



Student Program Handbook

**Bachelor of Arts (BA) in Teaching English as a Foreign
Language (TEFL) with a
DISEN Track or TELTA Track**

Faculty of Education

Department of Curriculum and Instruction

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Welcome & Introduction:

Dear student,

The Faculty of Education at Birzeit University is delighted to welcome you to the BA TEFL Degree program.

You have selected an innovative program that not only prepares you to be a teacher of English but also to develop in-depth knowledge and skills in either Diversity Inclusion and Special Education Needs (DISEN) or Technology Enhanced Learning Teaching and Assessment (TELTA). Developing knowledge and expertise in either of these two tracks will enable you to make valuable contributions to the future schools in which you teach.

There is no higher calling than becoming a teacher. As a teacher you have the opportunity and indeed the responsibility to help develop the minds of the future. As a teacher the children you teach today will be the citizens of Palestine tomorrow. It is therefore important that you are able to assist them in the development of their capabilities so that they will be able to make valuable contributions to the development of Palestinian society in future.

As academic professors, we also play an important role in facilitating your development to become an effective and innovative teacher in order to enhance the quality of the teaching profession and raise standards in schools. Our aim is to provide you with high quality learning and teaching experiences so that you can develop the knowledge, understandings and skills that you will need to be ready to enter the teaching profession as confident and competent New Teachers. Your academic supervisors are committed to providing the very best support to enable you to succeed and become exceptional teachers of English.

However, being a teacher is not just dependent on strong academic knowledge or practical skills, it also depends upon your personality and ability to connect with your students. You are encouraged to focus on developing this aspect during your time at university by becoming involved in wider university life in order to benefit from the many activities available on campus,

As you embark on this journey to become a teacher of English, never forget that you will be in a position where you can have lifelong impact upon children's lives. No one ever forgets a good teacher. Just imagine how it will feel to be remembered by children that you teach and let that vision be the driving force behind your learning journey.

This handbook is designed to provide you with an overview of all the important information that you need to know about your Degree Programme; including information about the courses and assessments you will take and the all-important practicum field experiences spent in local schools.

Dr. Anwar Abdel Razek,
Programme Coordinator

Program Overview

Programme Outcomes

By the end of the program you should be able to:

1. Demonstrate effective planning, differentiation of instruction, assessment and use of student-centered teaching strategies that provide meaningful and authentic learning experiences in an inspiring, safe and respectful atmosphere conducive to learning.
2. Draw upon in-depth knowledge and understanding of English language, the English language curriculum, stages of language development, factors that affect language learning, and strategies for learning, teaching and assessing English to inform all aspects of your work as a teacher of English.
3. Apply creative and innovative teaching and learning strategies that have a positive influence on students' attitudes toward learning English.
4. Apply a high level of sociolinguistic competence in order to communicate effectively in intercultural contexts and think globally taking into consideration social, educational and political issues from various perspectives.
5. Demonstrate a positive attitude towards the teaching profession, and commitment to life-long learning that assists you in further developing professional and academic knowledge and skills in TEFL to support your continuing professional development.
6. Demonstrate analytical and critical thinking skills and in-depth understanding of recent educational research and its implications for learning, teaching and assessment of English language.
7. Become a reflective practitioner whose planning, teaching, learning, assessment, monitoring and evaluation are based on sound and effective educational theories and practices.
8. Demonstrate that you meet the Palestinian Professional Standards for New Teachers and have developed the readiness to teach competences of the Palestinian Teacher Professional Development Index (PTPDI).
9. Inform your teaching based on clear understanding of the learning process and the factors that affect children's learning such as pupils' gender, social, economic, religious, geographical backgrounds, and their specific learning needs.
10. Articulate a personal philosophy of education aligned with University and Palestinian core values of honesty, integrity, fairness, equality of opportunity and the power of education to transform lives.

Year Level Outcomes

Level 2:

At the end of Level Two in the BA Basic Education TEFL program you will be able to:

1. Demonstrate knowledge of the major teaching English as a foreign language methodological approaches drawn from state of the art educational developments and research results appropriate to support the learning of pupils at Lower Basic Level (Grades 1-4).
2. Identify aspects of your personal philosophy of education
3. Demonstrate knowledge of the Lower Basic English Curriculum (Grades 1-4), approaches to planning, teaching and assessing and the impact of learning environments upon pupils' learning.
4. Reflect upon and identify aspects of your own professional learning.
5. Demonstrate ability to apply in practice knowledge and understanding of foreign language teaching methods at the Lower Basic Level.

Level 3:

At the end of Level Three in the BA Basic Education TEFL program you will be able to:

1. Demonstrate critical understanding of teaching English as a foreign language pedagogical practices as used in teaching at the Lower Basic level (Grades 1-4) drawn from the state of the art educational developments and research results.
2. Critically evaluate values, beliefs, attitudes and practices of learning and teaching to construct your own principled philosophy of education.
3. Demonstrate critical understanding of a range of approaches and strategies to align planning, teaching and assessment and utilise learning environments to facilitate successful learning among pupils.
4. Reflect upon and evaluate critically your own professional learning and practice.
5. Demonstrate ability to apply effectively knowledge and understanding of major foreign language teaching approaches and methods at the Lower Basic level

Level 4:

At the end of Level Four in the BA Basic Education TEFL program you will be able to:

1. Evaluate and synthesise state of the art research, knowledge and practices related to planning, teaching and assessing English as a foreign language and select from an extensive repertoire of effective pedagogical practices appropriate to support the learning of pupils at Lower Basic Level (Grades 1 -4).
2. Reflect critically upon core values, principles and concepts of learning, teaching and education in order to articulate your personal philosophy of education and inform your professional identity as a teacher of English.
3. Demonstrate knowledge and critical understanding of how to utilise the Lower Basic Level (Grades 1 –4) TEFL curriculum in innovative and creative ways to support and engage pupils in meaningful, enjoyable and successful language learning experiences.
4. Demonstrate in-depth knowledge and understanding of relevant statutory requirements relating to your profession as a teacher of English as a foreign language.
5. Reflect consistently and critically to evaluate your own learning and practice and set targets for your continuing professional development.

Overview of Courses

You are required to obtain at least 120 credit hours to earn the BA Degree in TEFL with a TELTA (Technology Enhanced Learning, Teaching & Assessment) or a DISEN (Diversity, Inclusion & Special Education Needs) track. Table 1 below shows the distribution of the total number of credit hours required.

Table 1: Categories of Credit Hours Required

Category	Credit hours	Notes
University requirements	21	
Faculty requirements	14	
Educational major requirements	15	
Teaching English as a foreign language (TEFL) requirements	25	
English courses	30	
DISEN or TELTA Track	15	
Total	120	

A. University Requirements: (21 Credits)

The table below shows the University requirements, including course numbers, names, number of credits and any prerequisites.

Course Number	Course Name	Credit Hours	Prerequisites
ARAB135	Arabic Communication Skills	3	---
ARAB136	Arabic Communication Skills	3	ARAB135
ENGC141	English Communication Skills	4	ENG102 or placement test
ENGC231	English Communication Skills	3	ENG141 or placement test
CULS331	Modern European Culture	3	second study year
CULS332	Modern Arab Philosophy	3	second study year
PHED120	Physical education	2	---
Total		21	

B. Faculty Requirements (14 Credits):

The table below shows the Faculty course requirements of the BA TEFL degree program.

Course Number	Course Name	Credit Hours	Prerequisites
CULS230	Democracy, Human Rights and International Law	3	
EDUC231	Introduction to Education	3	
EDUC 235	Educational Psychology	3	
EDUC 234	DISEN Introduction: Teaching and Learning in Heterogeneous Classrooms	3	EDUC 235
COMP121	Introduction to Computers	2	
Total		14	

C. Educational Major Requirements (15 Credits):

The table below shows the Education Major course requirements of the BA TEFL degree program.

Course Number	Course Name	Credit Hours	Prerequisites
EDUC 331	TELTA Introduction: Technology in Education	3	
EDUC 331\ EDUC 3361	DISEN 1: Physical Disabilities \ TELTA 1: Models of Learning & Teaching with ICT	3	EDUC 234 \ EDUC 331
EDUC 334	Measurement and Evaluation	3	
EDUC 437	Educational Research	3	
EDUC 438	Seminar	3	
Total		15	

D. Teaching English as a Foreign Language (TEFL) Requirements (25 Credits):

The table below shows the TEFL course requirements of the BA TEFL degree program.

Course Number	Course Name	Credit Hours	Prerequisites
EDUC 3201	Practicum 1	2	
EDUC 3202	Practicum 2	2	EDUC 3201
EDUC 3203	Practicum 3	2	EDUC 3202
EDUC 4204	Practicum 4	2	EDUC 3203
EDUC 4205	Practicum 5	2	EDUC 4204
EDUC 4301	TEFL 1	3	
EDUC 3301	The English Curriculum	3	
EDUC 4302	TEFL 2	3	EDUC 4301
EDUC 4303	World Englishes	3	
EDUC 4304	Teaching Children's Literature	3	
Total		25	

E. English Course Requirements (30 Credits):

The table below shows the English course requirements of the BA TEFL degree program.

Course Number	Course Name	Credit Hours	Prerequisites
ENGL 233	English Through Current Issues	3	
ENGL 234	Writing 1	3	
ENGL 235	English Grammar	3	
ENGL 236	Introduction to Linguistics	3	
ENGL 238	Introduction to Literature	3	
TRAN 330	Translation	3	
ENGL 334	Phonology and Morphology	3	
ENGL 3321	Novel and Short Stories	3	
ENGL 337	Semantics	3	
ENGL 339	Interactive English	3	
Total		30	

F. Diversity, Inclusion and Special Education Needs (DISEN) Course Requirements (18 Credits):

The table below shows the DISEN Track course requirements of the BA TEFL degree program.

Course Number	Course Name	Credit Hours	Prerequisites
EDUC 3311	Physical Disabilities (in C group)	3	
EDUC 3312	Intellectual Impairment	3	
EDUC 3313	Learning Difficulties	3	
EDUC 4318	Speech and Language Difficulties	3	
EDUC 4319	Behavioral and Emotional Disorders	3	
EDUC 4328	Special Education Curricula: Teaching and Evaluation Methods	3	
Total		18	

G. Technology Enhanced Learning Teaching and Assessment (TELTA) Course Requirements (18 Credits):

The table below shows the TELTA Track course requirements of the BA TEFL degree program.

Course Number	Course Name	Credit Hours	Prerequisites
EDUC 3361	Models of Learning and Teaching with ICT (in C group)	3	
EDUC 3362	Analysis and Design of Technology-Based Learning	3	
EDUC 3363	Multimedia and games in education	3	
EDUC 4313	Mobile Learning	3	
EDUC 4314	Using ICT in Disciplines	3	
EDUC 4315	Innovative diffusions of ICT in Education	3	
Total		18	

Student Academic Plan

Year 1 Semester 1	Credit Hours	Course Number	Course Name	Course Type
	3	ARAB 135	Arabic Communication Skills	University Requirement
	4	ENGC 141	English Communication Skills	University Requirement
	2	PHED 120	Physical education	University Requirement
	3	EDUC 231	Introduction to Education	College Requirement
	3	EDUC 235	Educational Psychology	College Requirement
Total Credits	15			

Year 1 Semester 2	Credit Hours	Course Number	Course Name	Course Type
	3	ARAB 136	Arabic Communication Skills	University Requirement
	3	ENGC 231	English Communication Skills	University Requirement
	3	CULS 230	Democracy, Human Rights and International Law	College Requirement
	3	ENGC 233	English through Current Issues	Major Requirement
	2	COMP 121	Introduction to Computers	College Requirement
Total Credits	14			

Year 2 Semester 1	Credit Hours	Course Number	Course Name	Course Type
	3	EDUC 331	Technology in Education	Major Requirement

	3	EDUC 234	Teaching and Learning in Heterogeneous Classrooms	College Requirement
	3	ENGL 233	Writing 1	Major Requirement
	3	ENGL 236	Introduction to linguistics	Major Requirement
	3	CULS 331	Modern European Culture	University Requirement
Total Credits	15			

Year 2 Semester 2	Credit Hours	Course Number	Course Name	Course Type
	3	EDUC 3311 or EDUC 3361	DISEN 1: Physical Disabilities or TELTA 1: Models of Learning and Teaching with ICT	Major Requirement
	3	TRAN 333	Translation	Major Requirement
	3	CULS 332	Modern Arab Philosophy	University Requirement
	2	EDUC 3201	Practicum 1	Major Requirement
	3	ENGL 238	Introduction to Literature	Major Requirement
Total Credits	14			

Year 3 Semester 1	Credit Hours	Course Number	Course Name	Course Type
	2	EDUC 3201	Practicum 2	Major Requirement
	3	ENGL 339	Interactive English	Major Requirement
	3	ENGL 3321	Novel and short stories	Major

				Requirement
	3	EDUC 3312 or EDUC 3362	DISEN 2: Intellectual Impairment or DELTA 2: Analysis and design of technology based learning	Track Requirement
	3	EDUC 334	Measurement and Evaluation	Major Requirement
	3	EDUC 3301	The English Curriculum	Major Requirement
Total Credits	17			

Year 3 Semester 2	Credit Hours	Course Number	Course Name	Course Type
	3	EDUC 3313 or EDUC 3363	DISEN 3: Learning Difficulties or DELTA 3: Multimedia and games in education	Track Requirement
	2	EDUC 3202	Practicum 3	Major Requirement
	3	ENGL 235	English Grammar	Major Requirement
	3	EDUC 4318 or EDUC 4313	DISEN 4: Speech and Language Difficulties or DELTA 4: Mobile Learning	Track Requirement
	3	ENG 337	Semantics	Major Requirement
	3	ENGL 334	Phonology & Morphology	Major Requirement
Total Credits	17			

Year 4 Semester 1	Credit Hours	Course Number	Course Name	Course Type
	3	EDUC 4301	TEFL 1	Major Requirement
	3	EDUC 4319	DISEN 5: Behavioral and Emotional	Track

		or EDUC 4314	Disorders Or TELTA 5: Using ICT in Disciplines	Requirement
	2	EDUC 4204	Practicum 4	Major Requirement
	3	EDUC 4303	World Englishes	Major Requirement
	3	EDUC 437	Educational Research	Faculty Requirement
Total Credits	14			

Year 4 Semester 2	Credit Hours	Course Number	Course Name	Course Type
	3	EDUC 4302	TEFL 2	Major Requirement
	3	EDUC 4304	Children's Literature	Major Requirement
	3	EDUC 438	Seminar	Major Requirement
	2	EDUC 4205	Practicum 5	Major Requirement
	3	EDUC 4315 or EDUC 4328	DISEN 6: Special Education Curricula: Teaching and Evaluation Methods or TELTA 6: Innovative diffusions of ICT in education	Track Requirement
Total Credits	14			

Practicum

Your Practicum Course has two components. These include sessions at University during five semesters and four periods of actual experience in local schools.

The sessions at university will prepare you for your school placements and enable you to make connections between your studies at university and the real – life work of teachers in Palestinian schools.

Your school placements will enable you to develop your understanding of English language education in school settings and become familiar with the Palestinian English curriculum, the English for Palestine school textbooks and effective pedagogical strategies for teaching young learners..

During Practicum 1 you will undertake a range of observations of the school and classroom environment as well as children’s learning styles and teachers’ methods of teaching. These observations will enable you to consider the ways in which the environment and teaching approaches may impact either positively or negatively on children’s learning.

During Practicum 2 you will continue your observational tasks, but also engage in tasks related to planning, teaching, assessment and classroom management and implement them in the classroom. In addition, you will have opportunities to teach with a partner and also independently.

During Practicum 3 you will have the opportunity to engage in realistic teaching and learning tasks in a school setting. You will also experience the instructional and non-instructional roles and responsibilities of classroom teachers.

During Practicum 4 and 5 you will the opportunity to practice teaching and learning tasks in a holistic way, and to carry out the range of roles, responsibilities and duties of the real school teacher.

You will develop a Practicum Portfolio which is based upon your experiences in university sessions and school experience. This is an evidenced-based portfolio which you will construct each year to demonstrate that you have achieved the range of readiness to teach competences in the Palestinian Teacher Professional Development Index (PTPDI). (see Annex I).

Please refer to the Practicum Handbook for further information on practicum policy and guidance including the purpose of practicum, roles and expectations of the student and other stakeholders in practicum, and the processes by which the University approves and manages practicum placements.

Teaching team

Programme Coordinator

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Teaching Team Members

To be confirmed.

Teaching and Learning

Your BA TEFL degree programme utilises a wide range of student-centred learning and teaching approaches in order to support you to learn in ways that are meaningful, engaging and challenging. These approaches are underpinned by the following principles:

You should:

- be agents for your own learning by taking responsibility for your learning and ongoing development throughout the programme;
- be autonomous learners and are expected to study independently outside the classroom through reading, research and investigation;
- use technology to develop your knowledge and understanding, and enhance your learning experience;
- use technology to enhance the learning experience of the children you teach;
- reflect upon your learning at University and at your placement schools to develop your knowledge, understanding and skills as a future teacher;
- connect your learning to the authentic real life work of teaching at school.

The above principles unite to constitute a student-centred approach to your learning experience. Drawing upon these principles, in your sessions at university, you can expect your academic professors to provide opportunities for you to engage in:

- collaborative and interactive group work activities
- reciprocal teaching approaches
- practical workshops
- seminars involving identification and critical discussion of topical issues
- analysis of authentic case studies
- independent research
- flipped learning approaches

This range of learning and teaching approaches is designed to support you in your development to become knowledgeable, reflective, effective and confident teachers.

Assessment

Assessment Overview

According to university guidelines students are required to undertake three main evaluations to gauge their academic performance in the course during the semester. Usually such evaluations take the form of three one hour-long exams. However, faculty members have the freedom to choose the assessment tasks that he / believes are the most effective, provided that these are documented in the course outline. Homework assignments can not be one of these assessment instruments. In addition, it is permissible for faculty members to give students short exams / quizzes during the semester. Assessment tasks may be differentiated provided that the number of classroom exams should not be less than two exams for undergraduate courses.

Assessment Guidelines

Following are the university assessment guidelines that your instructor will follow when assessing your performance during the program:

- Assessment of some undergraduate courses must include a research project / papers document in the course outline.
- For written exams faculty members should announce the time of the exam and the material covered in the exam at least one week before the time of the exam. Exams should be consistent with the course outline; clear, appropriately challenging, and academically at a high level. Exams should have a variety of questions such as multiple choice questions and essay questions. Multiple choice questions, true and false questions and other similar questions should not exceed more that 60% of the questions. Further, exams should not be repeated over the years.
- Faculty members should return the corrected exams to students within a reasonable period and according to the University Calendar so that students will be able to make educated decisions regarding the course. This does not apply to final exams.
- Faculty members are not allowed under any circumstances to schedule exams, make-up classes or any other activities that require students to miss other classes.
- Marking exams and evaluating students' academic performance is the responsibility of the faculty members. Course instructors are not allowed to ask students or teaching assistants to mark such exams. Teaching assistants, with the instructor supervision, could assist in marking

home assignments, reports, quizzes. Teaching assistants could mark the introductory courses that they teach with the department chair support and the presence of the course instructor.

Final Exams

- All courses should have final exams. The Vice President for Academic Affairs and the Director of the Department of Registration and Admission announce all pertinent information regarding exams and their dates.

Marking Scale

- Faculty members will use the following marking scale for undergraduate degrees when assigning students' marks:

Excellent	85 – 100
Very Good	78- 84
Good	73-77
Moderate	69 – 72
Satisfactory	60 – 68
Fail	below 60

- Failing marks should take the form of 55 or 50 as lowest mark.
- All courses that have final exams should assign 30% - 50% marks to the final exam for all students.
- For courses that are composed of knowledge and practice each element is assigned marks depending on the credit hours assigned for it from the total credit hours assigned for the whole course.

Documenting and Announcing Marks

- Course instructors will document all the course marks gradually in the course marks file on Ritaj. and keep hard copies of all marks. A copy of the final course marks is kept in the course file in the department.
- The course instructor is responsible for documenting the final marks clearly before and after approval in the Faculty Council. Signing the marks after approval and sending it to the Registration Department is a testimony from the instructor that the marks are accurate.
- All marks are announced through the university Intranet Site (Ritaj).
- It is forbidden to announce marks before their approval by the Faculty Council.
- Announcing marks is the responsibility of the department's chairperson / program director.
- Announcing the semester final results is the responsibility of the Registration Department. Marks are announced according to the University Calendar that the Registration Department publishes each year.
- Communicating with parents regarding students' academic performance is governed by the published university rules and regulations.
- Public announcement of marks when necessary is announced using students' registration numbers only.

Appealing and Changing Marks

The appeal and request to change marks will be dealt with according to Clause 8 in the University Instructional Guidelines.

Tardiness and Absenteeism:

Tardiness and absenteeism will be dealt with according to Clause 9 in the University Instructional Guidelines.

Academic Integrity

The University is highly committed to attaining and maintaining academic integrity and ethical principles and considers any infringement on academic integrity as damaging to its reputation and that of its students. Academic integrity implies eliminating plagiarism, cheating and deception and the use of unethical and illegal methods on the job or in exams, written reports, research, and the like.

In an effort to realize its desire to develop the spirit of research and intellectual investigation, the University requires students to maintain total academic honesty. In addition, the University takes severe measures against any student who violates the foundation of academic integrity. Therefore, from time to time, the University Council revises the University's regulations of academic integrity and amends them as seen necessary. The current regulations may be found in Annex II.

Maximizing Opportunities on your Degree

You are embarking on one of the most rewarding careers possible! In order for you to get the most out of your degree it is essential that you take an active role in your education and development as professional trainee teachers.

We expect all students to engage with a variety of approaches to learning and to make explicit connections among prepared readings, your professional placements and the content of the sessions. This means that you are expected to:

- play an active part in your university sessions;
- take part in discussions informed by your readings and experience on professional placement;
- engage professionally with your Tutors' professional input;
- collaborate with your peers and take part in group tasks;
- respond to questions which are intended to challenge assumptions and deepen understanding;
- give and receive feedback with your peers;
- continually reflect on your learning and set personalised targets to support your ongoing and further development.

Fulfilling Your Potential

Every instructor is committed to providing the very best support to enable you to realise your potential. Support on this programme comes in a variety of forms to suit your individual needs. Wide-ranging examples may include:

- Seminar / lecture input
- Discussions with school mentors
- Feedback from assignments
- Group discussions
- Directed tasks
- Workshops

- Adaptation of teaching materials

As part of your commitment to being a professional, there is an expectation that you are also proactive in identifying and addressing any personal or professional development needs. Tutors are happy to signpost you to support that we can offer.

Professional Conduct:

When you join the TEFL program you are embarking on a professional career. As such, you are expected to behave in a manner which will uphold the reputation of the teaching profession. Behaviour which brings the profession into disrepute will be met with disciplinary action, which, in extreme cases, may result in a requirement to withdraw from the program.

The knowledge you acquire in the University and in school are of equal importance in your training to be an exceptional teacher. Therefore, we require you to attend sessions, do the reading and complete directed tasks. All this will contribute to your professional competency profile.

You are expected to make sure your subject knowledge is of the level required to teach. The subject module teams will make their requirements clear to you and you will be expected to address any areas needing further development. There are many ways you can do this but it will be your professional responsibility.

Unprofessional Conduct

It is important for you to know that, should you participate in any unprofessional conduct, including slanderous comments and irresponsible use of social-networking sites e.g. posting irresponsible messages, which could be considered libelous, photographs of an unprofessional nature, the University will not hesitate to instigate disciplinary procedures.

Attendance and Reporting Absence

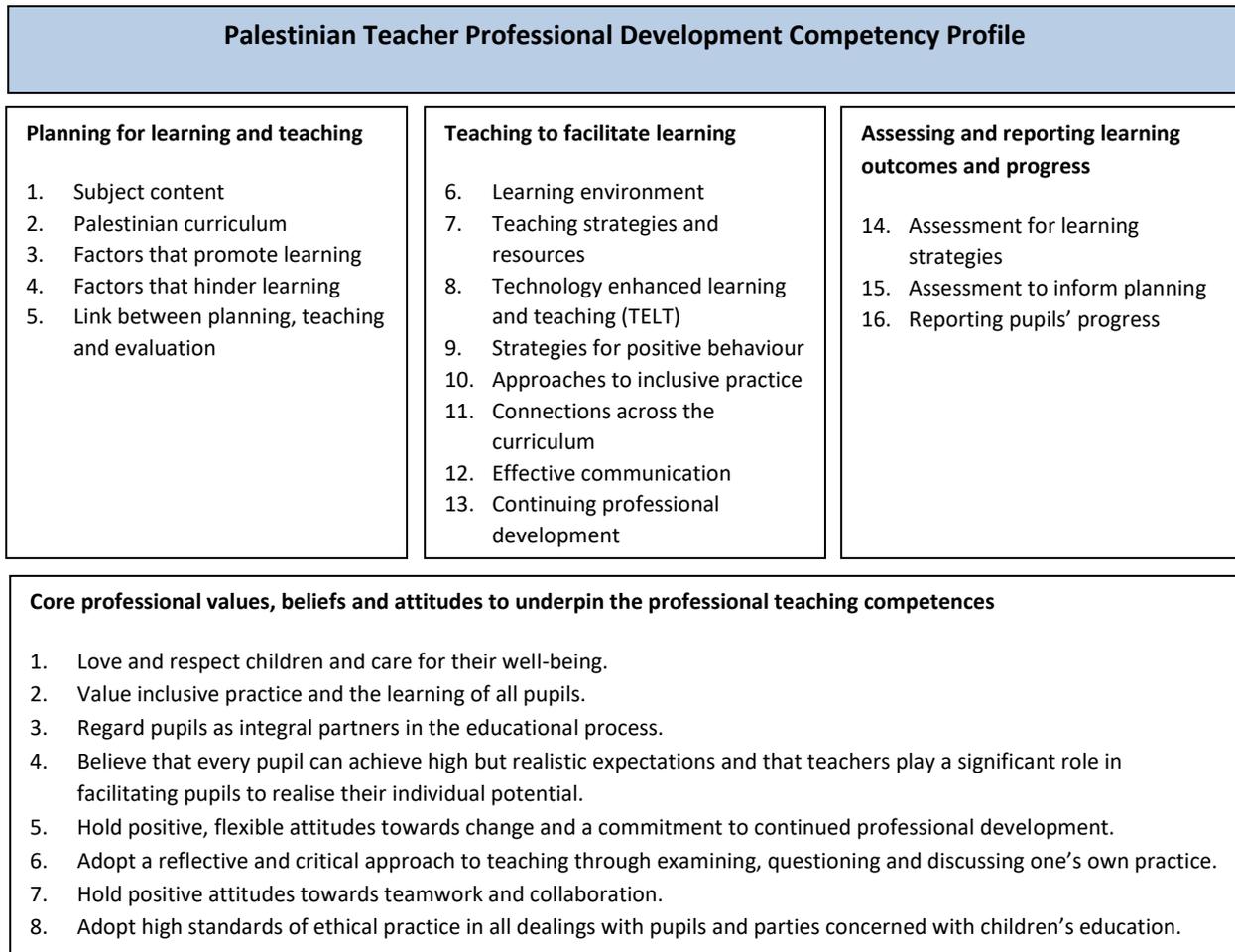
On this professional degree program there is an expectation that students attend ALL taught sessions. The intensity of this program means that you cannot be absent without good reason and still meet the program learning outcomes. A professional response is, therefore, necessary. You should ensure that you inform your academic advisor if you have any unavoidable absence. Absence will be dealt with according to the University Guidelines stated in the Instructional Guidelines.

Conclusion

We sincerely hope that you will find your participation and studies in the BA TEFL Degree Program with DISEN/TEFLA tracks to be a rewarding experience that will prepare you fully and inspire you to join the next generation of teachers in Palestine. This Degree program will be challenging, but you will graduate having developed rich knowledge and experience and the full range of competences necessary to be able to make an outstanding contribution to the teaching profession for the benefit of the future of Palestine.

Annex I: Overview of the Palestinian Teacher Professional Development Index (PTPDI) Competency Profile

The following diagram presents the PTPDI competency profile and provides an overview of the core teaching competences, sub-competences and underpinning values, beliefs and attitudes considered essential for effective teachers.



Annex II: Birzeit University Regulations for Academic Integrity

Clause 1: Definition of Cheating:

In academic integrity regulations, cheating is defined as the use of illegal methods for completing tests or getting a job in the University. In addition, attempted cheating and collusion are not different from actual cheating as there is no substantial difference between cheating, attempting to cheat, or giving assistance or information to others during tests, with homework, reports and research.

The following cases, and any similar cases, are considered cheating:

1. Copying a full or part of written material from a book, magazine, electronic resource, or any other source – including research conducted by another student as part of the graduation requirements from Birzeit University or any other university whether or not it is published– without citing the source and documenting it properly; this, in addition to using another writer’s ideas or language without proper citation, whether this was done for a test, homework assignment, research project, report, paper, master’s thesis, graduation project, a project related to a course, a computer program, or in any other assignments instructors use to evaluate students.
2. Lying during the declaration that the material a student submitted is original, and was not used by the student to fulfill the requirements of another course at Birzeit University or any other university.
3. Taking an exam, conducting a lab experiment, or doing any assignment on behalf of another student, or asking another student to take an exam, conduct a lab experiment or do any other assignment on one’s behalf.
4. The use of references or resources (books, magazines, publications, special papers, electronic media ... etc.) that are not allowed to be used during an exam.
5. Passing or attempting to pass information from one student to another in any way during an exam.
6. Any fraudulent act, including using a false name on exams and homework papers, adding or writing false information and results on homework assignments, research, and lab experiments, and changing grades or any information on other University documents.

Clause 2: Academic Disciplinary Committee:

1. The Academic Disciplinary Committee is formed for each faculty. The Committee deals with cheating and takes disciplinary actions (except for probation or dismissal).

2. The Dean of Graduate Studies forms the disciplinary committee that deals with all graduate student cases. All cheating and fraud cases that occur in courses offered by a specific faculty shall be submitted to the faculty's Academic Disciplinary Committee, taking into consideration the articles related to the Faculty of Graduate Studies.
3. The academic disciplinary committee gives its recommendation to the University Council to take suspension or dismissal actions against any student who commits a serious infraction that requires disciplinary measures more stringent than what the committee can impose.

Clause 3: Punishment for Cheating:

1. Any student who attempts to cheat, assists or collaborates in cheating will be punished with academic disciplinary measures, as explained below:

a. Academic punishment:

- Cheating during exams: the punishment for cheating in an exam can be anywhere from deducting grades (minimum punishment), giving a student a zero on that exam (tougher punishment), to giving the student the lowest grade possible for the entire course (maximum punishment).
- Cheating in preparing homework, reports and research: the punishment could be compelling the student to rewrite the homework, report or research (minimum punishment), giving a student a zero on the assignment (tougher punishment), or giving the student the lowest grade possible for the entire course (maximum punishment).

b. Disciplinary action:

1. A disciplinary action is action taken in addition to the academic punishment imposed by a faculty's disciplinary committee, the General Academic Disciplinary Committee or the University Council. Disciplinary actions are governed by the instructions mentioned in the internal regulations manual defined by the University, and could be in the form of a written warning, probation, and temporary or permanent dismissal from the University (clause 16 of the Internal Regulations Manual of the General Academic Disciplinary Committee). The Committee may enforce any disciplinary action mentioned above except dismissal from the University (temporary or permanent dismissal); however, the Committee may recommend such actions to the University Council through the dean of the related faculty, which will then review the case and take appropriate action.
2. A student may appeal academic disciplinary decisions according to the procedure stated in clause 4 herewith; however, the student may not appeal a dismissal decision taken by the University Council.

Clause 4: Procedures

1. The course instructor or exam proctor must take all necessary measures to make sure no cheating occurs, and is responsible for detecting and reporting any attempts at cheating or actual cheating cases.
2. In cases of cheating in an exam, the responsible proctor (or the course instructor) must record the details of the cheating incident, and confiscate any related documents or papers, including the exam paper, with testimony of another proctor if one is present. The proctor or instructor has the right to ask the student to leave the exam hall as well. In cheating cases related to homework, reports, or research papers, the course instructor must record the details of the incident and confiscate any related documents.
3. In cases where the course instructor did not witness the act of cheating and was not near or around the cheating incident, the proctor who did witness the incident must submit all the confiscated documents to the concerned chairperson of the relevant department or the program director, along with a detailed incident report, including names of the witnesses, if any. The department's chairperson then transfers the report and all related documents to the course instructor and submits a copy to the dean of the concerned faculty.
4. If the course instructor decides that the incident is in fact cheating as delineated in the rules and regulations for academic integrity, the student will be given a chance to give a statement about the incident. If the instructor still believes that cheating has occurred, s/he will impose the adequate academic punishment in accordance with clause 3.1.a, within two working days of discovering the cheating act or attempt at cheating.
5. In addition to imposing the academic punishment, the course instructor must submit a recommendation to the department chair or the director of the program suggesting a disciplinary action, and also provide them with the related documents proving cheating has occurred.
6. After the chair of the department or the program director receives the instructor's decision regarding the academic punishment and recommendation for the disciplinary action, s/he informs the dean of the related faculty of the incident and provides copies of the relevant documents and evidence.
7. If a course instructor does not report the cheating incident and/or does not take any actions, but the incident comes to the attention of the chair of the department or the program director, the latter may give their recommendation to the department committee or program committee for appropriate academic punishment or a disciplinary action against the student after having given the student a chance to make a statement about the incident. The chair of the department or the program director will then inform the dean of the faculty or program committee's decisions or recommendations for academic punishment and disciplinary action, and must also provide the dean with copies of the related documents and evidence.
8. After the final decision of the course instructor or the department or program committee regarding the academic penalty that should be imposed, they must inform the dean of the faculty and the concerned student; they also need to submit a copy of the decision to the Vice

President of Academic Affairs. The dean must then inform the Director of Registration and Admission in order to record the decision in the student's file.

9. The dean of the relevant faculty will submit to the Academic Disciplinary Committee all documents and evidence related to the cheating incident, thus informing the Committee of the recommended disciplinary action, and asks the Committee to look into the case. This procedure must be completed within 5 business days of the date of the incident or the date of submission of the documents to the dean of that faculty.
10. The Academic Disciplinary Committee will then summon the accused student and hear his/her statement about the incident; the Committee may also invite other parties to be interrogated or consulted in the case.
11. The Academic Disciplinary Committee then decides the type of disciplinary action that will be imposed, taking into consideration the gravity of the case and the unbinding recommended disciplinary action. This process must be completed within 10 business days of the date the incident was referred to the Academic Disciplinary Committee.
12. In the event that the Committee reaches the decision to dismiss the student from the University (either temporarily or permanently), the Committee must send its recommendation to the University Council through the dean of the concerned faculty, providing details of the incident, as such a decision is outside the Committee's authority.
13. The Academic Disciplinary Committee will provide the dean of the concerned faculty with a report detailing its meetings and discussion of the incident as well as their decision regarding the disciplinary action or recommendation for dismissal.
14. The dean of that faculty then approves or rejects the decision concerning the disciplinary action. If the decision is rejected, the case must be returned to the Academic Disciplinary Committee, along with the dean's notes. After looking into the dean's response, the Committee's reconsideration and decision will be final.
15. The dean of the relevant faculty will inform the student of the imposed disciplinary action, and informs the Director of Registration and Admissions, who then documents the decision in the student's academic file.
16. The concerned student may appeal the imposed academic penalty in front of the Academic Disciplinary Committee within five business days of being informed of the decision by the faculty dean. The appeal will be rejected if the student fails to appear in front of the Committee after having been invited to the appeal session.

After the Committee hears the student and reviews any new documents, the Committee might revise its punishment and impose either a lesser or a more stringent measure, or retain the first decision. The Committee must issue its decision within 10 working days of the date of the appeal. If the student was found innocent, the Director of Registration and Admissions will be informed in order to amend the student's record. However, if seen appropriate by the Committee, the student might be given a chance to retake the exam or rewrite the research or report.

17. In all cases, a copy of the Committees' decisions must be kept in the student's file in the department or program and in the student's record in the Registration and Admission

Department. Any committee investigating a student's case must request the student's record from the Registration and Admission Department, and must review it thoroughly before issuing any further decisions, taking into consideration the frequency and recurrence of similar incidents. Students with recurring incidents become eligible for more rigorous punishments and/or disciplinary actions.

