



Course Specification — (Bachelor)

Course Title: Legal Translation

Course Code: TRN4336-3

Program: Bachelor of Arts in Translation

Department: Department of Translation

College: College of Languages and Translation

Institution: King Khalid University

Version: 1

Last Revision Date: 20 Jan 2025



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A. General information about the course:

1. Course Identification

1. Credit hours: (3)

This course is designated 3 credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

2. Course type

A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		

3. Level/year at which this course is offered: (Semester 7 - Year 4)

4. Course General Description:

This course offers an introduction to legal translation, focusing on the intricacies of translating specialized legal texts between Arabic and English. Students will gain practical experience by working directly with these texts, enhancing their understanding of legal terminologies and structures unique to each language. The curriculum covers a broad spectrum of legal genres and addresses common translation challenges, emphasizing problem-solving skills in terminology and text structure.

5. Pre-requirements for this course (if any):

TRN2331-3

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

N/A

7. Course Main Objective(s):

This course aims to translate specialized legal texts from and into Arabic implementing some theories; to fully understand the different types of texts within the legal genre, the features of legal language, relevant terminology, and expressions, thus using the various resources available to translators.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40.5	90%
2	E-learning	4.5	10%
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 	-	-
4	Distance learning	-	-





3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define the characteristics of the legal text types with reference to translation and give examples	K2	<p>Lecture: Introduce students to the characteristics of legal texts and their impact on translation strategies. Introduction to Legal Texts and Translation: What makes legal texts unique? Role of legal translators.</p> <p>Types of Legal Texts and Their Characteristics: Legislative Texts (Laws, Regulations, Treaties), Judicial Texts (Court Rulings, Judgments, Case Law), Contracts and Agreements, Notarial and Administrative Documents, Legal Correspondence and Reports.</p> <p>Key Considerations for Legal Translation: Legal Equivalence, Terminology Consistency, Cultural and Legal Differences, Formal Structure and Style.</p> <p>Class Discussion: Encourage students to analyze legal text characteristics and discuss real-world translation challenges. Ask students:</p> <ul style="list-style-type: none"> “Which legal text type do you think is the most difficult to translate? Why?” 	Formative Assessment 1 (5 marks)





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> “How do legal translations differ from general translations?” “Have you encountered a legal term in your own language that has no direct translation? How was it handled?” <p>Divide students into small groups (3-4 students per group). Assign each group a specific legal text type (contracts, court rulings, laws, etc.). Groups discuss:</p> <ul style="list-style-type: none"> Key characteristics of the assigned legal text type. Challenges when translating this type of text. Possible solutions or best practices for overcoming these challenges. <p>Each group presents their findings on their assigned legal text type. Instructor provides feedback and connects student responses to the lecture content.</p> <p>Group Activity: Provide students with hands-on experience in identifying legal text characteristics and translating them accurately. Assign each group a short legal text excerpt (100-150 words) from different domains: A section of a contract, A court ruling excerpt, A legislative text.</p> <p>Groups analyze their text, highlight difficult terms, and brainstorm translation solutions. Each group translates their text while maintaining its legal structure. Groups present their translation and explain their approach. Instructor and peers provide feedback on accuracy and legal clarity.</p>	
1.2	Identify and analyze the	K3	<p>Lecture: Introduce students to the key linguistic and cultural challenges faced in legal translation and how they impact</p>	Midterm Exam (30 marks)





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	most salient linguistic and cultural problems in translating legal texts		<p>translation accuracy and meaning. Introduction to Legal Translation Challenges: Precision and clarity, Legal terminology varies, misinterpretation of legal concepts.</p> <p>Linguistic Challenges in Legal Translation: Terminology Equivalence Issues, Complex Sentence Structure & Syntax, Passive Voice & Ambiguity</p> <p>Cultural Challenges in Legal Translation: Different Legal Systems, Culturally Embedded Legal Concepts, Formal vs. Informal Legal Language.</p> <p>Class Discussion: Engage students in critically analyzing real-world legal translation challenges. Ask students:</p> <ul style="list-style-type: none"> • <i>“Have you encountered a legal term that was difficult to translate? How did you handle it?”</i> • <i>“Why do some legal texts use archaic or complex language?”</i> • <i>“How can a translator ensure accuracy while adapting legal concepts to different legal systems?”</i> <p>Divide students into small groups (3-4 students per group). Assign each group a specific legal translation challenge. Groups discuss: What is the challenge? What strategies can be used to translate it accurately?</p> <p>Each group presents their translation challenge and proposed solution. Instructor provides feedback and alternative strategies.</p> <p>Group Activity: Provide students with hands-on experience in analyzing linguistic and cultural problems in legal translation and applying appropriate solutions. Each group receives a short legal text excerpt (100-150 words) that contains linguistic or cultural challenges.</p>	





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p>Identify key translation challenges (terminology, syntax, cultural differences). Discuss possible translation solutions. Translate the passage using appropriate legal translation strategies. Groups analyze the text and apply translation strategies to solve challenges. They prepare a brief explanation of their translation choices.</p> <p>Groups present their translations and explain their reasoning. Instructor provides feedback on accuracy, clarity, and legal appropriateness.</p>	
1.3	Obtain strong basic knowledge about translation theoretical methods or strategies in dealing with legal texts	K4	<p>Lecture: Introduce students to key theoretical methods and practical strategies for translating legal texts accurately and effectively. Why is legal translation different from other types of translation? The role of a legal translator.</p> <p>Key Theoretical Methods in Legal Translation: Literal Translation (Formal Equivalence), Dynamic Equivalence, Functional Equivalence, Transposition & Modulation, Descriptive Translation & Explanatory Notes.</p> <p>Challenges and Solutions in Legal Translation: Ambiguity and Lack of Direct Equivalence, Complex Sentence Structures, Cultural Differences in Legal Systems.</p> <p>Class Discussion: Give students hands-on experience in selecting and applying the right translation method for different legal texts.</p> <p>Pair Activity: Encourage students to analyze and compare different legal translation strategies. Ask students:</p>	Assignment 1 (5 marks)





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> “Which translation strategy do you think is most useful in legal translation?” “Have you encountered a legal term that does not exist in another language? How was it translated?” “What happens when legal translation is too literal or too free?” <p>Each pair receives a short legal passage with two translation version. Identify which strategy was used in each version. Discuss which version is more effective for legal clarity and accuracy. Propose an improved translation if needed.</p>	
2.0 Skills				
2.1	Apply the principles in translating legal texts through translating a variety of legal text types appropriately and accurately from English into Arabic and vice versa.	S7	<p>Lecture: Introduce students to essential principles in legal translation and demonstrate their application in different legal text types. Introduction to Legal Translation Principles, Applying Legal Translation Strategies: Literal Translation (Formal Equivalence), Dynamic Equivalence, Functional Equivalence, Transposition & Modulation, Descriptive Translation & Explanatory Notes.</p> <p>Examples of Legal Texts for Translation: Contracts and Agreements, Court Rulings, Legislative Texts, Notarial Documents.</p> <p>Class Discussion: Encourage students to analyze and discuss different approaches to legal translation. Ask students:</p> <ul style="list-style-type: none"> “Why is legal translation more challenging than other types of translation?” “Which is better in legal translation—literal translation or adaptation?” 	<p>Formative Assessment 2 (5 marks) Quiz (10 marks)</p>





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> “How would you translate a legal term that has no equivalent in Arabic?” <p>Divide students into pairs or small groups. Assign each group a legal term or phrase to discuss how they would translate it. Groups discuss, Possible translation solutions, Challenges they faced, Which strategy is the most appropriate?</p> <p>Each group presents their translation and reasoning. Instructor provides feedback and suggests alternative strategies.</p> <p>Individual Practice: Give students hands-on experience in translating a variety of legal texts using appropriate techniques. Each student receives a short legal text (100-150 words) to translate from English to Arabic or Arabic to English. Identify key translation challenges, Apply appropriate legal translation strategies, Ensure accuracy, formality, and legal clarity.</p> <p>Students work independently on their translations. They focus on: Legal terminology, Grammar and sentence structure, Maintaining the original legal meaning.</p> <p>Students review their own translation and highlight difficulties.</p>	
2.2	Use specialized legal dictionaries (paper or online) in the process	S5	<p>Lecture: Introduce students to the importance of specialized legal dictionaries and demonstrate how to use them effectively in translation. Introduction to Legal Dictionaries: Why are legal dictionaries essential? Types of Legal Dictionaries. How to Use Legal Dictionaries Effectively.</p>	Assignment 2 (5 marks)





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	of translation		<p>Common Mistakes in Using Legal Dictionaries: Relying on General Dictionaries, Ignoring Jurisdiction Differences, Not Checking the Context</p> <p>Class Discussion: Encourage students to explore and evaluate different legal dictionaries and discuss their challenges in using them. Ask students:</p> <ul style="list-style-type: none"> • <i>“Which is better for legal translation: printed legal dictionaries or online legal databases?”</i> • <i>“Have you ever found a legal term that was difficult to translate? How did you handle it?”</i> • <i>“How do you decide which dictionary or online resource is the most reliable?”</i> <p>Divide students into small groups (3-4 students per group). Assign each group a legal term to research using both a paper legal dictionary and an online legal database.</p> <p>Each group presents their findings. Instructor compares definitions and provides feedback on the best sources for legal translation.</p> <p>Group Activity: Help students practice finding and comparing legal terms in different dictionaries and databases.</p> <p>Each group receives 5 legal terms to find definitions for. They must use at least two different sources:</p> <ul style="list-style-type: none"> • One printed legal dictionary. • One online legal database or glossary. <p>Find two definitions of each term (one from a book, one online). Compare accuracy, completeness, and legal system differences.</p>	





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p>Write a short explanation of which source was more reliable.</p> <p>Students research terms using paper and online resources. Discuss challenges in finding accurate definitions.</p> <p>Each group presents one legal term and their findings. Instructor provides feedback on best practices for using legal dictionaries.</p>	
2.3	Use suitable strategies and procedures in translating legal-related texts	S7	<p>Lecture</p> <p>Class Discussion</p> <p>Pair Activity</p>	<p>Quiz (10 marks)</p> <p>Final Exam (40 marks)</p>
3.0 Values, autonomy, and responsibility				
3.1	Reflect on your own learning experience and explore options to continuously develop your competence as translators and communicators.	V1	<p>Class Discussion: Encourage students to reflect on their legal translation journey, identify challenges, and discuss ways to improve their skills. Ask students:</p> <ul style="list-style-type: none"> “<i>What has been your biggest challenge in translating legal texts?</i>” “<i>How has your understanding of legal terminology and translation improved?</i>” “<i>What strategies have helped you become a better legal translator?</i>” “<i>What areas do you still need to improve?</i>” <p>Divide students into small groups (3-4 students per group). Assign each group the task of discussing. Each group shares one key insight about legal translation growth and improvement.</p>	<p>The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.</p>





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p>Instructor provides feedback and suggests additional strategies for professional development.</p> <p>Observation: Monitor how students assess their own learning progress and collaborate to identify development strategies. While students are engaged in group discussions, observe and take notes on: Engagement, Depth of Reflection, Collaboration. Identify students who demonstrate strong self-awareness and provide valuable insights to their peers.</p> <p>Note areas where students may need additional guidance in goal setting or self-assessment.</p> <p>Group Activity: Help students create an actionable plan for continuous development in legal translation and communication skills. Assign each group the task of developing a Personal Growth Plan, including: Strengths, Areas for Improvement, Strategies for Improvement, Resources and Tools, Short-Term and Long-Term Goals.</p>	
3.2	Communicate appropriately, accurately and effectively while involved in group tasks.	V2	<p>Individual Consultation: Provide personalized feedback to students, addressing their specific challenges and strengths in legal translation and group communication.</p> <ul style="list-style-type: none"> • Scheduled Meetings: Arrange one-on-one sessions with each student to discuss their progress, focusing on both their translation skills and their role in group dynamics. • Feedback Discussion: Review individual assignments and provide constructive feedback, highlighting areas of improvement in legal terminology usage and collaborative communication. • Goal Setting: Collaborate with students to set personalized objectives aimed at 	The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p>enhancing their contributions to group tasks and overall translation proficiency.</p> <p>Observation: Assess students' interactions and communication effectiveness during group activities to identify areas for improvement.</p> <p><i>Implementation:</i> <u>Active Monitoring:</u> During group exercises, observe students' participation, noting their ability to articulate ideas, negotiate meanings, and collaborate effectively.</p> <ul style="list-style-type: none"> • <u>Behavioral Checklist:</u> Utilize a checklist to systematically evaluate key communication competencies, such as clarity, accuracy, active listening, and responsiveness. • <u>Reflective Notes:</u> Document observations to provide specific examples during individual consultations, facilitating targeted feedback. <p>Group Work: Foster a collaborative environment where students can apply legal translation skills and practice effective communication within a team setting.</p> <p><u>Project-Based Assignments:</u> Assign group projects that require translating complex legal documents, encouraging students to divide tasks, share insights, and consolidate their work into a cohesive final product.</p> <p><u>Role Rotation:</u> Encourage students to rotate roles within the group (e.g., lead translator, editor, terminology researcher) to experience different facets of the translation process and communication dynamics.</p> <p><u>Peer Review Sessions:</u> Implement sessions where groups present their translations to the class, receive feedback, and engage in</p>	





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			discussions to defend their choices and consider alternative perspectives.	
3.3	Display a commitment to the learning process by consistently attending classes, actively participating in discussions and activities, and showing respect for diverse opinions and perspectives	V3	<p>Attendance Tracking: Ensure students consistently attend classes, recognizing that regular attendance is crucial for mastering complex legal translation concepts.</p> <p>Digital Attendance Systems: Utilize digital tools to monitor attendance efficiently. For instance, the University of Glasgow employs the SafeZone app to track student attendance, ensuring compliance with institutional requirements.</p> <p>Automated Alerts: Implement systems that send automatic notifications to students who miss classes, emphasizing the importance of attendance and prompting them to stay engaged.</p> <p>Observation: Assess student engagement and participation to provide targeted feedback and support.</p> <p>Class Participation Monitoring: Observe and note student involvement during discussions and activities, focusing on their contributions and interactions.</p> <p>Reflective Feedback: Provide individualized feedback based on observations, highlighting strengths and areas for improvement in participation and collaboration.</p>	The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p>Group Work: Promote collaborative learning, encouraging students to engage with diverse perspectives and enhance their understanding of legal translation.</p> <ul style="list-style-type: none"> • <u>Diverse Group Formation:</u> Organize students into diverse groups, ensuring a mix of backgrounds and viewpoints to enrich discussions and collaborative tasks. • <u>Structured Collaborative Activities:</u> Design group assignments that require collective problem-solving and decision-making, such as translating complex legal documents or analyzing case studies. • <u>Peer Evaluation:</u> Incorporate peer assessment to encourage accountability and provide insights into group dynamics, fostering mutual respect and constructive feedback. 	

C. Course Content

No	List of Topics	Contact Hours
1.	A theoretical introduction to the characteristics of legal terminologies and texts.	4
2.	English and Arabic legal discourse and legal translation.	5
3.	Features of English and Arabic legal discourse.	6
4.	Analysis of Arabic–English–Arabic texts: the lexical level & the syntactic level.	6
5.	Translating Court Documents.	6
6.	Translating legal certifications and contracts/agreements.	6
7.	Translating Saudi laws, royal decrees, and orders/council of ministers' resolutions.	6





8.	Translating United Nations General Assembly's multilateral treaties.	6
Total		45

This schedule accounts for the complexity of the tasks, the time required for teaching and practice, and includes additional time for review and assessment. The distribution may need adjustments depending on the students' progress and the actual time each topic requires. Always be ready to adapt and change according to the needs of the students.

Remember that it's important to have interactive activities, engage students in discussion, and incorporate real-life context into teaching to help students better understand and apply what they've learned.

D. Students Assessment Activities

Outlined below are the student assessment activities for this course, each mapped to an overarching course-level learning outcome. While this mapping provides a broad framework for understanding the intended skills and competencies to be gained, it is worth emphasizing that it does not fully encapsulate the evaluation spectrum. Beyond the scope of course-level learning outcomes, assessments also capture unit-specific and lesson-specific objectives that are integral to evaluating the full spectrum of student academic achievement and growth. Hence, these assessments are not confined solely to the learning outcomes to which they are mapped; they also evaluate the nuanced objectives specified in individual units/chapters and lessons within the course. **Please note that the Midterm is cumulative, covering the course material until that point in time, whereas the final exam encompasses the entire course. Although all assessments are mapped to specific learning outcomes, this should not be interpreted as a limitation. In the table below, you'll find a quiz listed among various assessments. If only one quiz is indicated, it may be divided into two parts at the discretion of the course teaching team, with the original grade allocation being proportionally adjusted.**

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Formative Assessment 1 (5 Marks) CLO Measured: 1.1	3	5%
2.	Formative Assessment 2 (5 Marks) CLO Measured: 2.1	4	5%
3.	Assignment 1 (5 Marks) CLO Measured: 1.2	6	5%
4.	Assignment 2 (5 Marks) CLO Measured: 2.2	9	5%
5.	Quiz (10 Marks) CLO Measured: 2.3	11	10%
6.	Midterm Exam (30 Marks) CLO Measured: 1.3	7	30%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.		
7.	Final Exam (40 Marks) CLO Measured: 2.3 Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.	16	40%
Overall Total			100%

E. Learning Resources and Facilities

1. References and Learning Resources

Please note that the textbook(s) listed as required for each course are intended to be used as primary resources for course content. Instructors are expected to use these books as a foundation for their teaching materials, while also having the flexibility to adapt and supplement content from available sections or online versions as needed. The semester coordinator will ensure that the materials used are in line with the learning outcomes and maintain the highest quality educational experience. The required textbook list serves as a starting point, and the actual course content may include additional or adapted resources. We appreciate your understanding and trust in our commitment to delivering an engaging and comprehensive educational experience.

Required Textbooks	A comprehensive course notebook, compiled and approved by the Translation Department , contains curated legal texts, key theoretical concepts, and practical activities drawn from a variety of relevant sources to support the course content.
Essential References	<p>Instructors and students are, however, recommended to refer to the following textbooks:</p> <ul style="list-style-type: none"> • Lahlali, E. M., & Abu Hatab, W. (2022). Advanced English-Arabic translation: A practical guide (2nd ed.). Edinburgh University Press. (Chapter 7)





	<ul style="list-style-type: none"> Elewa, A. (2020). Levels of translation. Qalam for Translation and Publication. (Chapter 19) El-Farahaty, H. (2015). Arabic-English-Arabic Legal Translation. London: Routledge. Baalbaki, M. (2009). Al-Mawrid: English-Arabic, Arabic-English dictionary (Arabic ed.). Dar El Ilm Lilmalayin.
Electronic Materials	<ul style="list-style-type: none"> https://www.matecat.com/ https://www.almaany.com/ https://dictionary.ksaa.gov.sa/ https://rasaif.com/
Other Learning Materials	<ul style="list-style-type: none"> Saudi Digital Library https://sdl.edu.sa/sdlportal/en/publishers.aspx Saudi Digital Library: https://sdl.edu.sa/sdlportal/en/publishers.aspx Academic citation tool: https://www.citethisforme.com https://routledgetextbooks.com/textbooks/9781138912557/student.php

2. Required Facilities and equipment

	Resources
FACILITIES	<ul style="list-style-type: none"> Standard Classrooms (Capacity 25-30 students) Specialized labs Multimedia rooms Study areas
TECHNOLOGY EQUIPMENT	<ul style="list-style-type: none"> Computer and internet connection for instructors Projectors Smart boards Subject-specific softwares Audio-visual devices
OTHER EQUIPMENT	<ul style="list-style-type: none"> Textbooks Reference materials Subject-specific learning resources Supplementary materials
ADDITIONAL RESOURCES	<ul style="list-style-type: none"> Optional: Mobile Charging Station

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Efficacy of Pedagogical Approaches	<ul style="list-style-type: none"> Principal Instructor Academic Peer Review Panel 	<ul style="list-style-type: none"> Classroom Observations Utilizing





Assessment Areas/Issues	Assessor	Assessment Methods
	<ul style="list-style-type: none"> ❖ Student Evaluation Subcommittee 	<ul style="list-style-type: none"> Standardized Rating Instruments ❖ Peer Review Assessments Following Institutional Guidelines ❖ Triangulated Student Feedback Mechanisms Including Anonymized Surveys and Focus Groups
Integrity and Effectiveness of Student Assessments	<ul style="list-style-type: none"> ❖ Principal Instructor ❖ Independent Academic Auditors ❖ Extern Advisory Board 	<ul style="list-style-type: none"> ❖ Assessment Tool Validation through Quantitative and Qualitative Methods ❖ Employing Rubric-Based Evaluations With Inter-Rater Reliability Measures
Quality and Relevance of Educational Resources	<ul style="list-style-type: none"> ❖ Principal Instructor ❖ Student Curriculum Feedback Panel ❖ Educational Technology and Resources Committee 	<ul style="list-style-type: none"> ❖ Utilizing Resource Evaluation Metrics and Checklists ❖ Student Resource Utilization Surveys ❖ Comparative Analysis with Nationally and Internationally Recognized Educational Standards
Achievement Level of Course Learning Outcomes (CLOs)	<ul style="list-style-type: none"> ❖ Principal Instructor ❖ Deanship of Academic Development and Quality ❖ Program Level Quality Committee 	<p>1. Semester-End Learning Outcome Mapping: Systematic mapping of all questions on all assessments to course and program learning outcomes is conducted at the end of each semester. This process involves the use of a specialized Excel sheet from the Deanship</p>





Assessment Areas/Issues	Assessor	Assessment Methods
	<p>of Academic Development and Quality, which operates at two levels:</p> <ul style="list-style-type: none"> ❖ First Level: An assessment blueprint is created, in which each question on all assessments is mapped to a specific Course Learning Outcome before the assessments are conducted. ❖ Second Level: After the assessments are administered, the results for each question are inputted to evaluate the alignment and performance against the predetermined Course Learning Outcomes. <p>2. Program Learning Outcome Surveys: Rigorous surveys are designed and implemented to quantitatively and qualitatively measure the attainment of program-specific learning outcomes.</p> <p>3. Course Satisfaction Surveys: Comprehensive course satisfaction surveys are carried out, using factor analysis to identify key variables that influence student satisfaction levels.</p> <p>4. Alignment and Quality Committee Oversight: Each Course Learning Outcome is meticulously aligned with a corresponding Program Learning Outcome. Both are documented in the course specification and must</p>	





Assessment Areas/Issues	Assessor	Assessment Methods
		be adhered to. A separate analysis on this alignment is conducted by the Program Level Quality Committee to ensure compliance and effectiveness. It is imperative that all instructors duly complete this alignment as outlined.

G. Specification Approval

COUNCIL /COMMITTEE	COLLEGE COUNCIL
REFERENCE NO.	15
DATE	FEBRUARY 12, 2023

