Preparing Course Specification in English

A Workshop presented for English Language Department

Dr. Eman Alhusaiyan

In this workshop

- What is a Course Specification (CS) file?

- Why do we HAVE TO prepare and revise the CS regularly?

- Who is responsible for preparing the CS?

- What are the major components of a CS?

- A step-by-step guide to fill each component of the CS.

Introduction

- Course Specification is a document which is prepared for setting out the plans for each course in a given program.

- The purpose is to exhibit the details of planning for the course.

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Introduction

- Course learning outcomes, teaching strategies, and teaching methods are to be in alignment

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Why prepare a CS?

A Course Specification provides the following:

a) Clear guidelines on the course objectives and its learning outcomes

b) Course content to be covered to achieve the course learning outcomes

c) Course contributions to the overall program, and how its effectiveness should be assessed.

Who is responsible for preparing a CS?

The preparation of the course specification of a given course is the course coordinator's responsibility.
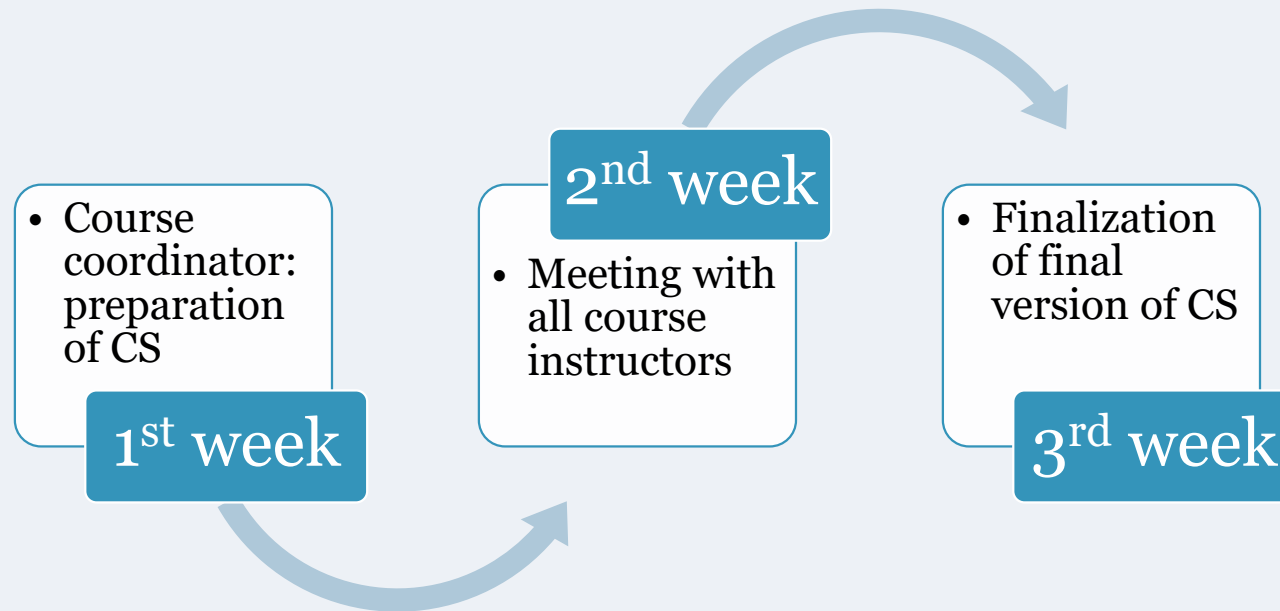
- Each semester, each faculty member is assigned one of the courses he/she is teaching to be its coordinator.

- Ideally, the course coordinator is an expert who has been teaching in the department for at least five years, and who has taught this course at least once.

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Who is responsible for preparing a CS?

- The course coordinator is responsible for preparing ONLY one course and passing it to the other colleagues teaching the same course for other sections.

- Once the CS is approved by all the instructors, it is then passed to Quality Unit in the department to double-check and prepare for Department Council approval.

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Who is responsible for preparing a CS?

- Suggested CS preparation plan:

- Course coordinator: preparation of CS

1st week

2nd week

- Meeting with all course instructors

- Finalization of final version of CS

3rd week

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CS Form Components

CS form components:
Cover Page

Course Title:	
Course Code:	
Program:	
Department:	
College:	
Institution:	

CS form components:
Cover Page

Course Title:	English Phonology
Course Code:	ENG 422
Program:	BA in English Language
Department:	English
College:	College of Science & Humanities in Shaqra
Institution:	Shaqra University

CS form components:
Course Identification

A. Course Identification

| 1. **Credit hours:** |
| 2. **Course type** |
| a. University ☐ College ☐ Depart |
| b. Required ☐ Elective ☐ |
| 3. **Level/year at which this course is offered** |
| 4. **Pre-requisites for this course** (if any): |
| 5. **Co-requisites for this course** (if any): |

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1						

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CS form components:
Course Identification

A. Course Identification

1. Credit hours:	3 hours

2. Course type

a.   University ☐   College ☐   Department ✔   Others ☐

b.   Required ✔   Elective ☐

3. Level/year at which this course is offered:

Level 6

4. Pre-requisites for this course (if any):

Phonetics – ENG 428

5. Co-requisites for this course (if any):

NA

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CS form components:
Mode of Instruction

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

CS form components:
Mode of Instruction

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	22	70%
2	Blended	0	0%
3	E-learning	11	30%
4	Distance learning	0	0%
5	Other	0	0%

CS form components:
Mode of Instruction

Mode of Instruction	Definition
Traditional Learning	Lecture-based, and the teacher is the focal point of the class.
Blended Learning	Combines formal classroom teaching (face-to-face instruction) with different methodologies, and technologies which should support and allow the asynchronous mode of learning. (Consists of both Traditional Learning and E-Learning)
E-Learning	Online learning is where 100% of the learning materials and activities are conducted online, supporting both synchronous and asynchronous learning.
Distance Learning	Distance learning is a formalized teaching system specifically designed to be carried out remotely.
Other Mode of Instruction	E.g., Experiential learning , Studio Learning , Service Learning

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CS form components:
Contact Hours

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	

CS form components:
Contact Hours

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	22
2	Laboratory/Studio	
3	Tutorial	
4	Others : Interactive Online Learning Simulation	11
	Total	33

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Important Note:

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	22	70%
2	Blended	0	0%
3	E-learning	11	30%
4	Distance learning	0	0%
5	Other	0	0%

7. Contact Hours (based on academic semester)

No	Activity		Contact Hours
1	Lecture		22
2	Laboratory/Studio		
3	Tutorial		
4	Others: **Interactive Online Learning Simulation**		11
	Total		**33**

CS form components:
B. Course Objectives

B. Course Objectives and Learning Outcomes

1. Course Description	
2. Course Main Objective	

CS form components:
B. Course Objectives

B. Course Objectives and Learning Outcomes

1. Course Description

The course enables students to define and discuss the main concepts in Phonetics and Phonology. It also allows student to explain major topics in Phonology such as sound system/patterns, phonological rules/processes, distinctive features, minimal pairs and sets, syllables, supra-segmental features such as stress, rhythm, intonation, pitch, etc.

CS form components:
B. Course Objectives

2. Course Main Objective

Provide students with basic knowledge and skills to pronounce English utterances fluently, according to Received Pronunciation, and to be familiar with segmental and suprasegmental features of English phonology.

CS form components:
B. Course Learning Outcomes

Make sure to prepare:

Latest course report

Program Learning Outcomes

Program Learning Outcomes Mapping Matrix

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CS form components:
B. Course Learning Outcomes

Program Learning Outcomes

English Program learning Outcomes

Program learning Outcomes*
1-Knowledge and understanding: Upon successful completion of the program, students will be able to:
K1 Demonstrate profound knowledge and understanding of facts, concepts, principles and theories of English linguistics, literature, and translation.
K2 Exhibit extensive knowledge and profound understanding of grammatical structures, literary texts, vocabulary items and idiomatic expressions.
K3 Recognize\describe the strategies of language skills required for communication.
K4 Recognize the main principles of the major areas of theoretical linguistics
K5 Recognize the main principles of the major areas of applied linguistics
2-Skills: Upon successful completion of the program, students will be able to
S1 Perform practical tasks and activities in a variety of settings that demonstrate profound understanding of grammatical structures, translation skills, literary criticism, and English Language skills: listening, speaking, reading, and writing.
S2 Apply critical thinking and problem-solving skills both independently and in team environments to make decisions in a multiplicity of contexts.
S3 Utilize various information and communication technology (ICT) tools to research, process, analyze, and produce material to demonstrate ability to integrate technology into English language learning and translation.
S4 Communicate in English appropriately and effectively in different academic and social contexts.
S5 Analyze linguistic data and make appropriate use of the tools provided in the different areas of linguistics
3-Values Upon successful completion of the program, students will be able to
V1 Show commitment to professional ethics and adhere to required codes of conduct.
V2 Demonstrate positive co-existence and build rapport with others.
V3 Respond to community challenges and act as a responsible citizen.

Program Learning Outcomes Mapping Matrix

Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (I = Introduced   P = Practiced M = Mastered)

	Knowledge					Skills					Values		
	K1	K2	K.3	K4	K5	S1.	S2	S.3	S.4	S.5	V1	V2	V3
Course ENG 111			I										
Course ENG 112	I	P				I	P						
Course ENG 113	I	I				P	P				I	I	
Course ENG 120			I			I							
Course ENG 114	I	P	P			P	P	P	P	P			
Course ENG 116	I	P	P	P	P	M	M		P	P			
Course ENG 118	I	P	I	I	I	P	P	P	I	I			
Course ENG 122			I			I			I				
Course ENG 182	I	I	I			I	I	I					
Course ENG 312		P	P			P	P				P		
Course ENG 212	I		P			I		I					
Course ENG 213			P			P	P				I		
Course ENG 231	I	I	I			P	P	P	P		P		
Course ENG 241	I	I				I	P				P		
Course ENG 251	I	I				P	P				P		
Course ENG 320	I	I		I	I	P	P		P	I	P		
Course ENG 323	P	P	P	I	I	P	P		P	P	P		
Course ENG 328	P	P		P	P	P	P	P	P	P	P		
Course ENG 371	I	P				P	M	P	P		P		
Course ENG 333	I	p	p			P	P	P	P		P		
Course ENG 411	M	M	P	P	P	P		P	P	P	M		
Course ENG 412		P	M						M			P	
Course ENG 427	I						P				M	M	
Course ENG 329	I	P	P	P	P	P	P	P		P	P		
Course ENG 406	P		M	P	M	M	M	M	P	M	M	M	M
Course ENG 420	P	P	M	P	P	P	P	P	M	P	M		
Course ENG 422	I			I		P		I		P	P		
Course ENG 421	P					M	M		M				
Course ENG 423													
Course ENG 407	P	M	P	P		P	P	P	M	M	M		
Course ENG 427	M	M	M	M					M		M		
Course ENG 351	P	P	M			P	P			M	M		
Course ENG 424	P	P	M	M	M	P	P	P	P	M	M		
Course ENG 361	P	P	M	M		P	P			M			
Course ENG 429	P	M	P	P	P	M	P	P	P	P	M		
Course ENG 432	M	M	M			M	M	M	M		M		
Course ENG 443	M	M				P	P	P	P	M	M		
Course ENG 451	M	M				P	P	P	P	M	M		

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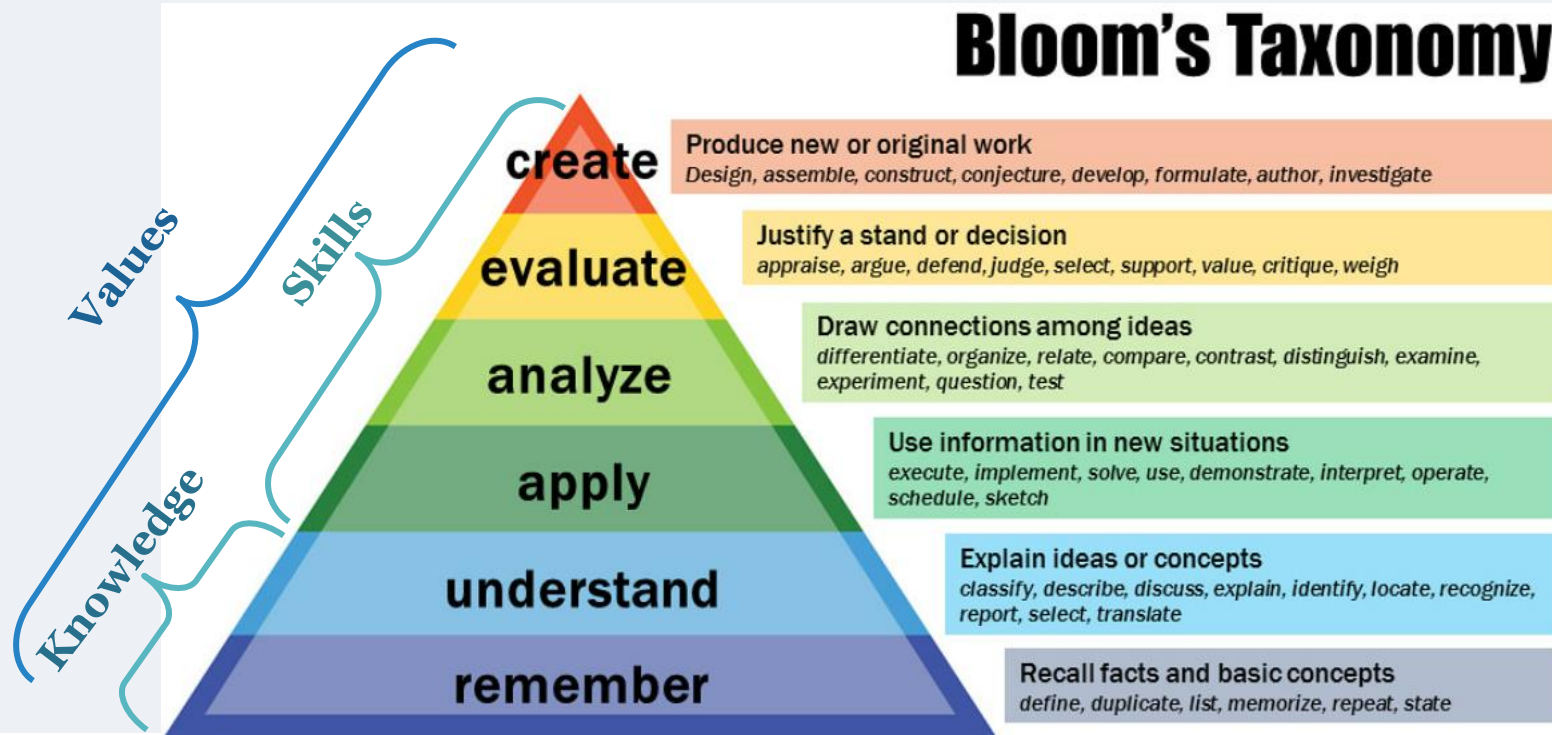
General Guidelines for Writing CLOs:

CLOs should:

❖ Be concise and clear, using language that is easy to understand;
❖ Be realistic, considering the students' prior knowledge and the time-frame for the module or program;
❖ Be aligned to the SAQF levels, domains and standards;
❖ Be student-centered rather than faculty-centered;
❖ Start with active verb, recognizing an appropriate level of achievement;
❖ Focus on knowledge and skills that are central to the course topic and/or discipline;
❖ Clarify the content and educational objectives;
❖ Be observable and/or measurable;
❖ Indicate how the learning will be demonstrated, linking to assessment;
❖ Be specific, using one verb per sentence

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General Guidelines for Writing CLOs:

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Values

Skills

Knowledge

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General Guidelines for Writing CLOs:

Knowledge and Understanding	**Knowledge** (limit - describe - mention - name - choose - attribute - retrieve - enumerate - write - discuss - balance - differentiate - compose - classify - name - etc.) **Understanding** (explain - summarize - translate - express - transform - distinguish - arrange - infer - calculate - paraphrase - generalize - deduce - give examples - find a relationship - criticize..etc)
Skills	Apply - produce - prepare - solve - arrange - prepare - create - change - plan - use - calculate - clarify - discover - deal - adjust - operate - show - install - prove - check - execute - draw - weigh - measure - fix - Organize - Adapt - Adjust - Diversify - Edit - Adjust - Design - Create - Build - Conclude - Observe - Practice - Combine ... etc
Values	follow up - **initiate** - **participate** - suggest - assess - contribute - call - hold - **organize** - change - support - formulate - correct - commit - connect - review - perform - **show** - affect - ask - adjust - control - support - attend - listen - Share - Care - Help - Comply - Respond - Accept - Prefer - Excite - Call to - Favor - Choose - Justify - Collect.

CS form components:
B. Course Learning Outcomes

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding**	
1.1		
1.2		
1.3		
1...		
2	**Skills :**	
2.1		
2.2		
2.3		
2...		
3	**Values:**	
3.1		
3.2		
3.3		
3...		

CS form components:
B. Course Learning Outcomes

Program learning Outcomes*

1-Knowledge and understanding: **Upon successful completion of the program, students will be able to:**	
K1	Demonstrate profound knowledge and understanding of facts, concepts, principles and theories of English linguistics, literature, and translation.
K2	Exhibit extensive knowledge and profound understanding of grammatical structures, literary texts, vocabulary items and idiomatic expressions.
K3	Recognize\describe the strategies of language skills required for communication.
K4	Recognize the main principles of the major areas of theoretical linguistics
K5	Recognize the main principles of the major areas of applied linguistics

	CLOs	Aligned PLOs
1	**Knowledge and Understanding** **Upon successful completion of the course, students will be able to:**	
1.1	Describe phonetic and phonological classification of speech sounds	K1
1.2	Describe syllable structure and suprasegmental elements	K1
1.3	State the formulation of phonological rules such as elision, assimilation, and insertion	K4

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CS form components:
B. Course Learning Outcomes

Program learning Outcomes*

1-Knowledge and understanding:
Upon successful completion of the program, students will be able to:

K1	Demonstrate profound knowledge and understanding of facts, concepts, principles and theories of English linguistics, literature, and translation.
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K3	Recognize\describe the strategies of language skills required for communication.
K4	Recognize the main principles of the major areas of theoretical linguistics
K5	Recognize the main principles of the major areas of applied linguistics

		Knowledge				Skills					Values		
	K1	K2	K.3	K4	K5	S1.	S2	S.3	S.4	S.5	V1	V2	V3
Course ENG 422	I			I		P		I		P		P	

	CLOs	Aligned PLOs
1	**Knowledge and Understanding** **Upon successful completion of the course, students will be able to:**	
1.1	Describe phonetic and phonological classification of speech sounds	K1
1.2	Describe syllable structure and suprasegmental elements	K1
1.3	State the formulation of phonological rules such as elision, assimilation, and insertion	K4

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CS form components:
B. Course Learning Outcomes

2-Skills:	
Upon successful completion of the program, students will be able to	
S1	Perform practical tasks and activities in a variety of settings that demonstrate profound understanding of grammatical structures, translation skills, literary criticism, and English Language skills: listening, speaking, reading, and writing.
S2	Apply critical thinking and problem-solving skills both independently and in team environments to make decisions in a multiplicity of contexts.
S3	Utilize various information and communication technology (ICT) tools to research, process, analyze, and produce material to demonstrate ability to integrate technology into English language learning and translation.
S4	Communicate in English appropriately and effectively in different academic and social contexts.
S5	Analyze linguistic data and make appropriate use of the tools provided in the different areas of linguistics

2	**Skills:**	
	Upon successful completion of the course, students will be able to:	
2.1	Transcribe words and sentences broadly and narrowly using IPA symbols	S1
2.2	Explain syllable structure and suprasegmental elements	S5
2.3	Analyze basic phonological problems	S5
2.4	Search using the digital library database.	S3

	Knowledge					Skills					Values		
	K1	K2	K.3	K4	K5	S1.	S2	S.3	S.4	S.5	V1	V2	V3
Course ENG 422	I			I		P		I		P		P	

CS form components:
B. Course Learning Outcomes

3-Values		
Upon successful completion of the program, students will be able to		
V1	Show commitment to professional ethics and adhere to required codes of conduct.	
V2	Demonstrate positive co-existence and build rapport with others.	
V3	Respond to community challenges and act as a responsible citizen.	

3	Values:	
	Upon successful completion of the course, students will be able to:	
3.1	Demonstrate leadership role and a sense of accountability	V2

	Knowledge					Skills					Values		
	K1	**K2**	**K.3**	**K4**	**K5**	**S1.**	**S2**	**S.3**	**S.4**	**S.5**	**V1**	**V2**	**V3**
Course ENG 422	I			I		P		I		P		P	

CS form components:
B. Course Learning Outcomes

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding** **Upon successful completion of the course, students will be able to:**	
1.1	Describe phonetic and phonological classification of speech sounds	K1
1.2	Describe syllable structure and suprasegmental elements	K1
1.3	State the formulation of phonological rules such as elision, assimilation, and insertion	K4
2	**Skills:** **Upon successful completion of the course, students will be able to:**	
2.1	Transcribe words and sentences broadly and narrowly using IPA symbols	S1
2.2	Explain syllable structure and suprasegmental elements	S5
2.3	Analyze basic phonological problems	S5
2.4	Search using the digital library database.	S3
3	**Values:** **Upon successful completion of the course, students will be able to:**	
3.1	Demonstrate leadership role and a sense of accountability	V2

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Checklist to Review Course Learning Outcomes

Criteria	Yes	No
❑ Does it describe what students should know, able to do, and values (to represent, demonstrate and produce)?		
❑ Is it worded properly? (using action verbs and suitable terms related to the course)		
❑ Is it distinct and specific?		
❑ Does it map to curriculum and educational practices?		
❑ Is it student-centered?		
❑ Is it written in terms of observable, behavioral outcomes?		
❑ Is it designed so that it can be assessed by various methods of assessment?		
❑ Is it aligned with PLOs?		

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CS form components:
C. Course Content

C. Course Content

No	List of Topics	Contact Hours
1		
2		
3		
4		
5		
...		
	Total	

CS form components:
C. Course Content

C. Course Content

No	List of Topics	Contact Hours
1	Introduction +The syllable	3
2	Strong and weak syllables	3
3	Stress in simple words	3
4	Complex word stress	3
5	Weak forms	3
6	Problems in phonemic analysis	3
7	Aspects of connected speech	3
8	Intonation 1; Intonation 2; Intonation 3	3
9	Functions of intonation 1; Functions of intonation 2	3
10	Varieties of English pronunciation	3
11	Course wrap-up	3
Total		**33**

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CS form components:
D. Teaching and Assessment

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1			
1.2			
…			
2.0	**Skills**		
2.1			
2.2			
…			
3.0	**Values**		
3.1			
3.2			
…			

CS form components:
D. Teaching and Assessment: Example

CLOs	Teaching Strategies	Course Assessment Method
Knowledge	• Effective Lecturing • Effective Classroom Discussion • Active Learning	• Written examination (quizzes, Mid-terms, etc.) • MCQs (Multiple-choice questions) • Short-answer questions • Short Reports
Skills	• Effective Lecturing • Effective Classroom Discussion • Active Learning • Case study • Brainstorming	• Assignments • Essays • Reports
Values	• Projects • Co-operative Learning • Pair-work • Group Work	• Demonstrate a research paper, a project, library research assignment • Rubric • Oral Presentation (Rubric)

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CS form components:
D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Describe phonetic and phonological classification of speech sounds	1. Effective Class discussion 2. In-class exercises 3. Extra handouts 5. Online exercises	Assignments Quizzes Mid-term exam Final exam
1.2	Describe syllable structure and suprasegmental elements		
1.3	State the formulation of phonological rules such as elision, assimilation, and insertion		
2.0	**Skills**		
2.1	Transcribe words and sentences broadly and narrowly using IPA symbols	1. Lectures/teaching students phonetic and phonological elements and concepts 2. Class discussions and collaborative and individual practice as well as group work 3. In-class exercises and error analysis 4. Directing students to using online sources to obtain further explanations, exercises, and sound recordings	Assignments Quizzes Mid-term exam Final exam
2.2	Explain syllable structure and suprasegmental elements		
2.3	Analyze basic phonological problems		
2.4	Search using the digital library database.		

CS form components:
C. Course Content

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1			
2			
3			
4			
5			
6			
7			
8			

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

CS form components:
C. Course Content

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes (two)	Throughout the term	20%
2	Mid-term exam	6th week	20%
3	Assignments (two)	Throughout the term	20%
4	Final Exam		40%

Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

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CS form components:
E. Student Academic Counseling and Support

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

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CS form components:
E. Student Academic Counseling and Support

Example

- *5 hours in pre-determined office hours*
- *By appointment on per need basis.*
- *Moodle Learning Management system is used to allow students to access all course materials online and stay connected to the course through forums and messaging service.*
- *Student may email instructors.*
- *Students may use group or individual chat messaging using Telegram.*

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CS form components:
E. Student Academic Counseling and Support

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

The course has allocated two office hours for individual student consultations & academic advice. These hours are known to the students from the very beginning of the course. Students know they can see the course instructor during these hours to seek any help or clarification.

Office Hours

Official email.

Telegram Group for the course

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CS form components:
F. Learning Resources and Facilities

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	
Essential References Materials	
Electronic Materials	
Other Learning Materials	

CS form components:
F. Learning Resources and Facilities

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	1. Roach, Peter, *English Phonetics and Phonology: A Practical Course*, Cambridge University Press, 2007
Essential References Materials	1. Sethi, J., Sadanad, K. & Jindal, D.V. *A Practical Course in English Pronunciation*, 2007. 2. Wolfram, Walt, et al. *Phonological Analysis: Focus on American English*, Prentice Hall, Inc. 1982
Electronic Materials	1. http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html 2. http://www.ic.arizona.edu/~lsp/IPA/SSAE.html 3. http://www.antimoon.com/how/pronunc-soundsipa.htm 4. http://ipa.typeit.org
Other Learning Materials	

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CS form components:
F. Learning Resources and Facilities

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	
Technology Resources (AV, data show, Smart Board, software, etc.)	
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

CS form components:
F. Learning Resources and Facilities

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture room with smart board and data show.
Technology Resources (AV, data show, Smart Board, software, etc.)	Computer, Internet connection & data show.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

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CS form components:
G. Course Quality Evaluation

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

CS form components:
G. Course Quality Evaluation

Evaluation Methods Example:

Indirect	Direct
• **Average of students' participation in active learning** • **Hours spent (by students) in learning and curriculum activities** • **Students' surveys** • **Peer surveys** • **Interviews with students** • **Students' overall grades**	• Mid-terms • Oral tests • Classroom Discussions • Students' presentations • Students' research projects • Practical training • Students' portfolios • Group work

CS form components:
G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Achievement of Course Learning Outcomes	Instructor	Direct Method (Rubrics) Indirect Method (Course Exit Survey)
Achievement of Course Learning Outcomes	Students	Indirect Method (Course Exit Survey) Course Evaluation Survey (CES)
Effectiveness of Teaching and class management	Chairperson Peers	Class Observation (using Rubric)
Effectiveness of Teaching and class management	Students	Course Evaluation Survey (CES)

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CS form components:
G. Course Quality Evaluation

Quality of Assessments	Reviewer (faculty from the same department)	Reviewing the exam paper Co-signing the grades. Unified Mid-term/Final Exams
Effectiveness of Assessment Results	Instructor	• Course Report • (Grade Report Analysis) • Course Evaluation Survey (Indirect)
Quality of Learning resources	Instructor Student	Course Report. Course Evaluation Survey (CES)

Dr. Eman Alhusaiyan

Shaqra University

CS form components:
H. Specification Approval Data

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	

Dr. Eman Alhusaiyan

Shaqra University