaking context, but I was glad to keep my exposure to Arabic going somehow or other.”
- “I was concerned but the classes continued and were successful to a great extent, though the process was very frustrating at times, mainly because of technical difficulties.”
- Time zones tensions were inevitable given the way things played out. I want to single out Prof. Nermeen as having made excellent use of the technology.
- “The online classes were almost a complete failure in every way. Many students did not come to class. Technical issues were constant. The lack of face-to-face interaction caused everything to be confusing and unclear. Because of when the started, I always felt exhausted.”

8. Instructors’ Competence: Online Delivery of Content

Although all fellows confirm their teachers’ competence and first rate teaching skills in in-person classrooms, one of the survey questions aimed to rate these skills in an online teaching
environment. The fellows’ responses attest to the fact that the fellows are also satisfied with their instructors’ online performance from several perspectives, as illustrated in Chart 13.

The fellows’ comments also show that some teachers were more in control than others when it came to use of technology. There was an almost unanimous agreement that even in an online environment; the teachers were all available and helpful.

9. **OVERALL PROGRAM SATISFACTION/PERCEPTION OF BENEFIT:**

Despite the evacuation and the difficulties that many encountered with the online courses, most students were satisfied with their language learning experience. However, the fellows were significantly less satisfied with their cultural learning experience. The percentages are shown in detail in the Chart 14 below.

Students made the following comments:

- “I honestly felt Egypt was too unstable to really benefit from the cultural experience. Movement in general throughout the city and the country was difficult before June 30. Sinai is no longer a travel option and in general a student especially a female student is no longer
able to take weekend trips to explore the country by herself. That detracts immensely from the program.”

- “The point of having CASA in a place like Cairo is that the city and the country are very rich opportunities for learning. There were no activities that helped us to explore and learn from Cairo and Egypt. We went to classes in a dormitory, then were given reading assignments from books, then things went from bad to worse when we were evacuated. I learned incredibly little about Egypt’s culture or history, because we had no outings or activities of any kind.”

The unrest in political events explains a great deal of the fellows’ dissatisfaction of the cultural learning experience during the summer.

Students also made the following comments regarding the more negative components of the CASA experience prior to the evacuation.

- “I think there was just enough work to prevent me from putting myself out there in Cairo and trying to pursue some independent projects and meet people. But they may have just been me.”
- Logistics in general in Cairo were a major annoyance. I walked home from Zamalek to Dokki when there was no gas and the cars were just stopped along all the major thoroughfares. I was physically exhausted most of the time and that detracted from the energy I could use and focus on studying or getting to know Egyptians.”
- “Nothing, except the evacuation itself.”
### APPENDIX I
Administration & Staff

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASA Interim Director</td>
<td>Dr. Mahmoud Al-Batal</td>
</tr>
<tr>
<td>CASA Co-Director</td>
<td>Dr. Zeinab Taha</td>
</tr>
<tr>
<td>CASA Executive Director</td>
<td>Dr. Iman Soliman</td>
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<tr>
<td>CASA Stateside Program Coordinator, UT-Austin</td>
<td>Ms. Marissa Canales</td>
</tr>
<tr>
<td>CASA Program Specialist</td>
<td>Ms. Hoda Awadalla</td>
</tr>
<tr>
<td>CASA Program Senior Administrative Assistant &amp; Technical Support</td>
<td>Mr. Hany Yousry</td>
</tr>
<tr>
<td>Student Assistant</td>
<td>Mr. Moheb Nassif</td>
</tr>
<tr>
<td>CASA Cultural Assistant</td>
<td>Mr. William Barnes</td>
</tr>
<tr>
<td>CASA Cultural Assistant</td>
<td>Ms. Navdeep Sokhey</td>
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</tbody>
</table>
## APPENDIX II

**CASA Summer 2013 Teaching Faculty**

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### I. CASA Full-Time Teachers:

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Degree</th>
<th>Course Taught</th>
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<tbody>
<tr>
<td>Ms. Azza Hassanein</td>
<td>M.A. in TAFL, AUC</td>
<td>CASA 401-03, ECA, CASA 411-03, MSA</td>
</tr>
<tr>
<td>Mr. Sayed Ismail</td>
<td>PH.D in Modern Arabic Literature, Cairo University</td>
<td>CASA 401-01, ECA, CASA 411-02, MSA</td>
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### II. CASA Part-Time Teachers:

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<tr>
<td>Ms. Nermin Samir</td>
<td>B.A. in English, Ein Shams University</td>
<td>CASA 401-02, ECA</td>
</tr>
<tr>
<td>Ms. Siham Badwy</td>
<td>BA in Arabic Literature, Cairo University</td>
<td>CASA 401-03, ECA</td>
</tr>
<tr>
<td>Ms. Dina Nouayem</td>
<td>M.A. in TAFL, AUC</td>
<td>CASA 411-04, MSA</td>
</tr>
<tr>
<td>Dr. Amin, Bonnah</td>
<td>PH.D in Arabic Language, Literature and Linguistics</td>
<td>CASA 411-01, MSA</td>
</tr>
<tr>
<td>Fellow Name</td>
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<td>Balboni, Margo</td>
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APPENDIX III
CASA Fellows’ Biographies

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CASA Cairo Fellows
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<tr>
<th>Name</th>
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<th>Program</th>
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<tr>
<td>Maggard, Joanna</td>
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<td>Moser, Janelle</td>
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<td>Gissinger, Alice</td>
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<td>Doucette, Caitlyn</td>
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منحة اللغات الحاسمة في عمان، الأردن. اهتمامها الرئيسي يدور حول الدبلوماسية العامة وتربية الاتصال باحرية اللغة العربية في السلطة العربية والعلاقات الدولية. في نفس السنة، حلت على جامعة الأدب والثقافة واللغة العربية. درست اللغة العربية في جامعة نفس وأيضا في جامعة الأكاديمية في مدينة عمّان. كتب تقرير إلى اللغة العربية لمكتبة الصحف الماسيلي لكي تبرر عن سياسة المحاولات النسبية في الضفة الغربية. تلقيت بالصراع الفلسطيني-الإسرائيلي وبنظام التعليم اللغة العربية.

لم يكتب في كلمة. بعيدين برناما جاسييا، جوسييئي نحييو الدراسييات العليييا فيي سييوتيي درايماريا. تراتبدرر يخيرييا فيي موييال درايماريا اللدوييال العربييية.

الإيين جسييئجر طاليي دكتورايي بفيي درداسات الآنن بجامعة برنيييتوون بالولايات المتحدة. تركز دراستها الجمعية في التاريخ الثوري والدراسيي العربييية والدراسيي politiques. ومن اهتماماتها الأكاديمية عملي الحديث وتاريخ نقل القرن وقضايا العلمانية في فرسا بين القرن النانع عشر والعشرين.

قبل أن يسافر إلى مصر، عمل أريك كتب كمساعد باحث في مركز رقغي الحريري لدراسات الشرق الأوسط بوشاننتشوي ديسي. حيث كان متخصصا في السياسة الليبية. تخرج من جامعة "ترجرز" (الجامعة الحكومية بولاية نيو جيرسي) عام 2010، حيث حصل على درجة البكالوريوس في مجال التاريخ والاقتصاد. وبعد تخرج سافر مباشرة إلى مصر وعمل درسا للغة الإنجليزية بجامعتي المنصورة والأكاديمية في السينتريت somehow. أما في المس تشريت لدكتوراه أن تخصص في مجال تاريخ الشرق الأوسط وأن يحصل على درجة الدكتوراه في هذا المجال أو على الاقل أن يعمل في مجالات تسهم له بالتعليم اللغة العربية.

تحجز جورفي لايدي من كليية ويلييييامز فيعيا درداستها للغة العربية في برنامج جامعة ميامي. تخرجت جوانا قاندي من كلية ويلييييامز في عام 2013 منحية في اللغة العربية والدراسات العربية. تشمل اهتماماتها الهوية والسياسة المقارنة والموسيقى في الشرق الأوسط. بعد برنامج كاسا، تنمي جوسيييف السعي نحو الدراسات العليا في سياسة وتاريخ الشرق الأوسط.

تحجز نيفيدل بنييئجر من جامعة تمكسيس في أوستن بدرجة البكالوريوس في الأدب الإنجليزي والإسباني والدراسات الكلاسيكية، والآن يدرس في جامعة برنتستون للحصول. خريج دردسته في الأدب الإنجليزي. ودرس اللغة العربية في المغرب ولبنان ومصر والمملكة السعودية. وتعييني بالمغرب في العلوم الوسطي.

ترجت جوانا ماجرد من جامعة "مايامي ووهاب" حيث ركزت دراستها على تاريخ الشرق الأوسط وتلقاها والعوامل السياسية الحالية المؤثرة عليه. سوف تتابع جوانا دردستها اللغة العربية في برنامج جامعة "ميامي" للدراسات العربية للأجانب في العام القادم. وتعني جادة لتوصيي خبرتها في مجال دراسة اللغات العربية واختلافها بين شرق الوطن العربي وغيرها.

ناجح حاليا طالب في جامعة أرزوونا في برنامج ماجستير في درداسات الشرق الأوسط للدراسات العربية. واستمر في شير شايو في العالم الجاري. يتركز بحثها على الدراسات التطبيقية. و استخدم الأطر النظرية من ميدان اكتساب اللغات الإنجليزية الأخرى في سياق تعليم العربية للفتيان بغيرها واللغات والدراسات الثقافية بشكل عام. تخرجت من جامعة أرزوونا وانطلاقا في عام 2010 وحولت على شهادة بكالوريوس في الشؤون الدولية لدراسات الشرق الأوسط. درست اللغة العربية في جامعة الأمريكية في بيروت وجامعة اليرموك.

بعد برنامج كاسا، استمر في برنامج الدكتوراه في الدراسات التطبيقية والبحث في ميدان تعلم اللغة العربية للفتيان بغيرها.
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Nationality</th>
<th>Field</th>
<th>Degree</th>
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<tr>
<td>Olson, Eric Robert</td>
<td>CASA I</td>
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<td>PhD</td>
<td>University of Arizona</td>
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<td>Pitler, Benjamin</td>
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<td>Wray, Samantha</td>
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<td>PhD</td>
<td>University of California</td>
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Note: The text on the page seems to be a mix of English and Arabic, discussing various academic achievements and contributions.
<table>
<thead>
<tr>
<th>اسم الآخرين</th>
<th>program</th>
<th>اللغة العربية واللغة العالمية والأنشطة والأنشطة اللغوية.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wynter-Stoner, Kyle</td>
<td>CASA I</td>
<td>تخرج كايل وينتنر ستونير من جامعة براون في سنة 2013 و يخصص في الأدب المقارن باللغتين الفرنسية والعربية. قد درس اللغة العربية قبل في الجامعة الأردنية في الأردن. ينتمي بالحركة الثقافية الأمازيغية، الأدب العربي الكلاسيكي، الراب العربي، و إعادة التوطين للناجحين في أمريكا.</td>
</tr>
<tr>
<td>Yeaw, Katrina</td>
<td>CASA I</td>
<td>تخرجت كاترينا ياو من جامعة ولاية كاليفورنيا في سان فرانسيسكو عام 2009 في برنامج الأدب، و درست اللغة العربية في سوريا والعراق، وكاليفورنيا وويسكونسن. حاليا هي طالبة دكتوراه في تاريخ الشرق الأوسط وشمال أفريقيا في جامعة جورج تاون. أكاديميا هي مهتمة بدراسة الحكم الاستعماري الإيطالي في ليبيا. بعد الانتهاء من برنامج مركز الدراسات العربية بالخارج، تخطط لاتهام أطروحة بحثية لها في إيطاليا وليبيا.</td>
</tr>
<tr>
<td>Zarate, Arthur</td>
<td>CASA I</td>
<td>ارثر زيراتي طالب في جامعة كولومبيا في مدينة نيويورك في قسم التاريخ في برنامج الدكتوراه. هو متخصص في تاريخ الشرق الأوسط ويهتم خاصة بالتراث العربي والإسلامي.</td>
</tr>
</tbody>
</table>
# APPENDIX IV

AUC Student Handbook

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### Getting Started with Orientation
- Orientation overview
  - Orientation leadership team
  - Fall 2013 orientation schedule

### Find Your Way Around AUC
- What are the common acronyms used at AUC?
- What is AUC’s academic calendar?
- AUC New Cairo campus map
- What are the important numbers I need to know?

### Survival Tips @AUC
- How can I obtain a bus pass?
- Where can I eat on campus?
- Looking for a place to live?
- What about residential life?

### E-World @AUC
- How do I get connected?
- Are there banking and ATM services on campus?

### WELL-Being @AUC
- What are the medical services available?
- What is the mandatory international health insurance?
- What are the local medical services available?
- Where can I pray/meditate?
- What is the Office of Student Support?
- Student Counseling Center
- Student Mentoring Unit
- Student Disability Services

### Get Involved @AUC
- What athletic programs does AUC have?
- What is the student government?
- What are the major student organizations?
- Academic clubs
- Community service clubs
- Student organizations and conferences
- Graduate student associations
- Special interest and cultural clubs
- Press board

### Get Settled @AUC
- What campus services are available?
- What is the work-study program?
- What do I need to know about my library?
- What is the Student Service Center?
- What does the Academic Advising Center offer?
- What does the Registrar’s office offer?
- What undergraduate student services are available?

### International Students
- I am an international student. What is my office on campus?
- Who do I see about academic issues?
APPENDIX V
Calendar
----------------------------------------

hanyy@aucegypt.edu

Thu Jun 6, 2013
  9am - 11am  Orientation (Zamalek)
  11am - 2pm  ECA Placement testing
  2pm - 2:45pm Taxi Driver Lecture (Time to be confirmed)

Fri Jun 7, 2013
  All day  Outing with Nav. & Will
     Fri Jun 7, 2013 - Sun Jun 9, 2013

Sat Jun 8, 2013
  All day  Outing with Nav. & Will
     Fri Jun 7, 2013 - Sun Jun 9, 2013

Sun Jun 9, 2013
  8:30am - 2pm  Orientation (New Cairo)

Mon Jun 10, 2013
  All day  First day of classes
     Mon Jun 10, 2013 - Tue Jun 11, 2013

Fri Jun 14, 2013
  All day  Outing with Nav. & Will
     Fri Jun 14, 2013 - Sun Jun 16, 2013

Sat Jun 15, 2013
  All day  Outing with Nav. & Will
     Fri Jun 14, 2013 - Sun Jun 16, 2013

Sun Jun 16, 2013
  6:30pm - 8:30pm  Felucca Ride (Time to be confirmed)

Fri Jun 21, 2013
  All day  Outing with Nav. & Will
     Fri Jun 21, 2013 - Sun Jun 23, 2013

Sat Jun 22, 2013
  All day  Outing with Nav. & Will
     Fri Jun 21, 2013 - Sun Jun 23, 2013

Sun Jun 23, 2013
  9am - 9am  Meshwar we Dardasha (Time to be confirmed)
hanyy@aucegypt.edu

Wed Jun 26, 2013
  All day  Mid-Semester Evaluation

Thu Jun 27, 2013
  All day  Mid-Semester Evaluation

Fri Jun 28, 2013
  All day  Outing with Nav. & Will
    Fri Jun 28, 2013 - Sun Jun 30, 2013

Sat Jun 29, 2013
  All day  Outing with Nav. & Will
    Fri Jun 28, 2013 - Sun Jun 30, 2013

Sun Jun 30, 2013
  9am - 9am  Meshwar we Dardasha (Time to be confirmed)

Thu Jul 4, 2013
  1:30pm - 2:30pm  Lecture: Ramadan Kareem (Time to be confirmed)

Fri Jul 5, 2013
  All day  Outing with Nav. & Will
    Fri Jul 5, 2013 - Sun Jul 7, 2013

Sat Jul 6, 2013
  All day  Outing with Nav. & Will
    Fri Jul 5, 2013 - Sun Jul 7, 2013

Sun Jul 7, 2013
  9am - 9am  Meshwar we Dardasha (Time to be confirmed)

Tue Jul 9, 2013
  All day  Start of Ramadan
    Tue Jul 9, 2013 - Wed Jul 10, 2013

Fri Jul 12, 2013
  All day  Outing with Nav. & Will
    Fri Jul 12, 2013 - Sun Jul 14, 2013

Sat Jul 13, 2013
  All day  Outing with Nav. & Will
    Fri Jul 12, 2013 - Sun Jul 14, 2013
hanyy@aucegypt.edu

Sun Jul 14, 2013
9am - 9am Meshwar we Dardasha (Time to be confirmed)

Wed Jul 17, 2013
All day End of Program and Online Evaluation

Thu Jul 18, 2013
All day End of Program and Online Evaluation

Fri Jul 19, 2013
All day Outing with Nav. & Will
  Fri Jul 19, 2013 - Sun Jul 21, 2013

Sat Jul 20, 2013
All day Outing with Nav. & Will
  Fri Jul 19, 2013 - Sun Jul 21, 2013

Sun Jul 21, 2013
9am - 9am Meshwar we Dardasha (Time to be confirmed)

Tue Jul 23, 2013
All day Revolution Day (H)

Thu Jul 25, 2013
All day End of Summer Semester Iftar Party
  Thu Jul 25, 2013 - Fri Jul 26, 2013

All day Last day of Summer semester classes
  Thu Jul 25, 2013 - Fri Jul 26, 2013

Wed Aug 7, 2013
All day Eid El Fetr (H)

Thu Aug 8, 2013
All day Eid El Fetr (H)

Fri Aug 9, 2013
All day Eid El Fetr (H)
hanyy@aucegypt.edu

Sat Aug 10, 2013

All day  Eid El Fetr (H)

Sun Sep 1, 2013

All day  CASA Students Fall 2013 Orientation
    Sun Sep 1, 2013 - Mon Sep 2, 2013

Mon Sep 2, 2013

All day  First Day of Classes
    Mon Sep 2, 2013 - Tue Sep 3, 2013

Mon Sep 9, 2013

All day  lecture
    Mon Sep 9, 2013 - Tue Sep 10, 2013

Mon Sep 16, 2013

All day  lecture
    Mon Sep 16, 2013 - Tue Sep 17, 2013

Mon Sep 23, 2013

All day  lecture
    Mon Sep 23, 2013 - Tue Sep 24, 2013

Mon Sep 30, 2013

All day  lecture
    Mon Sep 30, 2013 - Tue Oct 1, 2013

Sun Oct 6, 2013

All day  Armed Forces Day (H)

Mon Oct 7, 2013

All day  lecture
    Mon Oct 7, 2013 -Tue Oct 8, 2013

Mon Oct 14, 2013

All day  Eid El Adha (H)
    Mon Oct 14, 2013 - Sat Oct 19, 2013

Tue Oct 15, 2013

All day  Eid El Adha (H)
    Mon Oct 14, 2013 - Sat Oct 19, 2013
Wed Oct 16, 2013

All day  Eid El Adha (H)
  Mon Oct 14, 2013 - Sat Oct 19, 2013

Thu Oct 17, 2013

All day  Eid El Adha (H)
  Mon Oct 14, 2013 - Sat Oct 19, 2013

Fri Oct 18, 2013

All day  Eid El Adha (H)
  Mon Oct 14, 2013 - Sat Oct 19, 2013

Mon Oct 21, 2013

All day  lecture
  Mon Oct 21, 2013 - Tue Oct 22, 2013

All day  Mid-Fall Semester Evaluation & Exams 2
  Mon Oct 21, 2013 - Tue Oct 22, 2013

Wed Oct 23, 2013

All day  Mid-Fall Semester Evaluation & Exams 2

Mon Oct 28, 2013

All day  lecture

Mon Nov 4, 2013

All day  Islamic New Year (H)
  Mon Nov 4, 2013 - Tue Nov 5, 2013

Mon Nov 11, 2013

All day  lecture
  Mon Nov 11, 2013 - Tue Nov 12, 2013

Mon Nov 18, 2013

All day  lecture
  Mon Nov 18, 2013 - Tue Nov 19, 2013

Mon Nov 25, 2013

All day  lecture
  Mon Nov 25, 2013 - Tue Nov 26, 2013

Thu Nov 28, 2013

All day  Thanksgiving (H)
  Thu Nov 28, 2013 - Fri Nov 29, 2013
hanyy@aucegypt.edu

Mon Dec 2, 2013

All day   End of Program and Online Evaluation
    Mon Dec 2, 2013 - Tue Dec 3, 2013

All day   lecture
    Mon Dec 2, 2013 - Tue Dec 3, 2013

Wed Dec 4, 2013

All day   End of Program and Online Evaluation
    Wed Dec 4, 2013 - Thu Dec 5, 2013

Sun Dec 8, 2013

All day   End of Fall Semester Party
    Sun Dec 8, 2013 - Mon Dec 9, 2013

Mon Dec 9, 2013

All day   lecture
    Mon Dec 9, 2013 - Tue Dec 10, 2013

Thu Dec 12, 2013

All day   Last Day Of Classes
    Thu Dec 12, 2013 - Fri Dec 13, 2013

Tue Dec 24, 2013

All day   Western Christmas (H)
    Tue Dec 24, 2013 - Thu Dec 26, 2013

Wed Dec 25, 2013

All day   Western Christmas (H)
    Tue Dec 24, 2013 - Thu Dec 26, 2013
قواعد برنامج "كاسا" في الحضور والغياب

إن الحضور في الصفوف المختلفة من أهم شروط الالتحاق ببرنامج "كاسا"، فالحضور في الصفوف فرصة لممارسة مهارات اللغة المختلفة والمشاركة الفعالة مع الزملاء مما يفيد العملية التعليمية ويساعد على التعلم. ولذلك فإن فشل الطلاب في حضور الصفوف يعد فشلا في الاستفادة من الفرص التعليمية التي يوفرها لهم البرنامج.

ولهذا السبب يتوقع من الطلاب الحضور بانتظام، ولا وجود لنظام يسمح بالغياب، ولكن هناك مبادئ وأساس عامة يتبعها البرنامج بهذا الشأن:

التغيب عن الصفوف:
- التغيب عن الصفوف سيؤثر سلبا على درجة الطالب. وتكرار الغياب قد يؤدي إلى رسوب الطالب أو إلغاء منحته الدراسية بالبرنامج.
- الأستاذ ليس ملزمًا بأن يعطي أي ساعات تعويضية، أو مهامات خاصة أو امتحانات خاصة للطالب المتغيب. ولكن على الطالب متابعة ما فاته.
- في حالة المرض يجب على الطالب إبلاغ منسق البرنامج وأستاذ المادة بسبب الغياب ومدته.
- في حالة الغياب لظروف طارئة وخارجة عن إرادة الطالب، غير الظروف الصحية، يجب أن تتجاوز ساعات غياب الطالب (6 ساعات) في فصل الربيع والخريف، و (4 ساعات) فقط في فصل الصيف، إن كانت هناك ظروف طارئة. يجب على الطالب كتابة طلب إلى مدير البرنامج شارحا سبب الغياب بالتحديد وإخبار أستاذ الصف بذلك.
- في حالة السفر لأغراض علمية، مثل الامتحانات الدولية أو حضور المؤتمرات العلمية، يجب على الطالب الحصول على تصريح بذلك من مدير البرنامج "بتكساس" مباشرةً على أن يقدم نسخة من هذا التصريح إلى مكتب "الكاسا" بالقاهرة قبل موعد السفر بثلاثة أيام على الأقل، بشرط أن يكون على اتصال بأستاذ المادة، لأنه في هذه الحالة سيكون مطالبًا بالإمام بما فاته من دراسته طوال فترة غيابه.

التغيب عن الأنشطة الثقافية:
كلنا نؤمن بأن تعلم اللغة لا يكون بعيدا عن الثقافة وتعلمها؛ لذلك فقد نظمنا برنامجًا ثقافياً يشمل على عدد من المحاضرات العلمية والأنشطة الثقافية والزيارات بهدف توفير فرص متنوعة للاحتكاك الثقافي وتأكيده ضرورة تعلم الطلاب من مصادر متنوعة داخل الصف وخارجه. كما وضع برنامج "كاسا" ميزانية خاصة للإنفاق على مثل هذه الأنشطة الثقافية، وسوف يتم الإعلان عنه في الصفوف قبل بدائها، ولذلك فإن مشاركة الطلاب في مثل هذه الأنشطة يعتبر جزء لا ينفصل من البرنامج، ولا يسمح
للطالب بالغياب عن مثل هذه الأنشطة والمحاضرات، وإذا حدث يعتبر تغيبا عن الصف ويطبق عليه ما جاء تحت التغيب عن الصفوف.

الأنشطة الاختيارية والترفيهية:
إن الأنشطة الاختيارية والترفيهية مثل الرحلات، اختيارية ومن حق الطالب أن يمتلك عنها إذا شاء ذلك بعد إخبار سكرتير البرنامج بعد رغبته في المشاركة فيها لعمل اللازم.

نظام الحضور:
على الطالب أن يلتزمه بمواعيد حضور الصفوف؛ لأنه إذا تأخر الطالب مدة (15 دقيقة أو أكثر) عن موعد الصيف سيتم احتساب يومه غيابا.

التأخير:
إذا تكرر التأخير مدة (5-10 دقائق) أو أكثر، فمن حق الأستاذ أن يجمع المدة حتى تصل يوما كامل مع يحتسب غيابا.

التغيب وأثره على الدرجة النهائية:
عند التغيب من حق الأستاذ أن يخص الصيف المخصصة لحضور المشاركة نسبة 1% عن كل يوم غياب في فصل الصيف و½ % عن كل يوم غياب في فصل الخريف وفصل الربيع.

الأندية المختلفة:
يعتبر الاشتراع في أحد النوادي ضروراً وجزءاً من الخبرة التعليمية ولا يستطيع الطالب التغيب عن النادي لأكثر من مرتين فقط في فصل دراسي واحد.

ولكم منا كنقاط
إدارة برنامج كاسا
LANGUAGE PLEDGE

I, _________________________, agree to use Arabic as my main medium of communication during my time as a fellow in the Center for Arabic Study Abroad (CASA) Program at the American University in Cairo (AUC).

By signing this pledge I agree to observe the following points as part of the CASA Honor Code:

- I pledge to speak Arabic exclusively while on the campus of the American University in Cairo (AUC). I will also try to maintain use of Arabic as much as possible when I am off campus.
- I pledge to use Arabic exclusively with my CASA peers on campus. I understand that using a language other than Arabic on Campus, during classes and/or CASA events with other CASA fellows is a violation of this pledge and should be avoided at all times.
- I will remind any fellow who breaks the pledge at any time of their commitment to it in a friendly and non-confrontational manner.
- I understand that observance of an On-Campus Arabic-only pledge can be suspended with permission from the CASA Executive Director or in case of emergency.
- I understand that, if I break the pledge, I will receive a written warning. If I receive more than two such warnings, CASA has the right to terminate my fellowship.

Signature: _________________________ Date: _________________________
الصفوف الافتراضية لبرنامج كاسا

٢٠١٣ صيف

تقديم

طلابنا الأعزاء برجاء الاطلاع على هذه الوثيقة حيّزاً قبل البدء في المشاركة في الفصول الافتراضية والمقرر لها أن تبدأ بالنهاية يوم الأحد ١٤ يوليو ٢٠١٣ في تمام الساعة الواحدة ظهراً تماماً وحتى الساعة الخامسة والثلاث بحسب التوقيت المحلي لمدينة القاهرة. ومن المنتظر أن تستمر الدراسة حتى ٢٨ يوليو ٢٠١٣، على أن يكون الأسبوع الدراسي خمسة أيام بدلاً من أربعة أيام، كما هو موضح في الجدول الآتي والذي سنرسل لكم نسخة إلكترونية منه تبين الأيام وأسماء الطلاب في كل صف يوم الأحد صباحاً بالنهاية.

<table>
<thead>
<tr>
<th>(i)</th>
<th>(j)</th>
<th>(k)</th>
<th>(l)</th>
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</thead>
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<td>٣٥٠ - ٥٥٠</td>
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<tr>
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<td>علوم</td>
<td>٥٥٠ - ٧٥٠</td>
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<td>٢٤ يوليو</td>
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<td>٦٥٠ - ٧٥٠</td>
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<td>٦٥٠ - ٧٥٠</td>
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<td>علوم</td>
<td>٦٥٠ - ٧٥٠</td>
</tr>
<tr>
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<td>صف أربد</td>
<td>علوم</td>
<td>٦٥٠ - ٧٥٠</td>
</tr>
</tbody>
</table>

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39
عن المعترضات الإلكترونية والمشاركة فيها

أولا: تطوير الدراسة

تستمر الدراسة كما كانت عليه في الصفوف القادمة، وبمعنى أن الأساتذة سيرسلون لكم بالبريد الإلكتروني جدول الأسبوع ثم سيقومون بمهمة من خلال البريد أو سيقومون في الجدول مواضع التقييمات والمبادرات القررتية، كل مجموعة ستحصل ما أعطتهم من أساتذتها أو أستاذها. وستجري الاختبارات كما هو مقرر في الجدول الأسبوعي، كما سيكون هناك أيضا قرارات طولية في آخر كل أسبوع.

الثاني: الصناعات الرقمية

الشيء الدائم الذي هو أن تكون هناك في استخدام الصف الدراسي من خلال هذه الدراسة، وهي متطلبة someday عبر برنامج Blackboard Collaborate الذي سيرسلون يومياً في مواعيد الصفوف.

ثالثا: الحضور والغياب

الرجاء الالتزام بمواعيد الصفوف ومراجعة عدد الغياب عن الصف دون سابق علم المدرس أو الإدارة. للتأكد من مدة الالتزام، برنامج البيتاءelem فضلاً على استمرار الدراسة في ذات الصيف.

Blackboard Collaborate

https://blackboard.aucegypt.edu/webapps/login/

د - استخدموا "اسم المستخدم" و"كلمة المرور" الخاصة بجامعة مصر للعلوم والتكنولوجيا لدخولكم إلى المناهج الدراسية. 

2 - حاولوا الدخول يوم sincaps 13 أو يوم sincaps 14 لتلتقيوا من نجاح الدخول قبل بداية الادارة. في حالة ما إذا واختتمت أيام ماتلا، راجعوا الإرشاد ورسالة نهائية في نظام الزهري وتحديد الوقت لاستكمال الدراسة.

3 - لقد تكونا من متاجر ساعات رأس وميكروفون بعيد ليثبط قبل الاتصال في الصفوف، يفضل أن تكون لدينا كاميرا في خلال الصف وذالك بالاطلاع على الرابط الآتي: Blackboard Collaborate

Virtual Classroom Guide (Tuesday, July 9, 2013)

Interested in learning how to use Blackboard Collaborate for Online Classrooms? Visit http://www.aucegypt.edu/IT/UACT/bbcollab/Pages/default.aspx for training material and tutorials. If you missed the already held Bb Collaborate sessions, and need to attend others please send an email to bbcollab@aucegypt.edu to arrange for another session. (Blackboard Hotline: 0109-576-4423)

رابعا: الاتصال والتعليم

1 - الكتاب والآلة في دي: سيستمر الاستخدام في استخدام الكتب الدراسية، فأنت ستأخذ إلى قضاء تقوم بالقراءة العربية واللغوية بالإضافة إلى مادة في يناير، انتابك في مباحث المصادر والمدارس. في حالة إذا كان يمكنك أن تكتب في اللغة العربية أو أن الكتاب لم تتم العين أو النسي، فقد علمتك حتى توفير نسخة من المحتوى التي ستوفرها برسومتي خلال الأيام المبكرة. بالنسبة للدكتور الذي في في محاذاة تعمل في طرق وضع عملي على بروفر، يمكنني الحصول عليها، والذي تم وضعه حتى الآن هو درس الحساب وتمكنك الحصول عليه بالنسب إلى الارتباط الآتي:
Kindly find below a link for "El-Higab" CD.

http://alifs.auegypt.edu/ictsites/casa/El-Higab.zip

Instructions:
1- Download the zipped file on your computer.
2- Extract the zipped file.
3- Open Higab-vocab.exe file to run the software.

Note: this CD works only on Windows

أما بالنسبة لأم الدنيا فمزال جاري تحملها لتسهيل الحصول عليها وعند اكتمال التحميل سوف ترسل لكم الرابط بالبريد الإلكتروني.

بالنسبة للموارد الإثرائية الأخرى قم بتنزيل الإستخانة إرسال الروابط اللازملا الخاصة بها لم في الجدول الأسبوعي.

فمأتين نهاية الأسبوع ستكون متوفرة على بلاكورد كما سيتم الإستحاثة أيضا إرسال نسخة لكم بالبريد الإلكتروني.

خامسا: الواجبات والاختبارات

- موقع الاستثاثة لتحديث الواجبات اليومية وجمعها من خلال البريد الإلكتروني (webmail)
  - تضمينها واعترافها للدبلوم.
- بالنسبة لاختبارات المفردات الأسبوعية سترسل لكم من خلال webmail أيضا، وسيتم اختبار موفرة،
  - يعني أنه سيستجيب في ساعة معينة، إذا تم إرساله بعد هذه الساعة فلن يعتبر الاستثاثة وإن يصحح.
- موقع الاستخانة بإعلان عن الاستثاثة النهائية (تقديم، مشروع، تسجيل قراءة أو كتابة أو استماع) وموعده
  - خلال الأيام الأولى من بدء الدراسة، وسياق الاستخانة النهائي من خلال بلاكورد وليس webmail، وذلك
  - أرجو أن توجهوا لمكتبكم لإكمال تنفيذ الاستخانات باللغة العربية داخل بلاكورد أثناء الاستخانات.
فكلما مسحتون بذلك حصنا على الوقت واستمتاعلها باحيان طريقة مماثلة، وحتى تتمكنوا من إرسال الاستخانات
  - في الوقت المحدد له الاستخانة من خلال بلاكورد.

سادسا: التقييم

- موقع لائحة مسار (خلال الفصل الدراسي والاجتماعي) وفي استثاثة (أم الدنيا)، تقييم أعمال الطلاب وفقاً لتوزيع الدرجات
  - المدرج بالنظام الدراسى الذي يتم توزيعه عليه في أول يوم دراسي كالتالي:

<table>
<thead>
<tr>
<th>الدرجات</th>
<th>تحصيل</th>
<th>الاستعداد والمشاركة</th>
<th>الواجبات</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

(يجب حضور الطلاب في المقرر المحدد للصف صبحاً وعدم التأخير)
تقديرات

%20 اختبارات أسبوعية

%40 %10

اسكون هناك 5 امتحانات مفردة مدة كل امتحان نصف ساعة تقريباً

الامتحان النهائي

أمم الدنيا

التقييم:

1) الحضور والاستعداد للتحضير، المشاركة في الفصل %30
2) تقييمات (3) %15
3) أداء الواجبات والمدونة %20
4) الامتحانات الدورية %20
5) الامتحان النهائي (استماع وحديث) %15

مع تقديري لكل جيما بالنجاح ودوام التوفيق

إيسي عزيز سليمان
### جدول اللغة العربية المعاصر

<table>
<thead>
<tr>
<th>CASA 411-04</th>
<th>CASA 411-03</th>
<th>CASA 411-02</th>
<th>CASA 411-01</th>
<th>Course #</th>
</tr>
</thead>
<tbody>
<tr>
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<td>غرفة 102</td>
<td>غرفة 103</td>
<td>غرفة 102A</td>
<td></td>
</tr>
<tr>
<td>أ. مهدي بدوي</td>
<td>أ. حسن نعيم</td>
<td>أ. نور الدين</td>
<td>الأستاذ نورمين باسيلي</td>
<td></td>
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<tr>
<td>العالم العربي</td>
<td>الألفاظ والدلائل</td>
<td>ألسن النحات</td>
<td>الموسيقى والرقصية</td>
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<td>9:00 – 9:50</td>
<td>9:00 – 9:50</td>
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</table>

### جدول اللغة المصرية

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<tr>
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<td>أ. حسن نعيم</td>
<td>أ. نور الدين</td>
<td>الأستاذ نورمين باسيلي</td>
<td></td>
</tr>
<tr>
<td>العالم العربي</td>
<td>الألفاظ والدلائل</td>
<td>ألسن النحات</td>
<td>الموسيقى والرقصية</td>
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</tr>
</tbody>
</table>

### جدول الاستراحة

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<th>الاستراحة</th>
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</thead>
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<tr>
<td>10 دقائق استراحة</td>
<td>10 دقائق استراحة</td>
</tr>
</tbody>
</table>
APPENDIX X
Mishwaar wa Dardasha

برنامح مشوار و دردشة

أولاً: أهداف البرنامج

1- يهدف البرنامج إلى التواصل بين المساعدين الثقافيين والطلاب من خلال التحدث والاستماع.
2- يساعد الطلاب في معرفة الجوانب المتعددة للثقافة المصرية.
3- تقديم النصح والإرشاد للطلاب للتعامل في كافة المواقف والعبارات التي تستخدم في حينها.
4- التعرف على الخلفية الثقافية للمصريين.
5- بنهاية هذا البرنامج يصبح الطالب قادرًا على الاستماع بشكل جيد.
6- معرفة الطالب بالعديد من كلمات العامية ومعانيها مما يساعده بشكل جيد في الدراسة وفي المحاكاة.
7- تكوين صداقات مصرية بين الطلاب والمساعدين الثقافيين.

ثانياً: كيف تدير الدردشة

1- مقابلة الشخص بترحاب وبابتسامة بسيطة.
2- انظر إلى وجه الطالب عند الحديث فذلك يجعله يحس دائما بالاهتمام بكلامه.
3- عليك أن تجعل المتحدث يشعر بأنك تريد الاصغاء له وأن تظهر بمظهر المهتم بعمق لما يقول.
4- احرص على ألا تتجاهل أي شخص في الحديث فيجيب اشراك جميع الموجودين حتى لا يشعر الشخص المتجاهل بالانزعاج.
5- اهتم بالإتصال الجيد في الحديث ولا تقطعه فالإتصال يوحي بالاهتمام بكلام الشخص.
6- لا تقفز من موضوع لآخر بسرعة إلا إذا اكتملت جوانب الموضوع لأن ذلك من الممكن أن يؤدي إلى الشرود والملل.
7- تعريف الطالب بالعديد من صفات الشعب المصري مثل الكرم والشهمة وحسن الضيافة...الخ.
8- عليك ان تتمكن من التحكم في سرعة كلامك حتى تتيح له الفرصة لسماعها بشكل جيد.
9- تجنب استخدام المصطلحات اللغوية الصعبة وإذا ذكرتها فيجب تعريف معناها حتى لا يشعر المتلقي بالملل ويرغب في إنهاء الحديث.
10- فتح مجال الحوار في بعض الأمور البسيطة مثل الأحداث العامة مثل الثورة المصرية وما ترتيبا عليها من نتائج فقد يشجعهم على الحديث وإنجازات الجيد لما يقول، كذلك مشكلة التعليم، مشكلة البطالة.
11- يفضل تجنب الحديث عن الدين والمشاكل الشخصية والجنسيات.
12- داوم على رسم الابتسامة علي وجهك فالابتسامة من أكثر اللغات إيجابية.

ثالثا: الأنشطة

تتم من خلال تقسيم الطلاب إلى مجموعات صغيرة من ثلاث افراد ومعهم المساعد الثقافي لإرادة الفرصة للطلاب للاستماع والحوار في كافة الأمور وتتم من خلال مجموعة من الزيارات مثل:

1- التمتع بمظهر النيل من خلال رحلة نيلية
2- زياره حديقة الفسطاط
3- زيارة الى بعض الأماكن مثل القهوة أو المطاعم الشعبية للتعرف على بعض السمات الثقافية المرتبطة بهذه الأماكن
4- حضور فيلم مصري في السينما
5- زيارة منزلية لأسر مصرية افراد

خامسا: إسماء المساعدين الثقافيين المشاركين في البرنامج

(1) منار مجدي
(2) احمد سراج الدين
(3) محمد علي فراج
(4) احمد محمد فرح
(5) هند سلامة
(6) نادية مني
(7) شيماء مسك
(8) اسلام عبده
(9) سامح حكيم
(10) وليد محمود الكادي
Dear Students,

ALI has the pleasure to introduce to you Summer 2013 Student Cultural and Entertainment Activities as follows:

<table>
<thead>
<tr>
<th>Months</th>
<th>Days &amp; Dates</th>
<th>Sights</th>
<th>Registration/Payment Deadline</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2013</td>
<td>Saturday 8</td>
<td>Tour to Pyramids &amp; Sphinx</td>
<td>Wednesday June 5, 2013</td>
<td>Free</td>
</tr>
<tr>
<td></td>
<td>Saturday 15</td>
<td>Tour to Coptic Cairo</td>
<td>Wednesday June 12, 2013</td>
<td>Free</td>
</tr>
<tr>
<td></td>
<td>Saturday 22</td>
<td>Tour to the Citadel</td>
<td>Wednesday June 19, 2013</td>
<td>Free</td>
</tr>
<tr>
<td></td>
<td>Thursday 27 till</td>
<td>Trip to Alexandria</td>
<td>Until Places are booked</td>
<td>250 LE</td>
</tr>
<tr>
<td></td>
<td>Saturday 29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 2013</td>
<td>Thursday 11 till</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>Saturday 13</td>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX XII
CASA Summer Program Evaluation
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CASA Summer Program Evaluation 2013

Dear CASA Fellows:

Salamaat wa TaHiyaat!

In an effort to document an unprecedented semester we would like to get your feed-back through the survey which you are about to complete, regarding various aspects of the summer program.

The survey should take about 30 minutes of your time.

Your answers will be of great value to us and will help us plan for a better fall semester.

Your responses will be anonymous.

The survey is designed to allow you to go back and edit previous pages even after you have gone on to later pages so please feel free to go back and modify your responses at will until you finally submit them.

We would like to get your responses by 6pm on Monday, August 5th.

All Shukr in advance for taking the time to complete the survey.

The CASA Administration
2. Biographical Info

*1. What is your gender?

☐ Male
☐ Female
# CASA Summer Program Evaluation 2013

## 3. CASA Stateside Administration

### 1. Please rate the CASA Stateside Office's assistance:

<table>
<thead>
<tr>
<th>Item</th>
<th>1 = Very poor</th>
<th>2 = Poor</th>
<th>3 = Fair</th>
<th>4 = Good</th>
<th>5 = Excellent</th>
<th>No assistance requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to submitting an application</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>During the process of applying to the program</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After being accepted and prior to departure (with completion of admissions packet, travel arrangements etc)</td>
<td></td>
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<tr>
<td>Since your arrival in Cairo</td>
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<td>During the summer crisis and evacuation</td>
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</table>

Please provide additional information that may help us understand your ratings.

### 2. What specific suggestions/recommendations do you have for improving the stateside CASA program administration?

Please provide your suggestions/recommendations here.
CASA Summer Program Evaluation 2013

4. CASA Administration in Cairo

*1. How effective is the CASA Executive Director:

<table>
<thead>
<tr>
<th>1 = Not effective at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 = Very effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Iman Soliman is</td>
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</table>

Please provide additional information that may help us understand your rating.

*2. How effective are the CASA office staff members:

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<th>1 = Not effective at all</th>
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<th>3</th>
<th>4</th>
<th>5 = Very effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoda Awadallah is</td>
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<tr>
<td>Hany Yousry is</td>
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<tr>
<td>Mohab Nasri is</td>
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</tbody>
</table>

Please provide additional information that may help us understand your ratings.

3. What specific suggestions/recommendations do you have for improving the CASA program administration in Cairo?


CASA Summer Program Evaluation 2013

5. Cultural Assistants and Extracurricular Activities

**1. Please rate the effectiveness of each of the CASA cultural assistants in helping you acclimate to life in Cairo.**

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<tr>
<th>Name</th>
<th>1 = Not effective at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 = Very effective</th>
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</thead>
<tbody>
<tr>
<td>Will Barnes</td>
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<tr>
<td>Navdeep Sokhey</td>
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</table>

Please provide additional information that may help us understand your ratings.

**2. How useful was the Google group, initiated by the assistants before your arrival to Cairo, to you in preparing for coming to Cairo?**

- [ ] Not useful at all
- [ ] Slightly useful
- [ ] Moderately useful
- [ ] Very useful

Please provide additional information that may help us understand your rating.

**3. What specific suggestions/recommendations do you have for improving the services of the cultural assistants?**


6. Curricular Cultural Events and Lectures

*1. Although the Meshwar W Dardasha outings were disrupted, owing to the rise of the revolution, in your opinion, from the two outings you had, how useful were these outings?

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<th>1 = Not useful at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 = Very useful</th>
<th>Did not attend</th>
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</table>

Please provide additional information that may help us understand your ratings.

2. Had these gatherings been completed, do you think that could have resulted in your getting together, on your own time, with any of the Egyptians you have met?

☐ Yes
☐ No

3. What recommendations do you have for improving the existing extra curricular activities or developing new activities for the future?
7. Housing

*1. Where did you find housing for the summer?

- Dokki
- Mohandesin
- Agouza
- Zamalek
- Garden City
- Downtown
- Maadi
- Other (please specify)

*2. Which of the following resources did you use to find housing? (Check all that apply)

- Information from the CASA Google group
- Information from the Cairo Scholars list
- Help from friends/aequaintances living in Cairo
- Help from CASA staff
- Help from the CASA Cultural Assistants
- Aimsaar
- Other (please specify)

*3. Were you able to find suitable housing quickly and get settled before classes began in order to focus on your studies?

- Yes
- No

Please provide additional information that may help us understand your experience with housing.
**4.** What do you think if CASA program were to ask Fellows in the future to stay in the dorm for the duration of the summer semester before they are given the option of moving out to find their own places for the fall and spring?

- [ ] Not Useful at all
- [ ] Slightly Useful
- [ ] Moderately Useful
- [ ] Very Useful

Explain your answer!
8. Interaction with Egyptians/Using Arabic

*1. How often do you interact with Egyptians in Arabic?
☐ Almost never  ☐ Very little  ☐ Sometimes  ☐ Frequently  ☐ All the time

Please elaborate on the nature and extent of your interaction in Arabic with Egyptians.

*2. To what extent have you maintained your pledge to use only Arabic in the classroom and while on campus?
☐ Less than 50% of the time.  ☐ Between 50% and 75% of the time.  ☐ Between 75% and 90% of the time.  ☐ Between 90% and 100% of the time.

*3. To what extent have you tried to use Arabic while not on campus?
☐ Less than 50% of the time.  ☐ Between 50% and 75% of the time.  ☐ Between 75% and 90% of the time.  ☐ Between 90% and 100% of the time.

*4. Is the language pledge a useful tool for encouraging use of Arabic?
☐ Yes  ☐ No

Please provide additional information that may help us understand your response.

5. What could CASA do to increase the extent to which CASA fellows use Arabic and/or interact with Egyptians?
9. Satisfaction with Program/Perception of Benefit

*1. Do you feel that you were placed into an appropriate level Egyptian colloquial class?

☐ Yes  ☐ No

Please provide additional information that may help us understand your response.

*2. Do you feel that you were placed into an appropriate level FusHa class?

☐ Yes  ☐ No

Please provide additional information that may help us understand your response.

*3. How satisfied are you with your language and cultural learning experience in the CASA program to date.

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<th></th>
<th>1 = Very dissatisfied</th>
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<th>4</th>
<th>5 = Very satisfied</th>
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<td>Language Learning</td>
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<td>Experience</td>
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<tr>
<td>Cultural Learning</td>
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<td>Experience</td>
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Please provide additional information that may help us understand your ratings.
10. Final thoughts

1. What was the most positive aspect of your CASA experience this summer, until the evacuation?

2. What has been the most negative aspect of your CASA experience, until the evacuation?

3. Would you recommend to a friend studying Arabic that s/he apply to CASA Cairo, if the political situation is stable?

<table>
<thead>
<tr>
<th>Recommend CASA to a friend?</th>
<th>1 = Definitely not</th>
<th>2 = Probably not</th>
<th>3 = Not sure</th>
<th>4 = Probably</th>
<th>5 = Definitely</th>
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<tr>
<td></td>
<td>☐</td>
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</table>

Please provide additional information that may help us understand your response.

Please click DONE below to save your responses.
11. Evaluation of CASA Online Instruction

Owing to the disturbing events that led to evacuation and suspension of the summer semester, CASA has decided to finish the session online and give academic credits to its Fellows rather than just call off the semester. We appreciate your taking the time to respond to the following survey in order to help evaluate this experience in case of future similar crises.

1. To what extent do you think that allowing you to complete the semester online saved the semester?
   - [ ] Did not help at all
   - [ ] Slightly helped
   - [ ] Moderately helped
   - [ ] Helped very much

2. Should repeated disturbance lead to disruption of classes in future what do you prefer?
   - [ ] Complete the semester online
   - [ ] Cancel the semester with no credit
   - [ ] Cancel the semester and prorate credits
   - [ ] Other (please specify):

3. How would you rate the quality of communication to keep you informed of decision making?
   - [ ] Very poor
   - [ ] Poor
   - [ ] Well thought and clear
   - [ ] Well-articulated and attentive to students’ concerns

4. How did you feel when you knew you had to finish the course online? What were your worries, concerns or general thoughts? Please explain to guide us in future decision making:

   [ ]
**5. Were you satisfied with**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not applicable</th>
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<tbody>
<tr>
<td>The general instructions and introduction about the online course sent by CASA administration</td>
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<tr>
<td>Online availability of course material and course text book via email or Bb</td>
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<tr>
<td>Technical information about Bb Collaborate in the training material on Bb website</td>
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<tr>
<td>Youssef's response to technical questions</td>
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<tr>
<td>Ease of using Blackboard Collaborate</td>
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</table>

Please explain any of your above answers in this space

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Page 13
**6. Reflect on your participation in the online sessions concerning the following:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>Not Sure</th>
<th>No</th>
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<tbody>
<tr>
<td>I was able to come prepared for class and share my ideas through participation in class discussions</td>
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<tr>
<td>I learn/advise/benefit from the material taught</td>
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<tr>
<td>Instruction is conducive to my learning</td>
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<tr>
<td>I have spent the time and energy to meet original course requirements</td>
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<tr>
<td>The online one-on-one interviews were beneficial</td>
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<tr>
<td>Time Zone difference has affected my full participation</td>
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Explain any/all of your above answers

**7. On average how many hours a day did you spend working on this course?**


8. The homework assignments (tests - quizzes - projects - papers) measured the learning outcomes

<table>
<thead>
<tr>
<th>Yes</th>
<th>Not Sure</th>
<th>No</th>
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Explain
9. The instructor was:

<table>
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<tr>
<th></th>
<th>Yes</th>
<th>Not Sure</th>
<th>No</th>
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<tbody>
<tr>
<td>Well prepared for class</td>
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<td>Able to sustain group work and maximum student participation through the virtual environment</td>
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<tr>
<td>Was in good command of using Bb Collaborate technology</td>
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<tr>
<td>Able to attain the course objectives / outcomes as mentioned in the original syllabus despite moving to an online class</td>
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<td>Able to sustain giving feedback online as in face to face.</td>
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<tr>
<td>Able to inspire interest in the material and class session online as often did in face-to-face classes.</td>
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<tr>
<td>Available and helpful</td>
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Explain any or all of your answers above here

*10. What technical glitches did you meet during the online class sessions? Please mention some.

*11. Knowing that online instruction is a precedent in the History of CASA, what suggestions or recommendations can you give us to develop this course delivery experience further and/or improve it?
12. Overall

1. Before exiting the survey, are there any other comments or suggestions that you would like to share?
### APPENDIX XIII

**AUC Online Evaluation**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Semester:</th>
<th>Number of Evaluations:</th>
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<thead>
<tr>
<th>Abstained:</th>
<th>Enrollment:</th>
<th>Course:</th>
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### I. The teacher of this class

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not Applicable

<table>
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<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
<th>Mean</th>
<th>STD</th>
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### II. Course

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not Applicable

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Comments: