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INDUSTRIAL AND COMMERCIAL JOB TRAINING  
FOR WOMEN IN MOROCCO  
Number 0147

NINTH QUARTERLY PROGRESS REPORT  
July 1982

**america-mideast educational & training services, inc.**

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I. EXECUTIVE SUMMARY

This ninth quarterly progress report on the Industrial and Commercial Job Training Project for Women in Morocco will discuss project activities from April 1, 1982 through July 31, 1982 involving the AMIDEAST Team in Morocco, staff at AMIDEAST Headquarters in Washington, D.C. and the programs of the Moroccan graduate and technical participants in the United States. Unlike preceding reports, this report covers a four-month period; this exception has been made due to the significant nature of a number of events taking place during the month of July, chief among them the resignation of AMIDEAST's Team Leader, Dr. Anthony Fisher, effective October 7, 1982. Another factor contributing to the desirability of this arrangement was the ability to report on the progress of the ten newly arrived technical participants in Denver.

The Team Economist, Mr. Carlos Gomez, has submitted his final draft of the economic survey report to the OFPPT. The report will be reviewed by OFPPT staff and released in due course. The final draft of the psychological survey report dealing with women in the workplace will be submitted to the OFPPT for review on August 15, 1982.

Mr. Nolan Callahan's employment under this contract terminates August 31, 1982. Mr. Callahan submitted the Industrial Drafting Program to the OFPPT prior to his departure from Morocco on July 31, 1982. The Electronics/Electricity specialist continues to be very involved in placing trainees both in "stages" and in permanent jobs. To date, all female electronics trainees have been placed in on-the-job training. Mr. Coowar also continues to monitor the status of graduates who have secured employment.

The ten technical participants arrived in the U.S. on May 22, 1982 to begin intensive English language training. All are reportedly doing very well in their classes and are expected to begin technical training at the end of August. One student has had greater difficulty in adjusting to life in the States than the remainder, but it is hoped that given time, this problem will work itself out. The Project Coordinator will be visiting the group in early August.

Two of the original group of six female graduate students have already returned to Morocco. The remaining four should all complete their programs between now and December. Ms. Remh's results this past semester have improved markedly: her advisors hope that this trend will continue and that she will graduate at the end of the fall semester.

All plans have been finalized for the training at Ohio State University's National Center for Research in Vocational Education of four members of OFPPT's administrative staff and for the visit to the United States in August of Mr. Abderrahman Fassi-Fihri, Director General of the OFPPT.

The Project Coordinator and AMIDEAST's Senior Vice-President will visit the project in Morocco in early September. It is hoped that discussions at that time with the OFPPT, AID, AMIDEAST Team members and the AMIDEAST/Rabat Director will result in the satisfactory resolution of a number of issues including the impact of the resignation of the Team Leader, questions of a budgetary nature, recruitment of participants and the orderly conclusion of this phase of the project.

## II. INTRODUCTION

This report describes project activities over a four-month period, April through July 1982. Activities in the field, at AMIDEAST Headquarters and the programs of the Moroccan participants in the United States are discussed in Part III. Issues and recommendations are presented in Part IV and Appendices comprise Part V.

AMIDEAST is very pleased to present its Ninth Quarterly Progress Report on the INDUSTRIAL AND COMMERCIAL JOB TRAINING FOR WOMEN IN MOROCCO.

### III. PROJECT ACTIVITIES

This chapter will present the following:

- A. AMIDEAST activities in the field (Morocco).
- B. Activities at AMIDEAST Headquarters (Washington, D.C.).
- C. Activities of OFPPT participants in the U.S.

#### A. AMIDEAST Activities in the Field (Morocco)

The AMIDEAST team's activities over the past four months have included research, technical training, job placement and orientation of trainees as well as recruitment, selection and orientation of U.S. participants.

##### 1. Research

Work has progressed satisfactorily during the last quarter on Dr. Graeff's survey dealing with the woman in the workplace. A new research assistant has been hired to assist Dr. Graeff in the analysis of the data. All the questionnaires have been decoded and the summary totals and percentages are completed. Dr. Graeff has submitted four sections of her first draft to the Team Leader, and has indicated that a complete first draft will be submitted to the OFPPT for final review on August 15, 1982.

The economic survey report has continued, this past quarter, to be the subject of great concern to all parties. In the course of a meeting attended by the Director-General of the OFPPT, his assistant, the Team Leader and Mr. George Corinaldi of A.I.D., it was determined that Mr. Gomez, the Team Economist, would work towards delivering the final draft of the economic survey report by June 28. Mr. Gomez's final draft of the report was subsequently delivered to the OFPPT at the end of July. It will be released by the OFPPT following final review.

2. Technical Training

Mr. Callahan's work on the industrial program has continued to progress smoothly. The complete program was submitted to the OFPPT and AID on his last day of work, July 31, 1982. Mr. Callahan has also been instrumental in placing female trainees in apprenticeships, or "stages."

During the last quarter, Mr. Coowar has been very involved in the placement of women, both in on-the-job training "stages," and in permanent jobs. He has continued his follow-up activities and reports that the female electronics technicians have adapted very well to the industrial environment: supervisors monitoring their performance on a day-to-day basis are said to be satisfied with the caliber of their work. In addition to the above, Mr. Coowar has worked closely with OFPPT instructors in the development of a new program for electronics technicians. He has also been involved in the preparation and correction of exams for CQP students.

3. Job Placement and Orientation

Team members have continued to make every effort to ensure the placement of trainees both in "stages" and in permanent positions. Dr. Graeff and Mr. Coowar have worked very closely to coordinate a series of talks on the industrial environment for women preparing to begin a "stage" or full-time employment. These orientation sessions have proven very valuable in preparing women trainees for the reality of the workplace.

In addition to efforts to place women in the private sector, the Moroccan military forces have been approached to accept female graduates in electronics, industrial drafting and electricity. (See Appendix A for military job announcements.) Trainees in these disciplines have been advised of the availability of employment opportunities as well as of the conditions of

service and 16 women have thus far expressed an interest in joining the military. (See Team Leader's letter to Royal Armed Forces in Appendix B.)

4. Recruitment, Selection and Orientation of U.S. Participants

Both the Team Leader, Dr. Fisher, and the Team Psychologist, Dr. Graeff, have been involved in the recruitment and selection of potential Master's candidates. This process has included a number of trips to Rabat as well as visits to local institutions in the Casablanca area. Dr. Graeff also participated in orientation activities and briefings held for the ten technical participants who traveled to the United States in May.

B. Activities at AMIDEAST Headquarters

Project staff at AMIDEAST Headquarters have continued, over the last four months, to ensure liaison with the team in Morocco, supervise the activities of the six Moroccan graduate students in the U.S. and arrange for the departure of those who have completed their programs, provide support services for the 10 new technical participants, process the dossiers of the additional graduate participants called for in Amendment #3, finalize the training programs of OFPPT administrative staff members at Ohio State's National Center for Research in Vocational Education, maintain efficient links with AID/Washington, AID/Rabat and the OFPPT and finally make all necessary arrangements for the visit to the U.S. in August of Mr. Abderrahman Fassi-Fihri, Director General of the OFPPT.

1. Technical Participants

The 10 technical participants arrived in Washington, D.C. on May 22, 1982. Prior to departing Morocco, an orientation session was held at AMIDEAST/Rabat where the students were briefed regarding their programs, allowances, responsibilities, etc., and a cookout for them was hosted by

marine corps personnel. Last minute difficulties were encountered when AID personnel in Rabat expressed concern regarding the English language proficiency of a number of the participants. J-1 visas were finally issued to the entire group, the participants having been informed that further testing would take place in August and those found deficient at that time returned to Morocco. AMIDEAST had repeatedly voiced reservations regarding this question of English language proficiency, both vis a vis the technical participants and the additional Master's candidates. Efforts to locate a suitable training facility were greatly hampered by the difficulty of locating an institution that was willing, in essence, to set up a special program for a period of one year for 10 students in four different technical fields with varying levels of English proficiency, ranging from low beginner to high intermediate. (See Appendix C for results of the ALIGU test administered in Morocco in March.) What was required was an institution with the flexibility to develop a group program that would focus on the individual needs of each student and provide the requisite backup and support services essential to a successful educational experience at a reasonable cost. Numerous institutions were contacted and several expressed an interest in developing such a project: Arizona State University, Michigan State, University of Wisconsin/Stout, Southern Illinois University, Mesa Community College, Dunwoody Technical Institute and several technical institutions in Seattle. Difficulties soon arose, however, either due to the lack of English training facilities, the cost (several institutions quoted figures in excess of \$100,000/year for fees and tuition) or entrance requirements (none of the participants holds a Baccalaureate/high school diploma and several dropped out between the 6th and 10th grades). Several universities also expressed the opinion that the students

would probably benefit most from an institution of the technical institute/ community college type where the course work would be of the hands-on, technical rather than theoretical type and where deficiencies in mathematical backgrounds would not be a factor. After more research, AMIDEAST determined that Arapahoe Community College/Spring Institute appeared to be ideally suited to the needs of this project; following extensive discussion, a proposal from Arapahoe/Spring was received at AMIDEAST Headquarters. (See Appendix D.) It was forwarded to the AMIDEAST Team Leader in Morocco for review by the OFPPT, and arrangements were made for the group to arrive in Denver May 24. (Proposed courses are tentative - a T.V. production course may be replaced by an introductory computer course.) Following the students' arrival in Washington May 22, they were met at National Airport and escorted to their hotel. The following day, a Sunday, was left open for sightseeing and an orientation session was held at AMIDEAST Headquarters on Monday May 24. At the conclusion of this session the group was taken to the airport where they boarded their flight for Denver. There they were met by representatives of Arapahoe Community College/Spring Institute. As of this writing, the students have been in Denver a total of 10 weeks and are reportedly doing well. (See Part III Section C for a detailed report.)

2. Master's Candidates

The dossiers of the four Master's candidates selected thus far by the OFPPT arrived at AMIDEAST Headquarters in Washington, D.C. at the end of May. The four candidates were interviewed by AMIDEAST/Rabat staff who

were responsible for briefing the students with regard to the documents that would be required for the compilation of their dossiers. Although all the files were incomplete in that they lacked a variety of materials in all cases (TOEFL/GRE scores, etc.,) it was determined that submissions to universities on their behalf should be made as soon as possible in the interest of time, and if only for purposes of identifying potential problem areas. AMIDEAST has recently learned that one of the participants, El Mahdi Boudroua, has officially withdrawn his candidacy and that there is some question whether a second, Amina Mechkor, will indeed be free to pursue graduate study in the United States. (A chart detailing submission activity and status of applications appears in Appendix E and the cover letter that accompanied all applications constitutes Appendix F.) The two remaining candidates, Soumaya Lrhezzioui and Kaddour Menay have been granted tentative conditional acceptances to the University of Alabama/Huntsville, pending receipt of satisfactory TOEFL and GRE scores. The English proficiency of the candidates remains a matter of concern and it now appears increasingly likely that their programs in the United States will begin in January 1983. An ALIGU test administered to the group in Morocco July 28, 1982 indicates that while all three have made good progress in the last few months, they must still upgrade their language skills considerably to meet AID language requirements for departure. (See Appendix G for a report and comparative test scores from the American Language Center in Casablanca.)

### 3. OFPPT Administrative Staff Training

All arrangements regarding the training in the United States of four members of the OFPPT's administrative staff have now been finalized. The four cadres, Messrs. Ghali, Ait Ali Ou Ali, Saik and Alaoui will arrive

in the U.S. on August 3, 1982. All four successfully completed English language training at the American Language Center in Casablanca and obtained satisfactory scores on an ALIGU test administered July 28, 1982. (See Appendix H for comparative test results.) They will attend Ohio State University's National Center for Research in Vocational Education for a period of one month where they will focus on planning, development and evaluation of vocational programs. (See Appendix I for details regarding first half of program.)

They will be met upon their arrival in Washington by an AMIDEAST staff member who will escort them to their hotel. The following morning, August 5, an orientation session will be held at AMIDEAST Headquarters to help familiarize the participants with their upcoming training as well as with other aspects of the program (finances, housing, insurance, etc.). They will leave for Columbus, Ohio the following day and will be met by representatives of the National Center.

4. Visit of the Director General of the OFPPT

Arrangements for the visit to the U.S. in August of Mr. Fassi-Fihri, Director General of the OFPPT, have been completed. Mr. Fassi-Fihri will spend a total of 19 days touring the country. The trip will include visits to New York City, Washington, D.C., Boston, Mass., Syracuse, N.Y. and Orlando, Fla. (See Appendix J for the Director General's itinerary.)

C. Activities of OFPPT Participants in the U.S.

These activities will be discussed as follows:

1. Activities of the six female graduate students.
2. Activities of the ten technical participants in Denver.

1. Activities of the Six Graduate Students

Two of the original group of six female graduate students have, as of this writing, returned to Morocco. They are Mouna Cherkaoui and Nadia Chihani. Ms. Cherkaoui departed the U.S. July 3 and Ms. Chihani July 31, following successful completion of her two-month internship at the International Center for Research on Women in Washington, D.C. The remaining four participants are progressing well and all are expected to complete their programs by December 31, 1982 at the latest. The Project Coordinator will visit the two participants in San Francisco in early August, and time permitting, the remaining participants in the fall.

All the participants began their academic programs in the U.S. in the fall of 1980, with the exception of Ms. El-Hajoui, who required a longer period of English language training than the rest. Ms. Cherkaoui has now completed her degree in Economics at Arizona State University; Ms. Chihani obtained an M.S. degree in Vocational Education from the University of Wisconsin at Stout; Ms. Remh is working towards a degree in Economics at the University of San Francisco; Ms. El-Hajoui is also at the University of San Francisco and is completing her degree in Educational Psychology; Ms. Benimmas will obtain two Master's degrees: one in Vocational Education and another in Management Technology; Ms. El-Alaoui also has a double major: Social Psychology and Counseling. Departure dates for the four remaining participants have had to be adjusted for a number of reasons: in Ms. El-Hajoui's case, required fieldwork and a course in Tests and Measurements were not being offered at the university this summer; Ms. Remh has been on academic probation for one year due to poor performance and this has slowed down her progress considerably; both Ms. El-Alaoui and Ms. Benimmas must

complete additional requirements for their dual degrees. Activities of all participants are detailed below:

1. Ms. Malika Benimmas (M.S. in Vocational Education & M.S. in Management Technology)

Ms. Benimmas continues to do extremely well. Her grade point average at the end of the Spring 1982 semester was 3.89. She is currently taking summer courses and writing her two Master's theses. She plans to complete all her degree requirements and return to Morocco by the end of October. If possible, however, she would like to remain in the U.S. through December. This extra time would allow her to develop a job placement model for female graduates of OFPPT training centers. (See Appendix K for advisor's letter to this effect.)

The courses she took during the Spring semester at the University of Wisconsin/Stout were as follows:

<u>Course No.</u>	<u>Course Title</u>	<u>Credit Units</u>	<u>Grades</u>
199-560	Cooperative Educational Program	2	A
198-550	Introduction to Training	2	A
150-740	Introduction to Decision Theory	3	A
150-540	Time and Motion Study	3	A
150-505	Production and Inventory Control	3	A
150-720	Foundations of Industrial Operations	2	A

2. Ms. Nadia Chihani (M.S. in Vocational Education)

Ms. Chihani finished her degree requirements at the University of Wisconsin/Stout with a grade point average of 3.83. She continued her excellent work during her summer internship at the International Center for Research on Women in Washington, D.C. (See Appendix L for Ms. Chihani's report on her fellowship.)

The following are Ms. Chihani's grades for Spring Semester 1982.

Course No.	Course Title	Credit Units	Grades
421-742	Program Evaluation	3	A
195-733	Impact of Technology	2	B
199-674	Adult Education	2	A
479-570	Assertiveness Training	2	A

3. Ms. Mouna Cherkaoui (M.A. in Economics)

Ms. Cherkaoui passed her comprehensive examinations the last week of June and obtained her degree with a GPA of 3.23 at Arizona State University. (See Appendix M for certificate of graduation.)

Course No.	Course Title	Credit Units	Grades
ECON 521	Manpower Economics	3	B
ECON 514	Micro-Economic Theory II	3	B
ECON 590	Reading and Conferences	3	B

Ms. Cherkaoui returned to Morocco on July 3, 1982.

4. Ms. Asmaa El-Alaoui (M.A. in Social Psychology & M.A. in Counseling Psychology)

In addition to researching her thesis, Ms. El-Alaoui took the following courses during the Spring Semester of 1982:

Course No.	Course Title	Credit Units	Grade
MngSc 585	Organizational Behavior	3	A
SocPsy 540	Social Psychology of Attitudes	4	A
CPsy 540	Practicum in Counseling	4	B
	Independent Study	2	A

Ms. El-Alaoui took the following courses from June to July while continuing to write her thesis (grades not yet available):

<u>Course No.</u>	<u>Course Title</u>	<u>Credit</u>
MS 521	Statistics	4
CoPsy 586	Advanced Practicum	4

Ms. El-Alaoui should be able to finish her thesis and return to Morocco in October.

5. Ms. Rouhel Kouloub El-Hajoui (M.A. in Educational Psychology)

Ms. El-Hajoui took the following courses during the Spring Semester at the University of San Francisco in addition to fieldwork in career counseling:

<u>Course No.</u>	<u>Course Title</u>	<u>Credit Units</u>	<u>Grade</u>
EdPsy 643	Occupational Guidance	3	B+
EdPsy 644	Psychology of Careers	3	A
EdPsy 659	Career Counseling Fieldwork	3	A
EdPsy 603	Methods of Educational Research	3	B

Ms. El-Hajoui will finish her degree requirements by December 1982. She is taking a management course entitled Organizational Behavior during the summer and will be doing fieldwork in vocational testing and taking two courses in the fall.

6. Ms. Fatiha Remh (M.A. in Economics)

Ms. Remh took the following courses during the Spring Semester:

<u>Course No.</u>	<u>Course Title</u>	<u>Credit Units</u>	<u>Grade</u>
ECON 601	Micro-Economics	3	B-
ECON 641	Managerial Economics	3	B
ECON 643	Commodity Analysis	3	B

Ms. Remh did considerably better in her coursework last semester than had been expected, and has consequently not been dropped from the Economics program at the University of San Francisco. After consultation with the OFFPPT and her academic advisor at the university, Ms. Remh was advised by AMIDEAST that she would be allowed to remain in the United States over the summer as long as her advisors reported that she was making satisfactory progress on her thesis. A rigorous schedule was established by Ms. Remh's thesis advisor for work to be completed during the months of July and August. As of this writing, Ms. Remh has met the various deadlines and her work has been satisfactory. Barring unforeseen events, she will complete the thesis by December in addition to her two remaining courses.

2. Activities of the Ten Technical Participants in Denver

As stated earlier, the ten technical participants arrived in Denver on May 24 to begin their training. They will be attending Arapahoe Community College/Spring Institute for International Studies for a period of 12 months. Arapahoe Community College is located in Littleton, Colorado, a suburb of Denver and is a 2-year comprehensive community college offering a variety of occupational, college-parallel and community service programs. It is fully accredited by the North-Central Association of Colleges and Schools. The Spring Institute for International Studies is located on the campus of Arapahoe Community College and provides intensive English language and cross-cultural education to foreign students in preparation for college-level study.

The ten participants were met upon their arrival in Denver by representatives of Arapahoe Community College and the Spring Institute. During the next four days they participated in an orientation program

and were assisted in locating housing, opening bank accounts, etc. They have now been in Colorado for 10 weeks and all are reported to be doing very well in their classes and to have adjusted, for the most part, without too much difficulty. One of the students has had a very difficult adjustment period and it was feared at one point that this might necessitate her returning to Morocco, but she is adamant that she remain. She is doing well in her classes and officials at the Spring Institute recommend at this juncture that the situation continue to be monitored closely. The Project Coordinator will visit the group in early August and will at that time reevaluate the situation.

All of the students have located suitable housing and are enjoying Denver. Their instructors find all of them to be very hard-working, well motivated and conscientious students; three of the students (Chajrane, Hamzaoui and Larbi) tested quite low in the preliminary placement test but have made good progress. (See Appendix N for a report on the orientation program and the initial placement test.) Despite certain language difficulties, Spring Institute officials foresee no difficulty with the group beginning technical training in the fall. The weaker students will merely carry a less heavy technical load and concentrate during the first semester on upgrading their English skills. The students attended regular intensive English classes (5 hours per day) from May 24 to July 16. (See Appendix O for their Evaluation Reports.) From July 19 to August 13 they are attending classes as part of a special intersession that has been developed on their behalf which will focus on technical English. They will begin technical training at the end of August. In addition to technical course work, all will receive instruction in various pedagogical areas as part of the

teacher-training component of the project. A list of the students by technical discipline appears below:

Electronics

Belmokhtar, Khaddouj  
Ghamir, Soumia  
El-Fahdi, Fatima

Architectural Drafting

Khamliche, Laila  
Chlaikhy, Zahra

Electricity

Lemchentef, Fatima  
Chajrane, Mhammed  
Hamzaoui, Ahmed

Mechanics

Larbi, Sayad

#### IV. ISSUES AND RECOMMENDATIONS

On July 7, 1982, Dr. Anthony Fisher, Project Team Leader, officially notified AMIDEAST Headquarters of his intention to resign his post effective October 7, 1982. Mr. Fassi-Fihri, Director General of the OFPPT, was officially informed of Dr. Fisher's resignation by Mrs. Sue Buret, AMIDEAST Director in Morocco on July 15, 1982. (See Appendix P for Mrs. Buret's letter to Mr. Fassi-Fihri.)

This very significant development comes at a time when project activities in Morocco are drawing to a close. While much remains to be done in the months ahead, project activities through September 1984, the project termination date, will focus increasingly on participant placement, training and administration rather than on technical training and research in the field. Amendment # 3 to the contract terminates the employment of all team members, with the exception of Mr. Coowar, the Electricity/Electronics training specialist, effective December 31, 1982. Mr. Coowar will remain in Morocco through July 1983. Mr. Callahan's employment terminates August 31, 1982. Dr. Fisher will thus be leaving his post less than three months earlier than anticipated. After careful review of the range of possible options, AMIDEAST proposes that the project will be best served by having Mrs. Sue Buret, AMIDEAST Director in Morocco, perform the functions of Project Team Leader, with overall responsibility for field activities. A number of logistical and administrative difficulties will certainly require resolution, but AMIDEAST is confident that these details can be dealt with satisfactorily. The Project Coordinator and AMIDEAST's Senior Vice-President will be visiting Morocco in early September to address these issues and to consult with the OFPPT, AID, the AMIDEAST Team and Mrs. Buret in order to ensure a smooth transition and phase-out of field activities.

Other issues to be discussed will include questions of a budgetary nature, participant recruitment and job placement of trainees. By December 31, 1982, all team members, with the exception of Mr. Coowar, will have departed Morocco. Priorities must therefore be established with regard to the activities and tasks of remaining team members during this final phase. While major project objectives have been achieved, much can be accomplished in coming months to maximize project impact.

V.

APPENDICES

- A. Job announcements
- B. Team Leader's letter regarding military work
- C. ALIGU results for 10 technical participants
- D. Proposal from Arapahoe Community College/Spring Institute
- E. Chart of Submissions for Master's candidates
- F. Cover letter for applications of Master's candidates
- G. Report & comparative test scores of Master's candidates from American Language Center in Casablanca
- H. ALIGU Test results for four OFPPT administrative staff
- I. Details for first half of program at Ohio State for four OFPPT staff
- J. Director General's Itinerary
- K. Letter from Harold Halfin, Ms. Benimmas' advisor
- L. Ms. Chihani's fellowship report
- M. Certificate of completion for Ms. Cherkaoui
- N. Orientation program & placement of 10 technical participants in Denver
- O. Evaluation reports of 10 technical participants in Denver

ROYAL ARMED FORCES

RECRUITING

Young women between the ages of 18 and 23.

Minimum 4th A.S. and electronic studies.

For: Radio repair, teletype, wireless beams

Two- year training period in Kenitra:

1st Year: Salary of DH 380 per month, plus housing, subsistence and clothing.

2nd Year: Salary of DH 540 per month, plus housing, subsistence and clothing.

Following second year of training, salary of DH 830 per month with grade of Sergeant.

- Choice of posting:

- a) Near family or
- b) Choice of city

After 8 years of service, salary of OH 1600 with technical bonus.

TEN-YEAR CONTRACT OBLIGATORY.

In order to permit us to submit your name for consideration by the Royal Armed Forces, please present yourself to the Applied Psychology Department, OFPPT, 50 Sargent Maginot St., Ain Borja before May 13, 1982.

Kingdom of Morocco  
Ministry of Labor and Technical Training  
Office of Technical Training and Job Development  
- Directorate General -

Ref: AF/NZ/124/82

Casablanca, May 7, 1982

RE: Recruiting of women in  
Electricity and Industrial  
Drafting

Commander Naithlou  
Technical Training Center  
Royal Armed Forces  
Casablanca

Sir:

Pursuant to our discussions of April 27, 1982, please find listed below the names of women interested in being recruited by the Royal Armed Forces:

Industrial Drafting

- CHABIBI, Fouzia, rue 137 no. 8 Ain Chok Casablanca,
- NASSIB, Rachida, Hay SALAMA, bloc 1 rue 10 no. 5 Casablanca.
- DAKIR, Fatima, no. 5 rue Ziani, Baladia Casablanca
- AQUANE, Khadija, Jamila 5, rue 148 no. 26 Cite Djemaa Casablanca.
- BERNICHE, Rachida, derb Takadom rue 148 no. 21 Hay Mohammadi Casablanca.
- EL MOUATASSIM, Billah Soad, 6 rue de l'Herasset Polo, Casablanca.
- GOURHERABOU, Nezha, Bouchentouf rue 63, no. 12 Casablanca.
- DAFIR, Najia, rue du Foundouk no. 39 Casablanca.
- NABIH, Zahra, rue 139 no. 7 Ain Chok Casablanca.
- JNAH, Jamiaa, route de Ben Slimane Km 7,200 Ecurie d'El Haj Ahmed no. 9 Casablanca.

Electricity

- KHATIM, Touria, bloc 27 no. 87 cite Djemaa Casablanca.
- LAGHAFI, Rachida, no. 315 cite Soucica Derb Moulay Cherif Casablanca.
- BEN SAFI, Aicha, bloc Koudia 7 rue 6 no. 47 Hay Mohammadi Casablanca.
- EZZAHAQUI, Fatima, Hay El Madrassa no. 15 rue 16 Hay Mohammadi Casablanca.
- AIT ICHOU, Najia Derb Laadam Bloc D no. 20 cite Djemaa Casablanca.
- RAJANA, Khadija, Derb Lahjar rue no. 4 no. 69 Cite Djemaa Casablanca.
- KHALFAOUI, Latifa, 31 rue Camp Turpin Bd. Bordeaux Casablanca.

Thanking you in advance, I remain,

Sincerely yours,

Anthony O. Fisher  
AID Project Leader  
Signature



# American Language Center

المركز الامريكى

1, place de la fraternité - casablanca - tél. : 27.77.65 - 27.52.70

March 23, 1982

To Whom it May Concern:

The following are the results of the ALIGU tests that were taken by the AMIDEAST Special Program students on March 22, 1982.

NAME	READING & VOCABULARY		ENGLISH USAGE		LISTENING COMPREHENSION	
	*SCORE	FORM	*SCORE	FORM	*SCORE	FORM
1. BELMOKHTAR, Khaddouj	33	VR-D	70	M	65	LT-D
2. CHJRANE, M'hamed	15	VR-D	24	L	22	LT-F
3. CHLAIKHY, Zahra	30	VR-D	71	O	55	LT-E
4. EL FAHDI, Fatima	28	VR-D	65	O	70	LT-E
5. FELLAH, Abdesselam	28	VR-D	36	O	45	LT-E
6. GHAMIR, Soumia	25	VR-D	59	M	57	LT-D
7. HAMZACUI, Ahmed	10	VR-D	30	L	30	LT-F
8. KHAMLICHE, Laila	12	VR-D	36	L	37	LT-F
9. SAYAD, Larbi	8	VR-D	18	L	32	LT-F
10. LEMCHENTEF, Fatima	17	VR-D	34	L	42	LT-F

\*Minimum Scores of 90 are required on the sections in English Usage and Listening Comprehension and a Score of 75 in Vocabulary & Reading if the student is to pursue a regular degree program in the United States. This equates to a TOEFL Score of 560. Minimum Scores of 75/75/55 are required for short-term programs. This equates to a TOEFL Score of 450-500.

AMERICAN LANGUAGE CENTER  
1, Place de la Fraternité  
CASABLANCA - MOROCCO



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Community College

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May 18, 1982

Ms. Diana Kamal  
Project Coordinator  
Amideast  
1717 Massachusetts Avenue NW  
Washington, D.C. 20036

Dear Ms. Kamal:

As a follow-up of our conversation last week, I am enclosing the materials which describe the special program of English and technical training for the project, entitled "Industrial and Commercial Job Training Project for Women in Morocco." The materials include a brief narrative of the English Language instruction and support services to be provided in the Spring Institute, together with a budget. You will note that the budget includes dollars for additional language training beyond the August time-line in the event some of the students are unable to reach a level sufficient to function in the college program. It is the intention of the Spring Institute to test the students as soon as they arrive and to arrange language training in accordance with their abilities. Needless to say, the students will be tested during each phase of their English instruction and a careful assessment will be made in August. At that time, the Spring Institute can advise you of any additional training that might be necessary. In our joint development of the project, we have anticipated this possibility for several of the students and have built in the necessary time for additional English courses during the regular academic year.

The college materials provide you with a budget for that portion of the project, together with class schedules and detailed course descriptions. As we reviewed the student credentials, we attempted to develop course programs tailored to their backgrounds and needs. Therefore, you will note that the programs have been identified with the names of the students.

The college budget includes some travel funds, money for the special tutoring of the students (if necessary) and some dollars for supplies and the coordination of the project. You need, also, to be aware that the tuition and fees are estimates. We are anticipating a 12% increase

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Ms. Diana Kamal, Project Coordinator  
Amideast  
Page Two

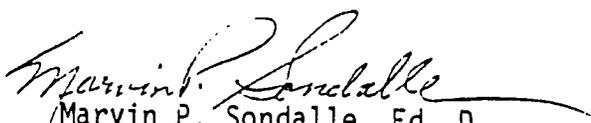
in that category and I have attempted to reflect that increase into the budget. I shall provide you with final figures as soon as they are available.

Although I am aware that you wish to have these students included into the current ongoing programs in the college, we have found that this is not advisable with students who have limited English ability and who are not fully orientated to the American culture. Consequently, we anticipate that we shall be spending a great deal of time with them and most likely we shall have to adjust some of their courses, or their sequence of courses, after we have had the opportunity to evaluate their technical backgrounds. Naturally we want to operate a well organized project and to provide valuable as well as pleasant experiences for all of the students. As I mentioned during our telephone conversation, the "ball park" figure for the total project was \$50,000. As you review the combined budgets, you will note that they total \$56,550.

Trusting that the budgets and other materials meet with your approval, I assume that we need to draft some type of agreement for the operation of the project, the type of reports you will need, and the manner in which the Spring Institute and the college will bill your agency for our respective services.

Mr. Guyer, Mr. Polycarpou and I are most enthusiastic over the prospect of working with you in the operation of this project. Please do not hesitate to call me if you have further questions, or if you wish to discuss the elements of the agreement.

Sincerely,

  
Marvin P. Sondalle, Ed. D.  
Dean of Students

cc: Ron Guyer  
Pambos Polycarpou  
th

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SPRING INSTITUTE FOR  
INTERNATIONAL STUDIES

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THREE-MONTH ENGLISH LANGUAGE TRAINING FOR  
MOROCCAN STUDENTS

It is anticipated that the ten Moroccan students will arrive in Denver around May 21, 1982. Upon arrival the students will be tested to determine their placement in the intensive English language program of the Spring Institute at Arapahoe Community College which they will attend for a period of 3 months.

During the Summer Term (May 17 - July 16, 1982), the students will be integrated into the regular program. The daily instructional program will consist of classes in grammar, writing, reading, cross-cultural studies, and listening/speaking. From July 19 to August 13, 1982, the students will attend an intensive English intersession that will specifically be designed for them and which will aim at accelerating their preparation for their academic studies at Arapahoe Community College. At the conclusion of the intersession, the students will have a one-week break before they begin their orientation and registration for their academic studies at Arapahoe Community College. Depending on the level of their English proficiency when the students enter the program and their progress during the three-month intensive English segment of the program, some students may need additional English training on a part-time basis while taking college courses.

Support services

The students will be met at the airport and transported to their temporary lodgings. They will then be assisted with housing, leases, furniture rental (if needed), and purchase of the household supplies that they may need. Most of our students usually stay in apartments close to the school area. A few are placed with American families, if they desire.

In addition, the students will be assisted in opening bank accounts, obtaining telephones, learning the public transportation system and so on. As part of their instructional program, the students will go on several field trips in the area.

For those interested, the program will assign host families.

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PROGRAM COSTS FOR INTENSIVE ENGLISH SEGMENT OF PROGRAM (SPRING INSTITUTE)Summer Term - May 17 - July 16, 1982

Application Fees (10 students @ \$25)	\$ 250
Tuition (10 students @ \$1150)	<u>11,500</u>
TOTAL for Summer Term	\$11,750

Intensive English Intersession - July 19 - August 13, 1982

Tuition (10 students @ \$510)	5,100
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Fall I and II Terms

Part-time English instruction for students who need it	<u>2,760</u>
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TOTAL COSTS FOR INTENSIVE ENGLISH SEGMENT OF PROGRAM	<u>\$19,790</u>
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The total costs for 10 students during the intensive English portion of the program will be \$19,790. Billings will be submitted at the beginning of each session as follows: \$11,750 upon the students' arrival and enrollment; \$5,100 during the week of July 19, 1982; and the remaining amount during Fall I and Fall II Terms, as necessary.

ARAPAHOE COMMUNITY COLLEGE

AMIDEAST TRAINING PROJECT  
PROPOSED BUDGET FOR ACC

TUITION AND STUDENT SUPPLIES

Tuition and Fees (two semesters for 10 trainees) @ \$1200 per student per semester.....	\$ 24,000	
Books & Supplies (two semesters for 10 trainees).....	<u>3,550</u>	
Sub-Total Tuition & Supplies.....	\$ 27,550	\$ 27,550

PERSONNEL

Instruction & Tutors.....	\$ 3,760	
Coordination/Administration.....	<u>2,200</u>	
Sub-Total Personnel.....	\$ 5,960	5,960

SUPPLIES

Duplication.....	\$ 750	
Printed Materials, Audio Visual, etc.....	1,000	
Telephone, Postage, etc.....	<u>500</u>	
Sub-Total Supplies.....	\$ 2,250	2,250

TRAVEL

Trainees & Coordinator to Local Industry and Agencies.....	\$ 1,000	
Sub-Total Travel.....	\$ 1,000	<u>1,000</u>

TOTAL COSTS ..... \$ 36,760

CERTIFICATE PROGRAM: MECHANICAL TECHNOLOGY  
ON-THE-JOB TRAINING SPECIALIST STUDENT(S): ZAHRA CHLAIKHY & LAILA KHAMLICHE

1st Semester (15 weeks)			2nd Semester (15 weeks)		
Courses	Sem. Hours*	Clock Hours*	Courses	Sem. Hours*	Clock Hours*
ARC 111 Intro to Arch. Drawing	4	60	ARC 117 Architectural Model Building	3	45
ARC 112 Architectural Practice I	4	60	ARC 121 Building Structure Analysis	3	45
MME 101 Intro to T.V. Production	3	45	ARC 127 Architectural Perspective Drawing	3	45
OJT 101 Principles & Methods of Instruction	3	45	OJT 102 Curriculum & Course Design	3	45
ESL 111 Basic English as a Second Language	3	45	OJT 290 Cooperative Vocational Education	3	90
			ESL 112 Intermediate English as a Second Language	3	45
	17	255		18	315

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MECHANICAL TECHNOLOGY  
 ON-THE-JOB TRAINING SPECIALIST  
 STUDENTS: Zahra Chlaikhy  
 Laila Khamliche

COURSE DESCRIPTIONS (First Semester)

ARC 111 Introduction to Architectural Drawing 4 credits

Introduces the student to the equipment and its use in the drafting room. Develops the skills, techniques, and concepts involved in architectural drawing. Introduces the student to the basic systems of analysis, planning, and drawing which are used in solving architectural problems. Includes technical material and considerations of geometry, isometrics, sections, dimensioning, working drawings and drawing reproduction.

Prerequisite: None

ARC 112 Architectural Practice I 4 credits

A study and application of construction techniques and working drawings pertaining to wood frame and timber residential buildings. Particular attention is given to the detailing of the construction project. The increased use of reference documents will be expected.

Prerequisite: ARC 111-Introduction to Architectural Drawing

MME 101 Introduction to T.V. Production 3 credits

An introduction to video communications techniques in a studio setting. Course covers studio operation, equipment use, and practical application of TV art. Course content includes lecture plus hands-on units on cameras, lights, audio, audio-visual recording, switching. Course provides an overview of TV production, including programming philosophy, continuity, rating procedures, FCC regulations. Laboratory assignments required; service on production crew required.

Prerequisite: None

OJT 101 Principles & Methods of Instruction 3 credits

This course is designed as a study of instructional methods, practices and techniques for instructing large groups, and individuals in a technical trade. Emphasis is placed on developing an understanding of the learning process, use of instructional media, delivery systems, and class organization.

Prerequisite: None

ESL 111 Basic English as a Second Language 3 credits

A basic course in writing, grammar, vocabulary and reading for the non-English speaker who is interested in improving his language skills for work or everyday living in the U.S. The course also includes practice in speaking-listening skills.

Prerequisite: None

COURSE DESCRIPTIONS (Second Semester)

ARC 117 Architectural Model Building

3 credits

A study of materials and methods used to construct 3-dimensional architectural models. The student will fabricate models to scale using pre-selected materials and drawings.

Prerequisite: None

ARC 121 Building Structure Analysis

3 credits

Analysis of structural components for buildings. Study of vertical and horizontal loadings, shear and moment diagrams, wood, laminated wood, and steel beams, wood and steel columns. Student will be able to solve simple structural engineering problems.

Prerequisite: Math

ARC 127 Architectural Perspective Drawing

3 credits

A study of freehand sketching, formal one and two point perspective systems. Black and white pencil rendering technique will be developed. Interior and exterior perspectives, including entourage, will be studied.

Prerequisites: ARC 111-Introduction to Architectural Drawing  
or Instructor's Permission

OJT 102 Curriculum & Course Design

3 credits

This course is designed as a study of curriculum development and the type of instruction/training. Emphasis is placed on specifying, analyzing, and measuring attainment of objectives; developing job/task analysis; and improving course effectiveness.

Prerequisite: OJT 101-Principles & Methods of Instruction

ESL 112 Intermediate English as a Second Language

3 credits

An intermediate course for the international student who is enrolled in full-time academic study. Emphasis of the course is on the use of correct grammatical forms in the writing of paragraphs and short compositions.

Prerequisite: ESL 111-Basic English as a Second Language

OJT 290 Cooperative Vocational Education

3 credits

CERTIFICATE PROGRAM: MECHANICAL TECHNOLOGY  
ON-THE-JOB TRAINING SPECIALIST STUDENT(S): LARBI SAYAD

1st Semester (15 weeks)			2nd Semester (15 weeks)		
Courses	Sem. Hours*	Clock Hours*	Courses	Sem. Hours*	Clock Hours*
MEC 105 Manufacturing Processes	2	30	MEC 115 Blueprint Reading for Industry	2	30
MEC 106 Materials of Industry	2	30	DRT 207 Preparation of Detail Drawings	3	69
DRT 102 Technical Drafting II	4	92	OJT 102 Curriculum and Course Design	3	45
OJT 101 Principles & Methods of Instruction	3	45	ESL 112 Intermediate English as a Second Language	3	45
ESL 111 Basic English as a Second Language	3	45	OJT 290 Cooperative Vocational Education	3	90
	14	242		14	279

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MECHANICAL TECHNOLOGY  
ON-THE-JOB TRAINING SPECIALIST  
STUDENT: Larbi Sayad

COURSE DESCRIPTIONS (First Semester)

MEC 105 Manufacturing Processes

2 credits

This course provides the student with an overview of the different methods, tools, and machines which are used to manufacture industrial and consumer commodities.

Prerequisite: None

MEC 106 Materials of Industry

2 credits

In this course the student will learn about the different materials that are used to produce industrial and consumer commodities. Topics discussed include source, processing, physical properties, and selection of metallic and non-metallic engineering materials.

Prerequisite: None

DRT 102 Technical Drafting II

4 credits

This course is a continuation of DRT 101 and further enlarges the student's drafting skills. Topics covered include auxiliary views, revolutions, counter-revolutions, tolerancing; threads, fasteners, and springs; and assembly and detail (working) drawings.

Prerequisite: DRT 101 Technical Drafting I or instructor's permission

OJT 101 Principles & Methods of Instruction

3 credits

This course is designed as a study of instructional methods, practices and techniques for instructing large groups, and individuals in a technical trade. Emphasis is placed on developing an understanding of the learning process, use of instructional media, delivery systems, and class organization.

Prerequisite: None

ESL 111 Basic English as a Second Language

3 credits

A basic course in writing, grammar, vocabulary and reading for the non-English speaker who is interested in improving his language skills for work or everyday living in the U.S. The course also includes practice in speaking-listening skills.

Prerequisite: None

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COURSE DESCRIPTIONS (Second Semester)

MEC 115 Blueprint Reading for Industry

2 credits

This course is designed for students who have no interest in learning how to prepare engineering drawings but are seeking a basic understanding of the information contained on engineering drawings which specifies the configuration of the finished product.

Prerequisite: None

DRT 207 Preparation of Detail Drawings

3 credits

The purpose of this course is to enlarge the student's drafting skills to include the application of standard drafting practices to the preparation of production or working drawings, also known as detail drawings. Working from an assembly layout, the student will develop the complete specifications, including size and shape, fits, finishes, and materials necessary to fabricate each detail part.

Prerequisite: DRT 102 or instructor's permission

OJT 102 Curriculum and Course Design

3 credits

This course is designed as a study of curriculum development and the type of instruction/training. Emphasis is placed on specifying, analyzing, and measuring attainment of objectives; developing job/task analysis; and improving course effectiveness.

Prerequisites: OJT 101-Principles & Methods of Instruction

ESL 112 Intermediate English as a Second Language

3 credits

An intermediate course for the international student who is enrolled in full-time academic study. Emphasis of the course is on the use of correct grammatical forms in the writing of paragraphs and short compositions.

Prerequisite: ESL 111-Basic English as a Second Language

OJT 290 Cooperative Vocational Education

3 credits

CERTIFICATE PROGRAM: MECHANICAL TECHNOLOGY  
ON-THE-JOB TRAINING SPECIALIST

STUDENT(S): FATIMA LEMCHANTEL  
RATIMA EL-FAHDI  
SOUMLA GHAMIR  
ABDESSELAM FELLAH  
KHADDOUJ BELMOKHTAR

1st Semester (15 weeks)			2nd Semester (15 weeks)		
Courses	Sem. Hours*	Clock Hours*	Courses	Sem. Hours*	Clock Hours*
ELT 120 Digital Electronics Introduction	8	120	ELT 130 IC Op-Amps	5	75
ELT 121 Digital Electronics Sequential Circuits			ELT 131 Analog IC's		
ELT 122 Digital Electronics Special Components			OJT 102 Curriculum & Course Design	3	45
MME 101 Introduction to T.V. Production	3	45	OJT 290 Cooperative Vocational Education	3	90
OJT 101 Principles & Methods of Instruction	3	45	ESL 112 Intermediate English as a Second Language	3	45
ESL 111 Basic English as a Second Language	3	45	Elective	3	45
	17	255		17	300

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MECHANICAL TECHNOLOGY  
 ON-THE-JOB TRAINING SPECIALIST  
 STUDENTS: Fatima Lemchantel  
 Ratima El-Fahdi  
 Soumia Ghamir  
 Abdesselam Fellah  
 Khaddouj Belmokhtar

COURSE DESCRIPTIONS (First Semester)

ELT 120 Digital Electronics Introduction

8 credits

An in-depth study of binary numbers, gates, combinational logic, Boolean algebra, logic families, and troubleshooting.

Prerequisites: Circuit Fundamentals

ELT 121 Digital Electronics Sequential Circuits

A continuation of Digital Electronics Introduction with flip-flops, counters, shift registers, and troubleshooting.

Prerequisites: Digital Electronics Introduction

ELT 122 Digital Electronics Special Components

A continuation of Digital Electronics Sequential Circuits with monostable multivibrator IC's, multiplexers, demultiplexers, encoders, decoders, memories, displays, and troubleshooting.

MME 101 Introduction to T.V. Production

3 credits

An introduction to video communications techniques in a studio setting. Course covers studio operation, equipment use, and practical application of TV art. Course content includes lecture plus hands-on units on cameras, lights, audio, audio-visual recording, switching. Course provides an overview of TV production, including programming philosophy, continuity, rating procedures, FCC regulations. Laboratory assignments required; service on production crew required.

Prerequisite: None

OJT 101 Principles & Methods of Instruction

3 credits

This course is designed as a study of instructional methods, practices and techniques for instructing large groups, and individuals in a technical trade. Emphasis is placed on developing an understanding of the learning process, use of instructional media, delivery systems, and class organization.

Prerequisite: None

ESL 111 Basic English as a Second Language

3 credits

A basic course in writing, grammar, vocabulary and reading for the non-English speaker who is interested in improving his language skills for work or everyday living in the U.S. The course also includes practice in speaking-listening skills.

Prerequisite: None

COURSE DESCRIPTIONS (Second Semester)

ELT 130 IC Op-Amps

5 credits

A study of integrated operational amplifiers and their applications. Troubleshooting is emphasized.

Prerequisite: Circuit Fundamentals

ELT 131 Analog IC's

A study of integrated voltage regulators, timers, phase-locked loops, converters, amplifiers, and troubleshooting techniques.

Prerequisites: Circuit Fundamentals

OJT 102 Curriculum & Course Design

3 credits

This course is designed as a study of curriculum development and the type of instruction/training. Emphasis is placed on specifying, analyzing, and measuring attainment of objectives; developing job/task analysis; and improving course effectiveness.

Prerequisite: OJT 101-Principles & Methods of Instruction

ESL 112 Intermediate English as a Second Language

3 credits

An intermediate course for the international student who is enrolled in full-time academic study. Emphasis of the course is on the use of correct grammatical forms in the writing of paragraphs and short compositions.

Prerequisite: ELS 111-Basic English as a Second Language

Mechanical Technology  
On-the-Job Training Specialist  
Students: Fatima Lemchantel  
Ratima El-Fahdi  
Soumia Ghamir  
Abdesselem Fellah  
Khaddouj Belmokhtar

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OJT 290 Cooperative Vocational Education

3 credits

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CERTIFICATE PROGRAM: MECHANICAL TECHNOLOGY  
ON-THE-JOB TRAINING SPECIALIST STUDENT(S): MOHAMMED CHAJRANE  
AHMED HAMZAOUT

1st Semester (15 weeks)			2nd Semester (15 weeks)		
Courses	Sem. Hours*	Clock Hours*	Courses	Sem. Hours*	Clock Hours*
ELT 110 Circuit Fundamentals	6	90	ELT 120 Digital Electronics Introduction	8	120
MME 101 Intro to T.V. Production	3	45	ELT 121 Digital Electronics Sequential Circuits		
OJT 101 Principles & Methods of Instruction	3	45	ELT 122 Digital Electronics Special Components		
ESL 111 Basic English as a Second Language	3	45	OJT 102 Curriculum & Course Design	3	45
Elective	3	45	OJT 290 Cooperative Vocational Education	3	45
			ESL 112 Intermediate English as a Second Language	3	45
	18	270		17	255

7/29

MECHANICAL TECHNOLOGY  
ON-THE-JOB TRAINING SPECIALIST  
STUDENTS: Mohammed Chajrane  
Ahmed Hamzaoui

COURSE DESCRIPTIONS (First Semester)

ELT 110 Circuit Fundamentals

6 credits

An introductory course which prepares the student with the basic skills needed for many jobs in Electronics. Upon completion of the course, the student will be able to understand the operation and application of basic direct and alternating current circuits, use common test equipment, and perform simple troubleshooting.

Co-prerequisite: Technical Math I

MME 101 Introduction to T.V. Production

3 credits

An introduction to video communications techniques in a studio setting. Course covers studio operation, equipment use, and practical application of TV art. Course content includes lecture plus hands-on units on cameras, lights, audio, audio-visual recording, switching. Course provides an overview of TV production, including programming philosophy, continuity, rating procedures, FCC regulations. Laboratory assignments required; service on production crew required.

Prerequisite: None

OJT 101 Principles & Methods of Instruction

3 credits

This course is designed as a study of instructional methods, practices and techniques for instructing large groups, and individuals in a technical trade. Emphasis is placed on developing an understanding of the learning process, use of instructional media, delivery systems, and class organization.

Prerequisite: None

ESL 111 Basic English as a Second Language

3 credits

A basic course in writing, grammar, vocabulary and reading for the non-English speaker who is interested in improving his language skills for work or everyday living in the U.S. The course also includes practice in speaking-listening skills.

Prerequisite: None

COURSE DESCRIPTIONS (Second Semester)

ELT 120 Digital Electronics Introduction

8 credits

An in-depth study of binary numbers, gates, combinational logic, Boolean algebra, logic families, and troubleshooting.

Prerequisites: Circuit Fundamentals

ELT 121 Digital Electronics Sequential Circuits

A continuation of Digital Electronics Introduction with flip-flops, counters, shift registers, and troubleshooting.

Prerequisites: Digital Electronics Introduction

ELT 122 Digital Electronics Special Components

A continuation of Digital Electronics Sequential Circuits with monostable multivibrator IC's, multiplexers, demultiplexers, encoders, decoders, memories, displays, and troubleshooting.

OJT 102 Curriculum & Course Design

3 credits

This course is designed as a study of curriculum development and the type of instruction/training. Emphasis is placed on specifying, analyzing, and measuring attainment of objectives; developing job/task analysis; and improving course effectiveness.

Prerequisite: OJT 101-Principles & Methods of Instruction

ESL 112 Intermediate English as a Second Language

3 credits

An intermediate course for the international student who is enrolled in full-time academic study. Emphasis of the course is on the use of correct grammatical forms in the writing of paragraphs and short compositions.

Prerequisite: ELS 111-Basic English as a Second Language

OJT 290 Cooperative Vocational Education

3 credits

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NAME	FIELD	SUBMISSIONS	STATUS 7/31/82
Appendix E BOUDROUA, El Mahdi	Computer Science	U of Florida	Withdrawn
		Michigan State	Withdrawn
		U of Minnesota	Withdrawn
		Purdue	Withdrawn
		SUNY/Stony Brook	Withdrawn
		Vanderbilt	Withdrawn
		Washington U	Withdrawn
		U of Wisconsin/Milwaukee	Withdrawn
MECHKOR, Amina	Civil Engineering/ Soil Mechanics	Arizona State U	Pending (TOEFL)
		Catholic U	Withdrawn
		U of Florida	Pending (TOEFL & GRE)
		Iowa State U	Rejected
		Michigan State	Rejected
		Ohio State	Pending
		U of Wisconsin/Madison	Pending (TOEFL & GRE)
		MENAY, Kaddour	Electrical Engineering
U of Arizona	Pending (TOEFL)		
Cal State/Sacramento	Pending (TOEFL)		
U of Central Florida	Rejected		
Florida Institute of Technology	Pending		
U of Rhode Island	Pending (GRE)		
SUNY/Buffalo	Pending (GRE & TOEFL)		
LRHEZZIOUI, Soumaya	Computer Science		
		U of Arizona	Pending (TOEFL)
		George Washington U	Pending (TOEFL)
		Michigan State	Pending (TOEFL & GRE)
		U of Minnesota	Rejected
		U of Santa Clara	Conditional Acceptance (TOEFL)
		SUNY/Stony Brook	Pending (TOEFL & GRE)
		U of Wisconsin/Madison	Rejected,



# AMERICA—MIDEAST EDUCATIONAL & TRAINING SERVICES

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1717 massachusetts ave., n.w. • suite 100 • washington, d.c. 20036 • (202) 797-7900 • telex: 440160 • cable: amideast

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Dear

We are pleased to present for your consideration the enclosed application for admission to your institution. The applicant has been selected to receive a scholarship under "The Industrial and Commercial Job Training Project for Women in Morocco," a USAID-funded project administered by AMIDEAST on behalf of the Government of Morocco's Ministry of Labor - Office of Vocational Training and Job Placement (OFPPT).

Following the applicant's selection by the OFPPT, he/she was interviewed by the AMIDEAST/Rabat staff who verified all documents in the enclosed dossier. We hope there is enough information contained within for you to judge the applicant's admissibility to a Master's degree program at your institution. AMIDEAST recognizes that this applicant will require intensive English language training prior to commencing graduate work; we therefore request that you examine the enclosed dossier for conditional admission to your institution.

The visa status of all participants in this program in the United States will be that of Exchange Visitor, under AID sponsorship. AMIDEAST will provide the IAP-66 form needed to obtain the J-1 visa and will be responsible for all subsequent visa documentation.

All bills for tuition and fees will be paid by AMIDEAST directly to the university upon receipt of a bill in triplicate.

Time is an important factor in the implementation of this program. Therefore, we ask that you call us with your comments or decision after you have reviewed the application at (800)-368-5720 or (202)-797-7900.

This program represents our country's commitment to the people of the Kingdom of Morocco. Each young Moroccan participant hopes to return home with expertise with which he/she can make a direct contribution to Morocco's development needs. We hope that you, too, will make such a contribution by enabling this participant to pursue graduate studies at your institution.

Sincerely yours,



Diana Kamal  
Project Coordinator



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**1, place de la fraternité - casablanca - tél. : 27.77.65 - 27.52.70**

Casablanca, July 28, 1982

Student Evaluation - OFPPT - Private Lessons

The following people were students of mine during the months of June and July, and though all of them made considerable progress, unfortunately their ALIGU results are not high enough to be accepted as Masters' Candidates in the USA.

Soumaya LRHEZZIOUI was the strongest in the group. She has a good vocabulary range and with practice in conversation, she should be able to handle the courses at the university in English.

Amina MECHKOR also made good progress in all areas and was an enthusiastic student. She expresses herself well in English and my recommendation is that she be encouraged to read as much as possible to improve her vocabulary.

Mr. Kaddour MENAY started the course late but was well-placed in the group and I think his English improved in all areas.

Miss LRHEZZIOUI, Miss MECHKOR, and Mr. MENAY were conscientious, motivated students and are on their way to fluency in English. I hesitate to indicate the number of additional hours necessary to satisfy the requirements for proficiency in English. Of course, the more exposure they have; be it in class or otherwise, the better the results will be.

Libby Ettaki  
Teacher



**American  
Language  
Center**

المركز الامريكى

**1, place de la fraternité - casablanca - tél. : 27.77.65 - 27.52.70**

July 27, 1982

TO WHOM IT MAY CONCERN

Following are the results of the ALIGU tests taken by Lhrezzioui, Soumaya.

	Score		Minimum Scores Required*
	5/22	7/27	
English Usage	58	78	90/75
Listening	50	57	90/75
Vocabulary & Reading	12	70	75/55

\*Minimum Scores of 90/90/75 are required if the candidate is to pursue regular studies in the U.S.A.. Minimum Scores of 75/75/55 are required for short-term participation in seminars, etc..

*Sue Ben Chekroun*  
Sue Ben Chekroun  
Assistant Director



**American  
Language  
Center**

المركز الامريكى

**1, place de la fraternité - casablanca - tél. : 27.77.65 - 27.52.70**

July 27, 1982

TO WHOM IT MAY CONCERN

Following are the results of the ALIGU tests taken by Menay Kaddour.

	Score	Minimum Scores Required*
	May 7/27	
English Usage	** 47	90/75
Listening	** 45	90/75
Vocabulary & Reading	** 55	75/55

\*Minimum Scores of 90/90/75 are required if the candidate is to pursue regular studies in the U.S.A.. Minimum Scores of 75/75/55 are required for short-term participation in seminars, etc..

\*\*Not available -- tested in Rabat.

*Sue Ben Chekroun*  
Sue Ben Chekroun  
Assistant Director



**American  
Language  
Center**

المركز الامريكى

**1, place de la fraternité - casablanca - tél. : 27.77.65 - 27.52.70**

July 27, 1982

TO WHOM IT MAY CONCERN

Following are the results of the ALIGU tests taken by Mechkor, Amina.

	Score		Minimum Scores Required*
	5/22	7/27	
English Usage	48	70	90/75
Listening	57	67	90/75
Vocabulary & Reading	18	51	75/55

\*Minimum Scores of 90/90/75 are required if the candidate is to pursue regular studies in the U.S.A.. Minimum Scores of 75/75/55 are required for short-term participation in seminars, etc..

*Sue Ben Chekroun*  
Sue Ben Chekroun  
Assistant Director



**American  
Language  
Center**

المركز الامريكى

**1, place de la fraternité - casablanca - tél. : 27.77.65 - 27.52.70**

July 28, 1982

TO WHOM IT MAY CONCERN

Following are the results of the ALIQU tests taken by Alaoui, Mohamed.

	Score		Minimum Scores Required*
	5/27	7/28	
English Usage	66	74	90/75
Listening	65	72	90/75
Reading & Vocabulary	48	65	75/55

\*Minimum Scores of 90/90/75 are required if the candidate is to pursue regular university studies in the U.S.A..  
Minimum Scores of 75/75/55 are required for short-term participation in seminars, etc..

*Sue Ben Chekroun*

Sue Ben Chekroun  
Assistant Director



**American  
Language  
Center**

المركز الامريكى

**1, place de la fraternité - casablanca - tél. : 27.77.65 - 27.52.70**

July 27, 1982

TO WHOM IT MAY CONCERN

Following are the results of the ALIGU tests taken by Ait Ali, Mahdi.

	Score		Minimum Scores Required*
	5/27	7/27	
English Usage	35	67	90/75
Listening	30	35	90/75
Vocabulary & Reading	18	58	75/55

\*Minimum Scores of 90/90/75 are required if the candidate is to pursue regular studies in the U.S.A.. Minimum scores of 75/75/55 are required for short-term participation in seminars, etc..

*Sue Ben Chekroun*

Sue Ben Chekroun  
Assistant Director



**American  
Language  
Center**

المركز الامريكى

**1, place de la fraternité - casablanca - tél. : 27.77.65 - 27.52.70**

July 28, 1982

TO WHOM IT MAY CONCERN

Following are the results of the ALIGU tests taken by Ghali, Mohamed.

	Score		Minimum Scores Required*
	5/27	7/28	
English Usage	61	65	90/75
Listening	75	77	90/75
Reading & Vocabulary	37	52	75/55

\*Minimum Scores of 90/90/75 are required if the candidate is to pursue regular university studies in the U.S.A.. Minimum Scores of 75/75/55 are required for short-term participation in seminars, etc..

Sue Ben Chekroun  
Assistant Director



**American  
Language  
Center**

المركز الامريكى

**1, place de la fraternité - casablanca - tél. : 27.77.65 - 27.52.70**

July 20, 1972

TO WHOM IT MAY CONCERN

Following are the results of the ALIGU tests taken by Saik, Mohamed.

	Score		Minimum Scores Required*
	5/27	7/23	
English Usage	49	64	90/75
Listening	65	72	90/75
Reading & Vocabulary	50	53	75/55

\*Minimum Scores of 90/90/75 are required if the candidate is to pursue regular university studies in the U.S.A..  
Minimum Scores of 75/75/55 are required for short-term participation in seminars, etc..

Sue Ben Chekroun  
Assistant Director

National Academy for Vocational Education

In-residence Program

Individualized Participant Schedule

Name: Mr. Mahdi Ait Ali-Ou-Ali

Title: Technical and Pedagogical Advisor

Address: Casablanca, Morocco

Agency Affiliation: Office of Vocational Training and Job Promotion,  
Ministry of Labor, Casablanca, Morocco

Special Interests: Planning, development and evaluation of vocational  
programs.

Participation Dates: August 5, 1982 to September 3, 1982

53

National Academy for Vocational Education

In-residence Program

Individualized Participant Schedule

Name: Mr. Mohamed Alaoui

Title: Bureau Chief

Address: Casablanca, Morocco

Agency Affiliation: Office of Vocational Training and Job Promotion,  
Ministry of Labor, Casablanca, Morocco

Special Interests: Planning, development and evaluation of vocational  
programs.

Participation Dates: August 5, 1982 to September 3, 1982

National Academy for Vocational Education

In-residence Program

Individualized Participant Schedule

Name: Mr. Mohamed Ghali

Title: Psychologist

Address: Casablanca, Morocco

Agency Affiliation: Office of Vocational Training and Job Promotion,  
Ministry of Labor, Casablanca, Morocco

Special Interests: Planning, development and evaluation of vocational  
programs.

Participation Dates: August 5, 1982 to September 3, 1982

52

National Academy for Vocational Education

In-residence Program

Individualized Participant Schedule

Name: Mr. Mohamed Saik

Title: Technical and Pedagogical Advisor

Address: Casablanca, Morocco

Agency Affiliation: Office of Vocational Training and Job Promotion,  
Ministry of Labor, Casablanca, Morocco

Special Interests: Planning, development and evaluation of vocational  
programs

Participation Dates: August 5, 1982 to September 3, 1982

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Date	Time	Activity/Purpose	Staff Involved	Location	Telephone Extension
Thursday, August 5, 1982	3:00 p.m.	Arrival at Port Columbus	Ned Cullom		503
	5:00 p.m.	Dinner	Barbara Kline		236
Friday, August 6, 1982	8:00 a.m.	Pick up at Heritage Breakfast	Barbara Kline		236
	9:00 a.m.	Tour of Area Facilities for Personal Needs	Barbara Kline		236
	11:30 a.m.	Lunch	Barbara Kline Mark Newton Dessie Page Jim Hamilton		
	1:30 p.m.	NCRVE - Assignment to Office and Facilities in the 1900 Building	Mary Horne	1167	235
	2:00 p.m.	Introduction to Personnel Development Division	Dr. Ferman Moody	1158	212
	2:30 p.m.	Orientation to In-residence Program and Clarification of Goals and Objectives	Barbara Kline Dessie Page Bill Ashley	Conference Room 1	
Monday, August 9, 1982	9:30 a.m.	Overview of National Center	Sally Williams Judy Cohen	Browsing Room	253
	10:30 a.m.	Tour of Library Facilities and Services	Naomi Jacobs	Library	221
	11:30 a.m.	Lunch	Barbara Kline		236

511

Date	Time	Activity/Purpose	Staff Involved	Location	Telephone Extensica
	1:30 p.m.	Vocational Education in the United States	Dan Fahrlander	4NE	492
	3:30 p.m.	Introduction to the National Academy	Dr. Mark Newton	Conference Room 1	264

55

Date	Time	Activity/Purpose	Staff Involved	Location	Telephone Extension
Tuesday, August 10	9:30 a.m.	Interest and Aptitude Testing	Paul Campbell	2SW	388
	11:30 a.m.	Lunch			
	1:30 p.m.	Cultural Tour	Barbara Kline	1154	236
Wednesday, August 11	9:00-11:30 a.m.	Individualized Study Library and Browsing Room			
	11:30 a.m.	Lunch			
	1:00 p.m.	Harper Manufacturing Co. 347 Maier Place Columbus, OH 43203 Training for Auto Parts Assembly Line	Barbara Kline Dessie Page	1154 1170	236 257
Thursday, August 12	9:30 a.m.	Instructional Materials Laboratory On-The-Job Training Programs in Industry	Tom Hines	112 Townshend Hall	422-5001
	11:30 a.m.	Lunch			
	1:15 p.m.	Orientation to Ohio Agricultural Activities	Mark Newton	North Auditorium	
	1:30 p.m.	Field Trip for International In-residents	Barbara Kline Mark Newton Dessie Page		
Friday, August 13, 1982	9:00 a.m.	Introduction to International Division	Dan Dunham	4C	498
	11:30 a.m.	International Vocational Education Seminar and Luncheon		North And South Auditorium	
	1:30 p.m.	Individualized Study			
	4:30 p.m.	Library and Browsing Room			

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## ITINERARY

Monsieur Abderrahman Fassi-Fihri

August 1982

FRIDAY  
August 20

Arrive JFK Airport New York  
Iberia # 951 at 3:20

Summit Hotel \$58/double  
51st & Lexington  
212-752-7000

MONDAY  
August 23

NY/LaGuardiaWash/National

8:30

Dr. Reardon  
737 Park Avenue  
212-832-0770

Eastern Shuttle

St. Charles Hotel \$46/double  
1731 New Hampshire Ave, NW  
Washington, DC 20009  
202-332-2226

TUESDAY  
August 24

Lunch with Dorothy LaGuardia and Diana Kamal

WEDNESDAY  
August 25

10:00-12:00am Meetings with AID:

Ann Domidion

10:00am Barry Hayman, Chief, NE/TECH/HRST

10:30am George Lewis, Moroccan Desk Officer

11:00am Kenneth Sherper, Chief, NE/TECH

Enter the New State building from 21st Street. Call Ann Domidion  
at 21078, she will take you to Mr. Hayman's office at 6754 NS.

Dinner at Mr. Parker's home at 7:30

THURSDAY  
August 26

Wash/NationalBoston/Logan

EA #866

5:30pm

7:00pm

Fenway-Boylston Motor Hotel \$62/double  
1271 Boylston Street  
Boston, MA 02205  
617-267-8300  
800-228-5151

FRIDAY  
August 27

9:30-11:30am

Ms. Sybil Smith  
Wentworth Institute of Technology  
550 Huntington Avenue  
Boston, MA 02155  
617-442-9010

SUNDAYAugust 29Boston/LoganSyracuse

U.S. Air #161 4:25pm

5:28pm

Staying with Gerald Mark's family.  
will be met at airport by Gerald  
Marks.

MONDAYAugust 30

9:00-12:00am Tour of Carrier Airconditioner Plant  
Mr. James Carlon 315-432-3141  
Building 100  
Carrier Parkway  
Syracuse, NY

TUESDAYAugust 31WEDNESDAYSeptember 1

9:00am meeting with: Ambassador Goodwin Cooke  
Director, International Programs  
304 Administration Building  
Syracuse University  
Syracuse, NY 13210  
315-423-4431

meeting to include staff from schools of Education & Engineering  
and lunch.

THURSDAYSeptember 2SyracuseOrlando

Eastern #307 8:50am 12:15pm  
one stop with lunch

Sheraton Lakeside \$45 a night  
7711 Vine Street  
Kissimme, FL 32741  
305-846-3221  
\$2 shuttle to Disneyworld  
25 miles to University

2:30pm Mr. Dan Moore  
Mid-Florida Technical Institute  
2900 West Oak Ridge Road  
Orlando, FL 32809  
305-855-5880

FRIDAYSeptember 3

9:30-12:00 Dr. Glen Fardig, Director  
Performance Based Vocational Teacher Program  
University of Central Florida  
Department of Education  
Orlando, FL 32816  
305-275-2019

MONDAY

September 6

Orlando

NY/LaGuardia

EA #862

12:30pm

2:52pm

Summit Hotel \$58/double  
51st & Lexington  
New York, NY  
212-752-7000



July 22, 1982

Dr. Diana Kamal  
Project Coordinator, AMIDEAST  
1717 Massachusetts Ave., NW  
Suite 100  
Washington, DC 20036

Dear Dr. Kamal:

This is to recommend that Ms. Malika Bennimas be permitted to remain at UW-Stout until December 30, 1982. This additional time will permit her to complete research papers for the MS degrees in Vocational Education and Management Technology. In addition, she will study job placement and attempt to develop a job placement model that might be appropriate for placing women in jobs in Morocco.

The objectives related to job placement are as follows:

1. Develop a job placement service model(s) that might be appropriate to place women in jobs in Morocco.
2. Discuss the model(s) with appropriate job placement service counselors in Wisconsin.
3. Prepare a report of findings to be submitted to the OFPPT.

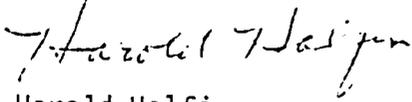
To achieve the above objectives, Malika will do the following:

1. Complete a review of criteria on job placement.
2. Interview the job placement counselor at the United States Job Service in Eau Claire, Wisconsin; the counselor at District One Technical Institute, Eau Claire, Wisconsin; the counselor at Western Wisconsin Technical Institute, La Crosse, Wisconsin; and one other job placement counselor at a location of her choice.
3. Develop a model for placing women on jobs in Morocco and review it with the above job placement counselors.
4. Submit a final report.

Dr. Diana Kamal  
Page 2  
July 22, 1982

Your early consideration of this request would be appreciated as we can get Malika started on the project shortly after August 6. Best wishes as you proceed to help people from the Mid-East further their education in the United States.

Sincerely yours,



Harold Halfin

js

cc: Malika Bennimas

July 27, 1982

TO: Diana Kamal

FROM: Nadia Chihani

RE: Report on Fellowship Training at the International Center for Research on Women

The fellowship training at the International Center for Research on Women began on June 1st, 1982 to last for two months. The fellow's objectives were mainly to get acquainted with women's issues in the developing countries, with specific focus on the conditions of Middle Eastern and North African women regarding educational opportunities and labor force participation. Another concern of the fellow was to look into the possibilities of developing a program evaluation process that would be implemented to evaluate the non-traditional vocational training program for women in Morocco in regard to their participation in the labor force and their performance on the job once they completed the vocational training.

Therefore, a literature review has been done, oriented towards the exploration of how women's educational attainment is affected by cultural, social, and economic constraints and how women's employment is shaped by both macro- and micro-economic factors as well as social and cultural constraints. This review began with a cross-cultural overview of such issues, narrowing down to the more specific area of the Middle East and North African countries and, when possible, to Morocco in particular.

On the other hand, through working sessions, discussions, and meetings with staff members of ICRW, a conceptual framework has been studied that clarified both the context in which an evaluation (of a vocational training program for women) could be carried on; and the various intervening variables that play in such context and that have to be kept in mind. Different possible research designs have been reviewed and their pros and cons considered. This conceptual framework constitutes a strong basis that represents a certainly sure start.

During this time, the fellow has also paid several visits to an on-going non-traditional vocational training program in Washington D.C., the "Wider Opportunities for Women" that represented an exceptional and unexpected chance to observe a successful program and study the full components of it (recruitment and selection of candidates; counseling and guidance service; employment resources service; classes of the program;...) and had interviews with the program director and the program coordinator.

The fellow has also met and interviewed some people in the Washington D.C. area that have been or are involved in vocational training programs for women in the developing countries (mostly Arab countries), programs that are offered either on a formal or non-formal basis of education. Two conferences have been attended: one was a PISCES workshop, and the other was about "Third World women industrial workers: Promises and Problems".

The fellow has also been involved in the Center's on-going projects and attended the staff meetings.

This fellowship training has constituted the most rewarding experience, as it opened wider perspectives and brought a knowledge about the role and status of women in development, that was not as fully explored. The trainee sees it as a sound and beneficial complement to her education and to her future work and is thankful to both the staff of the International Center for Research on Women and the responsables at AMIDEAST who made it possible.

hr

ARIZONA STATE  
UNIVERSITY

TEMPE, ARIZONA 85281

July 30, 1982

To Whom it May Concern:

RE: 998-70-0698  
SOCIAL SECURITY NUMBER

Mouna Lalla Cherkaoui  
STUDENT'S NAME

Master of Science  
DEGREE

July 30, 1982  
COMPLETION DATE

Economics  
MAJOR

This is to certify the student named above has completed all degree requirements on the date indicated.

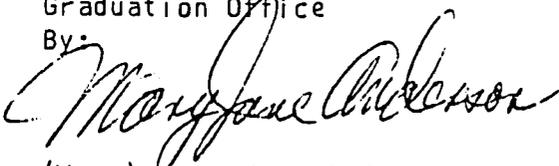
The degree will be conferred on August 6, 1982.

Transcripts will indicate date of conferral and type of degree. A transcript request must be filed by the student. Requests will be filled at the close of the semester after grades and the degree conferred have been recorded.

NOT OFFICIAL WITHOUT THE UNIVERSITY SEAL.

Graduation Office

By:



(Mrs.) Mary Jane Anderson  
Supervisor

MJA:LF



*Spring Institute for International Studies  
at Arapahoe Community College*

June 10, 1982

Ms. Diana Kamal  
Project Coordinator  
AMIDEAST  
1717 Massachusetts Avenue, N.W.  
Suite 100  
Washington, D.C. 20036

Dear Diana:

Enclosed please find a copy of the "Report on the Orientation, Testing, and Placement of the Moroccan Students Attending the Spring Institute at Arapahoe Community College." As the report indicates, all ten students have moved in with American families, have started classes, and they seem to be adjusting well to their new environment. We will keep you informed on their academic progress, as well as their adjustment here.

In the next few days, we will be meeting with a college instructor to design a portion of the program your students will be attending during the four-week special intersession which will be offered at the end of this term. What we have in mind is an English for Specific Purposes class dealing with electricity and electronics, since most of the students will be studying these two fields when they begin their classes at the college.

In an effort to assist the students to make as smooth a transition into the new culture as possible, we have appointed Ms. Janet Ludwig, one of our most experienced teachers on the staff, to be the Program Coordinator for the Moroccan students. Janet will be their advisor on academic and non-academic matters, and she will also handle the support activities of the program.

We are very pleased at the Moroccan students' participation in our program, and we are looking forward to working with them and with you during the next few months. If you have any questions concerning the students and their program, please do not hesitate to contact me.

Sincerely,

*Pambos Polycarpou*

Pambos Polycarpou  
Director

PP/km

Enclosure

REPORT ON THE ORIENTATION,  
TESTING, AND PLACEMENT  
OF THE MOROCCAN STUDENTS  
ATTENDING THE SPRING INSTITUTE  
AT ARAPAHOE COMMUNITY COLLEGE

May 24 - June 4, 1982

Prepared by: Janet Ludwig

Orientation

The orientation and settling-in period for the ten Moroccan students has been successfully completed. They were met at the airport by Pambos Polycarpou, the Spring Institute Director, and transported to a motel close to the campus. They were then brought to Spring Institute, introduced to the teachers, given a tour of the Arapahoe Community College campus and subsequently treated to dinner.

The orientation was completed in the following 4 days. During this time the students were introduced to the Spring Institute and its regulations, to Arapahoe Community College, and to the City of Littleton. They were taken to the bank where they opened checking accounts. The various housing alternatives were then explained to them and they decided that they all wanted to live with American families because they felt that this would enable them to learn English as quickly as possible. The next 2 days were spent finding suitable families and moving in. However, after 1½ weeks, 3 of the women approached us with the possibility of moving into a 2-bedroom apartment instead of staying with their "families." They indicated that they would like to make this change because they would feel more comfortable living together, especially since they have known each other for several years, and because they would be much closer to the school. We understand their wanting to do this and we will assist them to relocate at the end of June. The others are adjusting very well to their American "families" and consequently, quickly improving their English proficiency.

Page Two

Dr. Marvin D. Sondalle, Dean of Students at Arapahoe Community College, and Ron Guyer, Acting Director of Vocational Education, met with the students and cordially welcomed them to the college. They indicated that they would like to meet with them later to discuss their schedules for the academic classes which they will be taking during the fall semester.

The students were tested on May 25 and placed in the appropriate level on the bases of their test results. They began their classes on May 27. On June 4, they attended a school-wide picnic planned in order to welcome the new students and in order to give them the opportunity to get acquainted with the rest of the students in an informal atmosphere. Several field trips have been planned during their study at Spring Institute. One such trip is to a rodeo and fireworks display in Greeley, Colorado, on the 4th of July.

Support services are continued to be offered to the students in order to enable them to settle in, to feel comfortable in their new environment, and to have a successful educational experience here.

### Testing and Placement

The students were administered the Michigan Test on Tuesday, May 25. Listed below are their test results and placement:

<u>Name</u>	<u>Grammar, Voc. &amp; Reading</u>	<u>Aural Comp.</u>	<u>Compo- sition</u>	<u>Total Combined Score</u>	<u>Placement Level</u>
Chajrane, Mohammed	40	43	54	46	2
Hamzaoui, Ahmed	31	52	51	45	2
Sayad, Larbi	33	50	53	45	2
Khamliche, Laila	43	48	57	49	3
Fellah, Abdesselam	43	45	59	49	3

Page Three

<u>Name (Continued)</u>	<u>Grammar, Voc. &amp; Reading</u>	<u>Aural Comp.</u>	<u>Compo- sition</u>	<u>Total Combined Score</u>	<u>Placement Level</u>
Lemchentef, Fatima	51	38	63	51	3
Ghamir, Soumia	49	66	68	61	4
El Fahdf, Fatima	56	77	63	65	4
Belmokhtar, Khaddouj	58	80	64	67	4
Chlaikhy, Zahra	65	75	63	67	4

As the above table indicates, three students have been placed into level 2, three into level 3, and 4 into level 4 (of 5). With the additional four-week special intersession that the students will attend after this term, we feel that the four students currently in level 4 will be ready to begin their academic studies without further intensive English. Those who are now in level 3 will need to take a college EFL class concurrently with their academic classes, while those that placed into level 2 will need to take part-time intensive English at Spring Institute for an additional term while taking some academic classes at Arapahoe Community College.

### Conclusion

Even though the students arrived several days after the term had begun, they have, in general, adjusted well and are attending classes regularly. The consensus of the teachers at Spring Institute is that these students are very serious about their studies and are motivated and eager to improve their English language skills in anticipation of beginning their academic studies in the fall.



# Spring Institute for International Studies

Appendix 0

at Arapahoe Community College  
5400 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: July 16, 1982

## STUDENT EVALUATION REPORT

Quarter: Summer 1982

Student Name BELDOKHTAR, KHADDOUJ

Level 4A

Session Entered Summer 1982

Nationality Moroccan

Levels:

- 1-Beginning
- 2-Low Intermediate
- 3-Intermediate
- 4-High Intermediate
- 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>195</u>
5 hours = 1 day	Hours Late to Program	<u>25</u>
	Hours Absent	<u>2</u>
	Hours in Class	<u>168</u>

### EVALUATION

Class/Skill Area

Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep
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Consistently excellent work in all aspects of the course with full control of material.	X	X	X	X	X		
Generally good work in all aspects of the course with sufficient control of the material.							
Satisfactory work in most aspects of the course with questionable control of the material.							
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.							
Dissatisfactory work with no evidence of control of material or concepts at this level.							
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.							

### ACADEMIC DEVELOPMENT

Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	E	E	S		
Class Participation/Cooperation	E	E	E	S		
Study Habits	E	E	E	S		
Effort/Conscientiousness	E	E	E	S		
Attitude = Ability to get along with others	E	E	S			

Current Level	4	4	4	4		4
Recommendation	S	S	S	S		S
Comments:	<i>A. Belknap</i>	<i>D. Omata</i>	<i>D. Omata</i>	<i>A. Johnson</i>		<i>A. Ludwig</i>

TEACHER

72

English Proficiency Report

Student Name Beldokhtar, Khaddouf

NAFSA PROFICIENCY LEVELS\*

	1	2	3	4	5	6
Writing					X	
Reading & Vocabulary					X	
Aural Comprehension					X	
Speaking				X		

PROGRESS

	Slow	Adequate	Rapid
Writing			X
Reading & Vocabulary			X
Aural Comprehension	X	X	
Speaking	X	X	

\* A consensus of the student's teachers for the current session.  
See NAFSA Chart on reverse side.

Michigan Test of English Language Proficiency (MTELP)

	Previous (3/25)	Final (7/15)
Grammar/Vocabulary/Reading	<u>58</u>	<u>69</u>
Aural Comprehension	<u>80</u>	<u>80</u>
Combined Score	<u>69</u>	<u>74.5</u>
Written Composition	<u>64</u>	<u>71</u>
Total Combined Score	<u>67</u>	<u>73</u>

Suggested Interpretation of MTELP

- 80 and above - Full-time academic study indicated.
- 70 - 79 - Full or part-time academic study may be appropriate depending on Student's grades, work habits, field of study and teachers' recommendations.
- Below 70 - Full-time intensive English study required.
- UI - Score is below chance and therefore uninterpretable.

Pambos Polycarpou  
Pambos Polycarpou, Director



# Spring Institute for International Studies

Appendix 0, pg.

at Arapahoe Community College

5400 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: July 16, 1982

## STUDENT EVALUATION REPORT

Quarter: Summer 1982

Student Name CHAIRANE, MOHAMMED

Level 2

Session Entered Summer 1982

Nationality Moroccan

- Levels:
- 1-Beginning
  - 2-Low Intermediate
  - 3-Intermediate
  - 4-High Intermediate
  - 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>195</u>
5 hours = 1 day	Hours Late to Program	<u>25</u>
	Hours Absent	<u>0</u>
	Hours in Class	<u>170</u>

### EVALUATION

Class/Skill Area

Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep
-------------------	---------	---------------------	------------------	---------------------	------------

Consistently excellent work in all aspects of the course with full control of material.								
Generally good work in all aspects of the course with sufficient control of the material.	X	X	X	X				
Satisfactory work in most aspects of the course with questionable control of the material.								
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.								
Dissatisfactory work with no evidence of control of material or concepts at this level.								
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.								

### ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	E	E	E	E			
Class Participation/Cooperation	E	E	E	E	E			
Study Habits	E	E	E	E	E			
Effort/Conscientiousness	E	E	E	E	E			
Attitude = Ability to get along with others	E	E	E	E	E			

Current Level	2	2	2	2	2			
Recommendation	3	3	3	3	3			

Comments:

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TEACHER	<i>J. King</i>	<i>J. Stensel</i>	<i>P. Bremer</i>	<i>J. Ludwig</i>	<i>P. Jackson</i>			
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English Proficiency Report

Student Name Chafrane, Mohammed

NAFSA PROFICIENCY LEVELS\*

PROGRESS

	1	2	3	4	5	6
Writing			X			
Reading & Vocabulary			X			
Aural Comprehension			X			
Speaking			X			

	Slow	Adequate	Rapid
		X	
		X	
		X	
		X	

\* A consensus of the student's teachers for the current session.  
See NAFSA Chart on reverse side.

Michigan Test of English Language Proficiency (MTELP)

	Previous (5/25)	Final (7/15)
Grammar/Vocabulary/Reading	<u>40</u>	<u>47</u>
Aural Comprehension	<u>43</u>	<u>46</u>
Combined Score	<u>42</u>	<u>47</u>
Written Composition	<u>54</u>	<u>60</u>
Total Combined Score	<u>46</u>	<u>51</u>

Suggested Interpretation of MTELP

- 80 and above - Full-time academic study indicated.
- 70 - 79 - Full or part-time academic study may be appropriate depending on Student's grades, work habits, field of study and teachers' recommendations.
- Below 70 - Full-time intensive English study required.
- UI - Score is below chance and therefore uninterpretable.

Pambos Polycarpou  
Pambos Polycarpou, Director



# Spring Institute for International Studies Appendix 0, pg. 5

at Arapahoe Community College  
5400 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: July 16, 1982

## STUDENT EVALUATION REPORT

Quarter: Summer 1982

Student Name CHLAIKHY, ZAHRA

Level 4B

Session Entered Summer 1982

Nationality Moroccan

Levels:

- 1-Beginning
- 2-Low Intermediate
- 3-Intermediate
- 4-High Intermediate
- 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>195</u>
5 hours = 1 day	Hours Late to Program	<u>25</u>
	Hours Absent	<u>32</u>
	Hours in Class	<u>138</u>

### EVALUATION

#### Class/Skill Area

	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep
Consistently excellent work in all aspects of the course with full control of material.	X	X	X	X		
Generally good work in all aspects of the course with sufficient control of the material.		X			X	
Satisfactory work in most aspects of the course with questionable control of the material.						
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.						
Unsatisfactory work with no evidence of control of material or concepts at this level.						
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.						

### ACADEMIC DEVELOPMENT

F=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	F	G	G	F		F
Class Participation/Cooperation	G	G	G	F		F
Study Habits	F	G	G	F		F
Effort/Conscientiousness	F	G	G	F		F
Attitude = Ability to get along with others	F	F	F	F		F

Current Level	4	4	4	4		4
Recommendation	5	5	5	5		5
Comments:	<i>K. Khan</i>	<i>A. Belgha</i>	<i>R. Bannard</i>	<i>J. Ahmad</i>		<i>P. Omata</i>

TEACHER

English Proficiency Report

Student Name - Chlalkhy, Zahra

NAFSA PROFICIENCY LEVELS\*

	1	2	3	4	5	6
Writing				X		
Reading & Vocabulary				X		
Aural Comprehension				X		
Speaking				X		

PROGRESS

	Slow	Adequate	Rapid
Writing		X	
Reading & Vocabulary		X	
Aural Comprehension		X	
Speaking		X	

\* A consensus of the student's teachers for the current session.  
See NAFSA Chart on reverse side.

Michigan Test of English Language Proficiency (MTELP)

	Previous (5/25) '82	Final (7/15) '82
Grammar/Vocabulary/Reading	<u>65</u>	<u>81</u>
Aural Comprehension	<u>75</u>	<u>75</u>
Combined Score	<u>70</u>	<u>78</u>
Written Composition	<u>63</u>	<u>59</u>
Total Combined Score	<u>67</u>	<u>72</u>

Suggested Interpretation of MTELP

- 80 and above - Full-time academic study indicated.
- 70 - 79 - Full or part-time academic study may be appropriate depending on Student's grades, work habits, field of study and teachers' recommendations.
- Below 70 - Full-time intensive English study required.
- UI - Score is below chance and therefore uninterpretable.

Pambos Polycarpou  
Pambos Polycarpou, Director



at Arapahoe Community College  
5400 S. Santa Fe Dr. Littleton, Colorado 80120 13031 797-0100

Date: July 16, 1982 **STUDENT EVALUATION REPORT** Quarter: Summer 1982

Student Name EL FAHDI, FATIMA Level 4B

Session Entered Summer 1982

Nationality Moroccan

- Levels:
- 1-Beginning
  - 2-Low Intermediate
  - 3-Intermediate
  - 4-High Intermediate
  - 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>195</u>
5 hours = 1 day	Hours Late to Program	<u>25</u>
	Hours Absent	<u>14</u>
	Hours in Class	<u>156</u>

EVALUATION	Class/Skill Area						
	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep	
Consistently excellent work in all aspects of the course with full control of material.	X		X	X			
Generally good work in all aspects of the course with sufficient control of the material.		X					
Satisfactory work in most aspects of the course with questionable control of the material.					X		
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.							
Unsatisfactory work with no evidence of control of material or concepts at this level.							
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.							

**ACADEMIC DEVELOPMENT**  
E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	G	G	E		E	
Class Participation/Cooperation	S	S	E	E		E	
Study Habits	E	E	E	E		E	
Effort/Conscientiousness	E	E	E	E		E	
Attitude = Ability to get along with others	S	E	E	E		F	

Current Level	4	4	4	4		4	
Recommendation	5	5	5	5		5	
Comments:	<i>K. Hunt</i>	<i>A. Regina</i>	<i>P. Brunson</i>	<i>J. Hind</i>		<i>D. Omata</i>	

English Proficiency Report

Student Name EI Fahdi, Fatima

NAFSA PROFICIENCY LEVELS\*

PROGRESS

	1	2	3	4	5	6
Writing				X		
Reading & Vocabulary				X		
Aural Comprehension				X		
Speaking				X		

Slow	Adequate	Rapid
	X	
	X	
	X	
	X	

\* A consensus of the student's teachers for the current session.  
See NAFSA Chart on reverse side.

Michigan Test of English Language Proficiency (MTELP)

	Previous (5/25 '82)	Final (7/15) '82
Grammar/Vocabulary/Reading	<u>56</u>	<u>80</u>
Aural Comprehension	<u>77</u>	<u>83</u>
Combined Score	<u>67</u>	<u>82</u>
Written Composition	<u>63</u>	<u>67</u>
Total Combined Score	<u>65</u>	<u>77</u>

Suggested Interpretation of MTELP

- 80 and above - Full-time academic study indicated.
- 70 - 79 - Full or part-time academic study may be appropriate depending on Student's grades, work habits, field of study and teachers' recommendations.
- Below 70 - Full-time intensive English study required.
- UI - Score is below chance and therefore uninterpretable.

Pambos Polycarpou  
Pambos Polycarpou, Director



July 16, 1982

STUDENT EVALUATION REPORT

Quarter: Summer 1982

Student Name: FELLAH, ABDESSELAM

Level: 3B

Session Entered: Summer 1982

Nationality: Moroccan

Attendance	Total Possible Hours	<u>195</u>
5 hours = 1 day	Hours Late to Program	<u>25</u>
	Hours Absent	<u>1</u>
	Hours in Class	<u>169</u>

Skills:

- 1-Beginning
- 2-Low Intermediate
- 3-Intermediate
- 4-High Intermediate
- 5-Advanced College Preparatory

EVALUATION	Class/Skill Area						
	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep	
Consistently excellent work in all aspects of the course with full control of material.	X	X	X	X	X		
Generally good work in all aspects of the course with efficient control of the material.							
Satisfactory work in most aspects of the course with questionable control of the material.							
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.							
Unsatisfactory work with no evidence of control of material or concepts at this level.							
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.							

ACADEMIC DEVELOPMENT

Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	E	E	E	E		
Class Participation/Cooperation	E	E	F	E	E		
Study Habits	E	E	E	E	E		
Effort/Conscientiousness	E	F	F	E	E		
Attitude = Ability to get along with others							

Current Level	3	3	3	3	3		
Recommendation	4	4	4	4	4		

Comments: Abdeselam has been a conscientious and mature student. I've enjoyed having him in class.

TEACHER

<i>J. Funch</i>	<i>R. Williams</i>	<i>R. Williams</i>	<i>D. Omata</i>	<i>J. Funch</i>		
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English Proficiency Report

Student Name Fellah, Abdesselam

NAFSA PROFICIENCY LEVELS\*

	1	2	3	4	5	6
Writing				X		
Reading & Vocabulary				X		
Aural Comprehension				X		
Speaking			X			

PROGRESS

Slow	Adequate	Rapid
	X	
	X	
	X	
		X

\* A consensus of the student's teachers for the current session.  
See NAFSA Chart on reverse side.

Michigan Test of English Language Proficiency (MTELP)

	Previous (5/25)	Final (7/15)
Grammar/Vocabulary/Reading	<u>43</u>	<u>43</u>
Aural Comprehension	<u>45</u>	<u>66</u>
Combined Score	<u>44</u>	<u>70</u>
Written Composition	<u>59</u>	<u>65</u>
Total Combined Score	<u>49</u>	<u>68</u>

Suggested Interpretation of MTELP

- 80 and above - Full-time academic study indicated.
- 70 - 79 - Full or part-time academic study may be appropriate depending on Student's grades, work habits, field of study and teachers' recommendations.
- Below 70 - Full-time intensive English study required.
- UI - Score is below chance and therefore uninterpretable.

Pambos Polycarpou  
Pambos Polycarpou, Director



# Spring Institute for International Studies

Appendix D, p.11

at Arapahoe Community College

5400 S. Santa Fe Dr. Littleton, Colorado 80120 13031797-0100

Date: July 16, 1982

## STUDENT EVALUATION REPORT

Quarter: Summer 1982

Student Name GHAMIR, SOUMIA

Level 4A

Session Entered Summer 1982

Nationality Moroccan

Levels:

- 1-Beginning
- 2-Low Intermediate
- 3-Intermediate
- 4-High Intermediate
- 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>195</u>
5 hours = 1 day	Hours Late to Program	<u>25</u>
	Hours Absent	<u>4</u>
	Hours in Class	<u>166</u>

### EVALUATION

EVALUATION	Class/Skill Area							
	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep		
Consistently excellent work in all aspects of the course with full control of material.	X			X				
Generally good work in all aspects of the course with sufficient control of the material.		X	X		X			
Satisfactory work in most aspects of the course with questionable control of the material.								
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.								
Dissatisfactory work with no evidence of control of material or concepts at this level.								
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.								

### ACADEMIC DEVELOPMENT

Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	E	E	S		E		
Class Participation/Cooperation	E	E	E	S		E		
Study Habits	E	E	E	S		E		
Effort/Conscientiousness	E	E	E	S		E		
Attitude = Ability to get along with others	E	E	E	S		E		

Current Level	4	4	4	4		4		
Recommendation	S	S	S	S		S		
Comments:	<i>A. R. Rupp</i>	<i>D. Omata</i>	<i>D. Omata</i>	<i>A. Slepian</i>		<i>J. Ludwig</i>		

English Proficiency Report

Student Name Ghamir, Soumfa

NAFSA PROFICIENCY LEVELS\*

	1	2	3	4	5	6
Writing					X	
Reading & Vocabulary			X	X		
Aural Comprehension					X	
Speaking				X		

PROGRESS

	Slow	Adequate	Rapid
Writing		X	
Reading & Vocabulary			X
Aural Comprehension		X	
Speaking		X	

\* A consensus of the student's teachers for the current session.  
See NAFSA Chart on reverse side.

Michigan Test of English Language Proficiency (MTELP)

	Previous (5/25)	Final (7/5)
Grammar/Vocabulary/Reading	<u>49</u>	<u>70</u>
Aural Comprehension	<u>106</u>	<u>87</u>
Combined Score	<u>58</u>	<u>79</u>
Written Composition	<u>68</u>	<u>73</u>
Total Combined Score	<u>126</u>	<u>152</u>

Suggested Interpretation of MTELP

- 80 and above - Full-time academic study indicated.
- 70 - 79 - Full or part-time academic study may be appropriate depending on Student's grades, work habits, field of study and teachers' recommendations.
- Below 70 - Full-time intensive English study required.
- UI - Score is below chance and therefore uninterpretable.

Pambos Polycarpou  
Pambos Polycarpou, Director



# Spring Institute for International Studies

Appendix 0, p. 1

at Arapahoe Community College

5400 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: July 16, 1982

## STUDENT EVALUATION REPORT

Quarter: Summer 1982

Student Name HAMZAOUT, AHMED

Level 2

Session Entered Summer 1982

Nationality Moroccan

Levels:

- 1-Beginning
- 2-Low Intermediate
- 3-Intermediate
- 4-High Intermediate
- 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>195</u>
5 hours = 1 day	Hours Late to Program	<u>25</u>
	Hours Absent	<u>2</u>
	Hours in Class	<u>168</u>

### Class/Skill Area

### EVALUATION

Consistently excellent work in all aspects of the course with full control of material.

Generally good work in all aspects of the course with sufficient control of the material.

Satisfactory work in most aspects of the course with questionable control of the material.

Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.

Unsatisfactory work with no evidence of control of material or concepts at this level.

INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.

	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep		
Consistently excellent work...	X	X	X	X	X			
Generally good work...								
Satisfactory work...								
Less than satisfactory work...								
Unsatisfactory work...								
INCOMPLETE:								

### ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	E	E	E	E		
Class Participation/Cooperation	E	E	E	F	E		
Study Habits	E	E	E	F	E		
Effort/Conscientiousness	E	E	E	F	E		
Attitude = Ability to get along with others	E	E	E	G	E		

Current Level	2	2	2	2	2		
Recommendation	3	3	3	3	3		

Comments:

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TEACHER  
*J. Hind*  
*J. Hingeb.*  
*P. Branca*  
*J. Ludwig*  
*A. Chapman*

English Proficiency Report

Student Name Hamzaoui, Ahmed

NAFSA PROFICIENCY LEVELS\*

	1	2	3	4	5	6
Writing			X			
Reading & Vocabulary			X			
Aural Comprehension			X			
Speaking			X			

PROGRESS

	Slow	Adequate	Rapid
Writing		X	
Reading & Vocabulary		X	
Aural Comprehension		X	
Speaking		X	

\* A consensus of the student's teachers for the current session.  
See NAFSA Chart on reverse side.

Michigan Test of English Language Proficiency (MTELP)

	Previous (5/95)	Final (7/15)
Grammar/Vocabulary/Reading	<u>31</u>	<u>47</u>
Aural Comprehension	<u>52</u>	<u>56</u>
Combined Score	<u>42</u>	<u>52</u>
Written Composition	<u>51</u>	<u>61</u>
Total Combined Score	<u>45</u>	<u>55</u>

Suggested Interpretation of MTELP

- 80 and above - Full-time academic study indicated.
- 70 - 79 - Full or part-time academic study may be appropriate depending on Student's grades, work habits, field of study and teachers' recommendations.
- Below 70 - Full-time intensive English study required.
- UI - Score is below chance and therefore uninterpretable.

Pambos Polycarpou  
Pambos Polycarpou, Director



# Spring Institute for International Studies Appendix 0, p. 15

at Arapahoe Community College  
5400 S. Santa Fe Dr. Littleton, Colorado 80120 13031 797-0100

Date: July 16, 1982

## STUDENT EVALUATION REPORT

Quarter: Summer 1982

Student Name KHAMLICHE, LAILA

Level 3B

Session Entered Summer 1982

Nationality Moroccan

Levels:

- 1-Beginning
- 2-Low Intermediate
- 3-Intermediate
- 4-High Intermediate
- 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>195</u>
5 hours = 1 day	Hours Late to Program	<u>25</u>
	Hours Absent	<u>12</u>
	Hours in Class	<u>158</u>

### EVALUATION

Class/Skill Area

	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep
consistently excellent work in all aspects of the course with full control of material.	X	X	X	X	X	X
generally good work in all aspects of the course with sufficient control of the material.			X	X		
satisfactory work in most aspects of the course with questionable control of the material.						
less than satisfactory work in most aspects of the course with inadequate control of the material for this level.						
unsatisfactory work with no evidence of control of material or concepts at this level.						
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.						

### ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	G	G	E	E	
Class Participation/Cooperation	E	G	F	E	E	
Study Habits	E	G	F	E	E	
Effort/Conscientiousness	E	G	F	E	E	
Attitude = Ability to get along with others	E	F	F	E	E	

Current Level	3	3	3	3	3	
Recommendation	4	4	4	4	4	
Comments:	<p>TEACHER</p> <p><i>A. Furlan</i></p> <p><i>R. Williams</i></p> <p><i>E. Williams</i></p> <p><i>P. Omata</i></p> <p><i>Furlan</i></p>					

English Proficiency Report

Student Name Khamliche, Laifa

NAFSA PROFICIENCY LEVELS\*

	1	2	3	4	5	6
Writing			X			
Reading & Vocabulary			X			
Aural Comprehension				X		
Speaking			X			

PROGRESS

	Slow	Adequate	Rapid
Writing		X	
Reading & Vocabulary		X	
Aural Comprehension			X
Speaking		X	

\* A consensus of the student's teachers for the current session. See NAFSA Chart on reverse side.

Michigan Test of English Language Proficiency (MTELP)

	Previous (5/28)	Final (7/15)
Grammar/Vocabulary/Reading	<u>43</u>	<u>65</u>
Aural Comprehension	<u>48</u>	<u>66</u>
Combined Score	<u>46</u>	<u>66</u>
Written Composition	<u>57</u>	<u>61</u>
Total Combined Score	<u>49</u>	<u>67</u>

Suggested Interpretation of MTELP

- 80 and above - Full-time academic study indicated.
- 70 - 79 - Full or part-time academic study may be appropriate depending on Student's grades, work habits, field of study and teachers' recommendations.
- Below 70 - Full-time intensive English study required.
- UI - Score is below chance and therefore uninterpretable.

Pambos Polycarpou  
Pambos Polycarpou, Director



# Spring Institute for International Studies

at Arapahoe Community College  
5400 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: July 16, 1982 **STUDENT EVALUATION REPORT** Quarter: Summer 1982

Student Name LEMCHENTEF, FATIMA Level 3B

Session Entered Summer 1982

Nationality Moroccan

- Levels:
- 1-Beginning
  - 2-Low Intermediate
  - 3-Intermediate
  - 4-High Intermediate
  - 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>195</u>
5 hours = 1 day	Hours Late to Program	<u>25</u>
	Hours Absent	<u>10</u>
	Hours in Class	<u>160</u>

**EVALUATION**

Class/Skill Area

	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep		
Consistently excellent work in all aspects of the course with full control of material.					X			
Generally good work in all aspects of the course with sufficient control of the material.	X	X	X					
Satisfactory work in most aspects of the course with questionable control of the material.				X				
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.								
Unsatisfactory work with no evidence of control of material or concepts at this level.								
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.								

**ACADEMIC DEVELOPMENT**

Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	F	G	F	E		
Class Participation/Cooperation	G	F	F	F	F		
Study Habits	E	F	F	F	F		
Effort/Conscientiousness	E	F	F	F	F		
Attitude = Ability to get along with others	G	F	F	F	F		

Current level	3	3	3	3	3		
Recommendation	4	4	4	4	4		

Comments:							
	TEACHER	J. Jankson	S. Williams	S. Williams	D. Omata	Jankson	

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English Proficiency Report

Student Name Lemchentef, Fatima

NAFSA PROFICIENCY LEVELS\*

	1	2	3	4	5	6
Writing			X			
Reading & Vocabulary			X			
Aural Comprehension			X			
Speaking			X			

PROGRESS

Slow	Adequate	Rapid
		X
		X
		X
		X

\* A consensus of the student's teachers for the current session.  
See NAFSA Chart on reverse side.

Michigan Test of English Language Proficiency (MTELP)

	Previous (5/23)	Final (7/15)
Grammar/Vocabulary/Reading	<u>51</u>	<u>64</u>
Aural Comprehension	<u>38</u>	<u>74</u>
Combined Score	<u>45</u>	<u>69</u>
Written Composition	<u>63</u>	<u>68</u>
Total Combined Score	<u>51</u>	<u>69</u>

Suggested Interpretation of MTELP

- 80 and above - Full-time academic study indicated.
- 70 - 79 - Full or part-time academic study may be appropriate depending on Student's grades, work habits, field of study and teachers' recommendations.
- Below 70 - Full-time intensive English study required.
- UI - Score is below chance and therefore uninterpretable.

Pambos Polycarpou  
Pambos Polycarpou, Director



at Arapahoe Community College  
5400 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: July 16, 1982

STUDENT EVALUATION REPORT

Quarter: Summer 1982

Student Name SAYAD, LARBI

Level 2

Session Entered Summer 1982

Nationality Moroccan

Levels:

- 1-Beginning
- 2-Low Intermediate
- 3-Intermediate
- 4-High Intermediate
- 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>195</u>
5 hours = 1 day	Hours Late to Program	<u>25</u>
	Hours Absent	<u>2</u>
	Hours in Class	<u>168</u>

EVALUATION

Class/Skill Area

Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep			
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Consistently excellent work in all aspects of the course with full control of material.								
Generally good work in all aspects of the course with sufficient control of the material.	X			X	X			
Satisfactory work in most aspects of the course with questionable control of the material.								
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.								
Unsatisfactory work with no evidence of control of material or concepts at this level.								
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.								

ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	E	E	E	E			
Class Participation/Cooperation	E	E	E	E	E			
Study Habits	E	E	E	E	E			
Effort/Conscientiousness	E	E	E	E	E			
Attitude = Ability to get along with others	E	E	E	E	E			

Current Level	2	2	2	2	2			
Recommendation	3	3	3	3	3			
Comments:	<i>J. Hand</i>	<i>J. Hand</i>	<i>R. Briggance</i>	<i>J. Ludwig</i>	<i>A. Johnson</i>			

TEACHER

English Proficiency Report

Student Name Sayad, Larbi

NAFSA PROFICIENCY LEVELS\*

	1	2	3	4	5	6
Writing			X			
Reading & Vocabulary			X			
Aural Comprehension			X			
Speaking			X			

PROGRESS

	Slow	Adequate	Rapid
		X	
		X	
		X	
		X	

\* A consensus of the student's teachers for the current session.  
See NAFSA Chart on reverse side.

Michigan Test of English Language Proficiency (MTELP)

	Previous (5/35)	Final (7/15)
Grammar/Vocabulary/Reading	<u>33</u>	<u>47</u>
Aural Comprehension	<u>50</u>	<u>56</u>
Combined Score	<u>42</u>	<u>52</u>
Written Composition	<u>53</u>	<u>57</u>
Total Combined Score	<u>45</u>	<u>53</u>

Suggested Interpretation of MTELP

- 80 and above - Full-time academic study indicated.
- 70 - 79 - Full or part-time academic study may be appropriate depending on Student's grades, work habits, field of study and teachers' recommendations.
- Below 70 - Full-time intensive English study required.
- UI - Score is below chance and therefore uninterpretable.

Pambos Polycarpou  
Pambos Polycarpou, Director



# AMERICA—MIDEAST EDUCATIONAL & TRAINING SERVICES

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Rabat, le 15 Juillet 1982

Monsieur Abderrahman FASSI FIIHRI  
649 Boulevard Mohammed V  
B.P. 2119  
Casablanca

Monsieur,

Suite à un télex d'AMIDEAST/Washington, j'ai l'honneur de vous informer que Monsieur Anthony Fisher a résilié son contrat et de ce fait terminera sa fonction de Chef d'Equipe du projet le 7 Octobre 1982.

Je vous prie d'agréer, Monsieur, mes salutations distinguées.

S.A. Buret  
Directrice