The Mission of the English Language Institute (ELI) at King Abdulaziz University (KAU) is to provide intensive instruction of English as a foreign language, delivered by qualified instructors using an internationally-oriented curriculum, to Foundation Year students in order to enhance their English language skills and facilitate their academic progress.
Message from the ELI Dean

Dear Students,

Welcome to the English Language Institute! We hope that you will enjoy your time with us and gain real lasting benefit from our program.

We are committed to providing you with an intensive English language program and the training you need to enable you to fully participate in the university’s learning community and achieve academic and professional excellence.

Learning a foreign language is a challenging but worthwhile and rewarding task, requiring a substantial amount of time and effort. We are determined to help you to achieve a significant and measurable improvement in your level of English language proficiency during this Foundation Year. You will be guided throughout by highly qualified experienced faculty who are committed to delivering lessons of excellent quality. They will make every effort to facilitate your learning and to assist you to successfully complete the Foundation Year.

We expect all our students to be responsible and conscientious learners. ELI faculty and ELI staff members are all here to guide and assist during your time with us, but you, our students, are ultimately responsible for the success of your learning during the Foundation Year. To succeed requires you to commit yourselves fully to your studies, punctually attend all scheduled classes, actively participate in all class activities, and complete and submit all assignments as directed. You can also help yourselves progress by taking every available opportunity to practice English outside class.

The ELI faculty, administration, and staff are dedicated to providing you with a congenial educational environment in which your learning goals can be successfully achieved. Our doors are always open.

We offer you an innovative, creative, up-to-date, intensive and we hope, enjoyable English language program. Your year in the ELI Foundation Year Program is a year of real opportunity, which opens the doors to many other future academic and professional opportunities, both within and beyond the university.

Dr. Omar Nasseef
Dean, English Language Institute
http://eli.kau.edu.sa
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Preface

The ELI Student Handbook was created to help students understand the English language proficiency requirement in their Foundation Year, how the English Language Institute works, and what resources are available at King Abdulaziz University and the English Language Institute.

The Handbook provides an overview of the English Language Institute, what university requirements must be met, and where answers to any questions not addressed in this handbook can be found.

In addition to this handbook, the entire faculty and administration of the English Language Institute is on-hand to assist students at the Institute and the University. Students are free to bring questions and concerns to any instructor or administrator. If they cannot answer the question, students will be referred to someone who can.

Visit the ELI website at http://eli.kau.edu.sa
The ELI Organizational Scheme
The English Language Institute is managed by the Dean and six Vice-Deans, who oversee the administrative and academic operations at the following campuses:

- Men’s Campus (Dean and four Vice-Deans)
- Women’s Main Campus (one Vice-Dean)
- Women’s Colleges Campuses: Salama and Sharafiya satellite campuses (one Vice-Dean)

ELI is supervised by the ELI Council whose membership is composed of the Dean, the Vice-Deans, and three guest KAU faculty members. The ELI Council’s decisions must be approved by the KAU President in order to be valid and effective.

- The Dean, Dr. Omar Nasseef, supervises all administrative and academic operations on the ELI campuses, providing strategic leadership to the academic program. Being the only authorized contact person with the KAU Higher Administration, the Dean reports to the KAU President and concerned Vice-Presidents for the successful management of ELI. Dr. Nasseef holds a PhD in Management Information Systems (2002) from New Castle University, UK and an MSc in Computing Based Information Systems (1997) from the University of Sunderland, UK. Dr. Nasseef’s office is located in ELI Building 30 on the Men’s Campus, Room 200. Contact: onasseef@kau.edu.sa, +966 (2) 695-1095.

- The Vice-Dean for Development and ELI Council Secretary, Dr. Abdullah Al-Bargi, holds an MA in Teaching English as a Second Language TESL (2002) and a PhD. in Linguistics/Rhetoric and Composition (2006) from Arizona State University, USA. He is in charge of ELI strategic planning, quality assurance, curriculum, academic coordination, academic accreditation, and professional development. Dr. Al-Bargi’s office is located in ELI Building 30, Room 213. Contact: aalbargi@kau.edu.sa, +966 (2) 695-1609.

- The Vice-Dean for the Men’s Main Campus, Dr. Khaled Al-Harthi, holds an MA in Teaching English as a Second Language TESL (2002) from Arizona State University, USA and a PhD in Applied Linguistics and Education (2012) from New Castle University, UK. Dr. Al-Harthi is responsible for ELI administrative operations, including day-to-day administration, finance, staff, student support, recruitment of non-Saudi faculty and IT support. Dr. Al-Harthi’s office is located in ELI Building 30, Room 212. Contact: kalharte@kau.edu.sa, +966 (2) 695-2468.

- The Vice-Dean for Graduate Studies, Dr. Tariq Elyas, holds an MA in Applied Linguistics (2001) from Old Dominion University, USA and a PhD. in Applied Linguistics (2011) from the University of Adelaide, Australia. He is in charge of ELI recruitment of Saudi faculty, scholarships, MA TESOL program, and research. Dr. Elyas is located in ELI Building 30, Room 215. Contact: telyas@kau.edu.sa, +966 (2) 695-1459.

- The Acting Vice-Dean for Educational Affairs, Dr. Khaled Al-Harthi. See above.
Vice-Dean for the Women’s Main Campus, Dr. Faiza Al-Johani, holds an MA in English Literature (1995) and a PhD. in English Literature (2006) from King Abdulaziz University. She is in charge of all ELI administrative and academic operations at the Women's Main Campus situated within KAU's Main Campus. Dr. Al-Johani's office is located in Building 40, Room 210. Contact: fmaljohani@kau.edu.sa, +966 (2) 695-2000 ext. 27208/27057.

Vice-Dean for the Women’s Colleges (Sharafiya and Salama satellite campuses), Dr. Dawlah Al-Amri, holds an MA in English Literature (2001) and a PhD. in English Literature (2007) from King Abdulaziz University. She is in charge of all ELI administrative and academic operations at the two satellite campuses. Dr. Al-Amri's office at Sharafiya Campus is located in Building 5, Room 201. Tel. +966 (2) 665-8240, ext. 5201. She can also be found in the Administration Building, Room 2, at Salama Campus. Dr. Al-Amri can be reached at dalamri@kau.edu.sa.

Faculty members’ primary interaction with the Institute is through the coordination teams that assist with issues or questions concerning curriculum, schedules, exams, and attendance.

Students’ primary interaction with the Institute is through the Academic Affairs Units, which assist with issues or questions concerning schedules, exam scores, attendance, and student complaints.
Chapter 1
ELI Profile

1.1 Brief History
The English language program at King Abdulaziz University (KAU) in Jeddah, Saudi Arabia, was originally established in 1975 by the British Council, almost eight years after the founding of the University. Initially, the British Council created the English Language Center (ELC) to teach English courses to over 500 male students at the Colleges of Engineering and Medicine. At that time, there were fewer than 100 female students enrolled in the College of Medicine.

By the end of 1980, the program had grown to provide about 30 courses of English for Special Purposes (ESP) to increasing numbers of male and female students at nine KAU colleges. At that time, the ELC was under the supervision of the College of Arts and Humanities at KAU.

Since the introduction of the Foundation Year at KAU in the academic year of 2007/2008, the University has made it a prerequisite that all newly-admitted students take, and successfully complete, six credit units of general English before starting their desired studies at one of the various KAU colleges.

As the ELC's responsibilities grew in response to increasing Foundation Year student enrollment, the center received more support directly from the Office of the KAU Vice-President, until it became a recognized independent KAU entity, known as the English Language Institute, in 2008. The transfer to institute status was made with Royal Approval, bestowing on ELI increased national standing and support.

Currently, ELI provides general English language courses to over 13,000 male and female full-time Foundation Year students annually, and employs around 600 qualified faculty across the Men's Campus, the Women's Main Campus, and the Women's Colleges Campuses.

1.2 The ELI Vision Statement
To be the premier, internationally-oriented English language institute of tertiary education in the Middle East, serving to promote both innovative learning and educational core values.

1.3 The ELI Mission Statement
The Mission of the English Language Institute (ELI) at King Abdulaziz University (KAU) is to provide intensive instruction of English as a foreign language, delivered by qualified instructors using an internationally-oriented curriculum, to Foundation Year students in order to enhance their English language skills and facilitate their academic progress.
1.4 ELI Objectives
ELI has a set of objectives to achieve its mission. The Institute strives to:

● Help students in the Foundation Year to achieve an Intermediate Level of proficiency in the use of the English language, equivalent to the Common European Framework Reference for Languages (CEFR) of B1 Threshold level, KAU’s defined minimum English language competency, within one year.

● Provide appropriate pedagogical methods, including class size and environment (e.g. classrooms, equipment, resources, and technology), that will lead to student retention and success.

● Value faculty scholarship and service through maximum support for, and participation in, professional development.

● Provide a progressive and structured curriculum, enabling students to graduate, having demonstrated achievement of essential learning outcomes in listening, speaking, reading, and writing.

1.5 ELI Values
ELI builds its reputation and success around these core values:

● **Student-centered pedagogy:** The Institute firmly holds the view that the overall success of the students is the core value underpinning and driving its philosophy of education.

● **Commitment:** The Institute considers commitment and social responsibility on the part of its faculty members as the foundation for quality education, innovation, and the continuous drive to raise standards.

● **Communication:** The Institute strives to maintain effective communication among its units, committees, and faculty in order to fulfill its Mission.

● **Code of ethics:** The Institute requires firm adherence to a code of ethics – including professional integrity, intellectual and moral responsibility, respect, cooperation, fairness, confidentiality, and quality performance of duty – which will ultimately stimulate teamwork and generate appropriate work and social behavior.

● **Professionalism:** The Institute seeks to achieve the highest levels of academic professionalism, both in and outside the classroom, recognizing that excellence in instruction involves a life-long commitment to learning and development.

1.6 Academic Accreditation
In April 2013 ELI received full 5 year academic accreditation by the Commission on English Language Program Accreditation (CEA). The Commission is recognized by the U.S. Secretary of Education as a national accrediting agency for English language programs and institutions. The ELI Accreditation Committee completed the Self-Study report to describe how ELI meets the CEA standards during the summer of 2012. The final report was the culmination of a
prolonged effort across all the ELI campuses and was supported by detailed and comprehensive documentation.

The 52 CEA standards in the report deal with the following:
- Mission
- Curriculum
- Faculty
- Facilities, Equipment, and Supplies
- Administrative and Fiscal Capacity
- Student Services
- Recruiting
- Length and Structure of Program Study
- Student Achievement
- Student Complaints

A CEA team of five high-profile ESL educators and practitioners visited ELI in November 2012 to verify and supplement information presented in the Self-Study Report. The team conducted the 5-day visit reviewing all academic and administrative aspects of the program, including curriculum, assessment, administrative structure and fiscal capacity, student services, and facilities across the ELI four campuses. Unrestricted access to all ELI documentation relating to the program was given to the team. During its verification mission, the team also held a series of meetings with faculty and students and all ELI key members, including the Dean, the Vice-Deans, and the Unit Heads. The team also held a round of meetings with the University President, Vice-Presidents, and senior KAU administrators.

In early January 2013, ELI received the team report stating that 50 of the CEA 52 standards were judged to have been fully met, one partially met, and one did not apply. In its April 2013 meeting, the Commission resolved to grant ELI a full 5-year accreditation, confirming its compliance with all CEA standards.

2.7 Affiliated Cooperative Programs
In addition to the body of regular full-time students, KAU provides opportunities for those who are unable to be full-time students, for whatever reason. The University presents these students with the option of two programs: External and Distance Learning Programs.

External students are responsible for their own study outside the University, but they must come to campus or to designated testing locations across the country for their final examinations. KAU enrolls around 15,000 external students each year and all of them are required to take two English courses using the same textbooks required for internal full-time students.
Distance learning students take online English courses designed and provided by ELI faculty, but they must take their final examination on campus or at designated testing locations across the country. KAU enrolls around 1,500 students a year in this program.

The course delivery and examinations of students in both programs are administered by the ELI Vice-Deanship for Educational Affairs through its External Student Academic Affairs Unit and Distance Learning Unit.
Chapter 2
Academic Program

2.1 Overview

The intensive English language course is an essential part of the Foundation Year at KAU. The Foundation Year English Language Program is designed to help students achieve an Intermediate Level of proficiency in the use of the English language (B1 CEFR), KAU’s defined minimum English language competency, within one academic year.

The program has four levels of instruction, correlated with the Common European Framework of Reference for Languages (CEFR), and focuses on developing students’ general language skills through an integrated skill curriculum, which fosters active and independent learning.

The number of newly-admitted full-time students varies depending on seat availability at KAU, but it is usually between 12,000-15,000 students each year. Unless exempted by a required IELTS (4.5 and above) or iBT TOEFL (57 and above), all of the students must successfully complete the English course requirement before they can secure KAU college entry.

ELI is aiming to reduce class sizes to from 18-25 students per class. The classrooms are equipped with the latest technology, such as computers and data shows, to facilitate interactive teaching and learning.

2.2 Program Design

The four-level intensive English language course is an integrated-skills program ranging from Beginner to Intermediate (A1 to B1) on the CEFR scale. The course is delivered using a system of modules. There are four modules in the Foundation Year, two in each academic semester. The duration of each module is seven academic weeks, at the rate of 18 hours per week. The final exam is scheduled during the seventh week of each module. Each module covers one level of the program and is considered a full and independent course. Students must be assessed as having successfully completed and passed one level in order to proceed to the succeeding level, and proceed through the full course.

The course is intended to take the students from Beginner Level (A1 CEFR) up to the Intermediate Level (B1 CEFR) during the Foundation Year. The ELI ensures that these are reliable and accurate language proficiency standards by correlating ELI levels to internationally accepted proficiency benchmarks. A step of major significance in assessment was taken when 75 female and 75 male students were entered for the International English Language Testing System (IELTS) Examination in April 2013. The results were 4.5 on average providing clear
evidence that this sample of ELI students at level ELI 104 are in fact at the CEFR B1 proficiency level.

2.3 ELI Level Progression Overview Chart

The course is intended to take the students from Beginner Level (ELI 101/CEFR A1) up to the Intermediate Level (ELI 104/CEFR B1) during the Foundation Year. ELI ensures that these are reliable and accurate language proficiency standards by correlating ELI levels to internationally accepted proficiency benchmarks. A step of major significance in assessment was taken when 75 female ELI 104 and 75 male ELI 104 students were sponsored by KAU and entered for the International English Language Testing System (IELTS) Examination in April 2013. The results were very pleasing with a 4.5 band average score for our students providing internationally-recognized clear evidence that the students examined are at the CEFR B1 proficiency level.

ELI uses textbooks which are correlated to the CEFR, taking students from the A1 level to B1 in the course of the academic year. Students take a placement test upon their admission to KAU to ensure placement in the appropriate level.
2.4 Oxford Online Placement Test (OOPT)

The four levels of English offered at ELI cater to the general language-learning needs of each student according to their proficiency level, which is assessed using a placement test. The test in use for placement is the Oxford Online Placement Test (OOPT). This test has been developed by Oxford University Press (OUP) to place students at the appropriate level in courses using the New Headway Plus Special Edition textbook series. The reliability of the OOPT has been validated by recent research (March 2011) in which it was correlated to CEFR, IELTS, TOEFL and TOIEC levels.

This mandatory test is only offered once, immediately after admission into KAU, as announced in the University calendar. Students admitted for the second semester of the academic year are given the placement test during the first semester.

Upon completion of the admission procedures, students are given a date and time to take the placement test at ELI. Students are then officially registered and placed in their appropriate levels by the Deanship of Admission and Registration (DAR). Students are placed in the appropriate level, according to placement test scores that range between 0 – 120.

In case of failure to attend the test, students are automatically enrolled in ELI 101.

2.5 Curriculum

The Foundation Year English Language Program curriculum is comprised of four core language courses. At the start of each module, students are provided with access to their ELI Level Curriculum containing the expected Student Learning Outcomes (SLOs) for the assigned level via the ELI website ‘Student Resources’ portal at http://eli.kau.edu.sa/Pages-std-resources-en.aspx

A Course Syllabus is also available to students for each ELI level (see Appendix) and students are also issued with sets of ‘Can-Do’ statements for their level (see 4.9).

ELI offers four English language courses in the KAU Foundation Year as follows:

- ELI 101 (Level 1 – CEFR A1) Beginner: 0 credit
- ELI 102 (Level 2 – CEFR A2) Elementary: 2 credits
- ELI 103 (Level 3 – CEFR A2-B1) Pre-Intermediate: 2 credits
- ELI 104 (Level 4 – CEFR B1) Intermediate: 2 credits

The total number of credits assigned to these ELI courses is six, the largest allocation of credit units given to a course in the KAU Foundation Year. Detailed course syllabi are available in the Appendices.
2.6 Exemption from ELI Courses

As a KAU requirement, Foundation Year students must pass the highest level of English offered at ELI, currently the Intermediate, in order to secure college entry. Students who demonstrate a level of proficiency beyond this level by providing an iBT TOEFL score of 57 or above, or IELTS band score of 4.5 or above, are exempt from ELI courses altogether. Scores must be proven to be valid and authentic.

2.7 Role of English in the Foundation Year

As all students should be aware, the students’ academic performance during the Foundation Year determines the university college to which they will be admitted upon successful graduation from ELI. All colleges require the completion of ELI English 104 (Level 4, Intermediate English). In addition, the students’ performance in English affects the overall Grade Point Average (GPA), which determines future studies.

While the University establishes the minimum level of proficiency in English required of all students, it should be noted that the most competitive faculties seek students with a higher level of language ability, because their texts are all in English. Students wishing to enter the most competitive degree courses, such as Medicine or Engineering, should be aware that they require that the students be capable of meeting that challenge. ELI students are therefore urged to achieve their maximum level of English Language proficiency, in order to meet with success in later studies.

2.8 Academic Load

Students taking ELI courses in the Foundation Year are also required to enroll in other university courses. These courses are mandatory. The minimum academic load for the Foundation Year is 12 credit hours a semester, and the maximum is, generally, 15.

Students following the Science Track are required to take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELI</td>
<td>All ELI Courses</td>
</tr>
<tr>
<td>COMM</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>Chemistry</td>
</tr>
<tr>
<td>STAT 110</td>
<td>Statistics</td>
</tr>
<tr>
<td>PHYS 110</td>
<td>Physics</td>
</tr>
<tr>
<td>CPIT 100</td>
<td>Computer Skills</td>
</tr>
<tr>
<td>BIO 110</td>
<td>Biology</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>
Students following the Administration and Arts Track are required to take the following courses:

<table>
<thead>
<tr>
<th>ELI</th>
<th>All ELI Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>COMM 102</td>
<td>Critical/Analytic Thinking Skills</td>
</tr>
<tr>
<td>STAT 111</td>
<td>Statistics</td>
</tr>
<tr>
<td>ARAB 101</td>
<td>Arabic</td>
</tr>
<tr>
<td>CPIT 100</td>
<td>Computer Skills</td>
</tr>
<tr>
<td>ISLS 101</td>
<td>Islamic Culture</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

**2.9 Attendance Policy**

The modules are intensive and each lesson contains material that is covered in the exam; thus, it is crucial that students regularly attend class in order to succeed. Regular attendance to all classes is vital to facilitate active involvement in the learning process and maximize available opportunities to learn and practice English.

It is the responsibility of the students to make sure that they keep up-to-date with all lessons and to make sure that all missed material is studied. Missing classes means missing chances and our students are trusted to be serious and conscientious in all their studies at ELI. The following points regarding attendance are important to note:

- Because the module is relatively short and intensive, students with many absences are very likely to perform poorly on the Continuous Formative Assessments and on all examinations.
- Students who miss more than 20% of their classes during one module are denied admission to the Final Examinations, unless an official excuse is submitted and approved by the ELI.
- If 50% of classes are missed during one module, for whatever reason or with whatever excuse, students are denied admission to Final Examinations.
- Students are expected to be on time for class. Faculty are directed to mark any student who arrives more than five minutes after the class has started as “Late”. Five marks of “Late” are considered the equivalent of one absence. Students who arrive in class more than 10 minutes late are marked absent.
- Students cannot drop a semester or be excused from studying a semester during the Foundation Year. In exceptional cases, the Deanship of Admission and Registration will review requests for discontinuation of study. However, the period of discontinuation is counted towards the student’s maximum time frame.
2.10 ELI Expectations of Students

It is expected that all ELI students will:

- Be serious and conscientious in all learning tasks;
- Be punctual and attend all classes and examinations;
- Bring necessary books and stationery to every class;
- Actively participate in all learning activities;
- Use English as much as possible in the classroom;
- Complete all coursework assignments;
- Read, listen, and speak English outside of class;
- Monitor their academic progress;
- Be respectful to faculty and follow their instructions;
- Be considerate to classmates and never disturb their studies;
- Be a positive role model;
- Follow all KAU rules and regulations governing student conduct.

2.11 Student Class Schedule

Class schedules of Foundation Year students are generated by the Deanship of Admission and Registration with no drop/add period. Class schedules include the number of credits per course, time and place of course, and section number. Students may download their schedules from the university website under the ODUS academic information system. General class schedules listing all courses offered by the various departments are also published each semester.

2.12 Classroom Locations

ELI students on the Men's Main Campus take their classes mainly in Buildings 11, 12, 41, and 91 in the Academic Square, the hub for student services and activities where the Deanship of Student Affairs is located. The Academic Square is a new area equipped with modern facilities and services, including classroom technology, bookstores, cafeterias, bank, travel office, and more. An office of the ELI Academic Affairs Unit is conveniently located in Building 41, Rooms 116 and 117.

ELI students on the Women's Main Campus attend their class mainly in Buildings 7, 10, 12, 13, and 63. These buildings are within walking distance (about five minutes) of the ELI administration in Building 40.

ELI students enrolled in the Women's Colleges attend classes in Buildings 3 and 6 in Sharafiya campus and A, B, C, D, E on the Salama campus.
2.13 Faculty Office Hours
Faculty announce their office hours and contact information during the first class of each module. Every faculty member has, at least, two hours of office time for student consultation Sunday through Thursday. It is important for students to consult with faculty concerning academic progress and achievement. Faculty are, of course, also available during, before and after class.

Any issues that students wish to deal with are open for discussion, with a special emphasis on academic performance and achievement. Faculty offices are located within easy reach of classrooms. Regular counseling and consultation sessions with faculty are an integral part of the ELI learning process.

2.14 Academic Calendar
The University academic calendar is published and updated periodically, and is available through the Deanship of Admission and Registration on the University website at http://admission.kau.edu.sa/Default.aspx?site_id=210&lng=AR.

The schedule of ELI classes and examinations for the English Language Institute is also available through announcements by faculty in class and is also available on the ELI website at http://eli.kau.edu.sa/Default.aspx?site_id=126&lng=AR.

ELI follows a module system which breaks each semester into two modules. The modules are generally aligned with the University calendar.
Chapter 3
Course Materials

3.1 Overview

Students should purchase books from bookstores on campus or at major bookstores across the city. Prices are often most attractive at the bookstores on campus. Students should bring their assigned course books to all classes.

A good dictionary is essential, and should be brought to every class. It is also recommended that students obtain an electronic dictionary that features spoken entries, a thesaurus, punctuation and style guides and an interactive grammar guide with quizzes to support classroom learning.

ELI course materials come in a support package that includes Student's Book, Workbook, and digital materials.

3.2 Student’s Book

ELI is currently using the OUP *New Headway Plus Special Edition* (2011) textbook series, which employs an integrated-skills approach. The textbook titles for each level are as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Title</th>
</tr>
</thead>
</table>

The *New Headway Plus Special Edition* series is an up-to-date and acclaimed language learning series with a total digital solution package that is used internationally. The *New Headway Plus Special Edition* Student’s Book for each level contains an authoritative and integrated syllabus, motivating topics, and clearly focused language-learning tasks. The edition in use at ELI has been specially adapted for use in Saudi Arabia, with the needs of learners firmly in mind.

The *Student’s Book* contains material suitable to aid ELI students’ progress up to the required level of proficiency. Material is progressively linked and practiced using the four skills.
Listening, speaking, reading, and writing opportunities are provided in each unit, together with supporting visual aids. Extensive prompting and guidance is provided for speaking practice in every unit. Grammar checks are given for each unit. The Student's Book comes with access code for online practice at www.headwayplusonline.com.

3.3 Workbook
The New Headway Plus Special Edition Workbook comes with lots of exercises that can be used to supplement the Student's Book used in class. This provides the learners with extra opportunities to practice and consolidate their English outside the classroom. The Workbook is an important component of the course. It revises the grammatical input of the Student's Book and provides opportunities for writing work, using the language presented and practiced in the Student's Book. The Workbook comes with an accompanying DVD-ROM with language practice, writing, support materials, and audio MP3.

3.4 Reading Program Graded Readers
The Reading Program materials are a selection of graded readers taken from the ‘Oxford Bookworms Library’ (OBL), which is a series published by Oxford University Press (OUP). The OBL provides enjoyable reading in English, with a wide range of classic and modern fiction, non-fiction and plays. It includes original and adapted texts in carefully graded language stages. Extensive support is available with the OBL. Each reader contains an introduction to the story, notes about the author, a glossary and activities. All OBL materials can be accessed online via the ELI website ‘Student Resources’ portal at http://eli.kau.edu.sa/Pages-std-resources-en.aspx

3.5 Supplemental Writing Pack
The Supplemental Writing Pack has been selected by ELI to follow a process approach to writing, in order to familiarize students with the transferable skills they will need to function as effective writers in future academic studies. Students are guided through all the stages in the writing process and have ample opportunity to practice concepts that they have learned. Such an approach is intended to build students’ confidence in writing.

There is also a focus on genre features. The genres of texts chosen were selected due to their perceived importance to students’ communicative needs and because of the way in which each genre builds upon the language features and discourse competencies acquired at previous levels. Using the Course Objectives and Writing SLOs for each ELI Level along with the overall program goals as a starting point, the Curriculum Unit carefully selected, using a best practice approach, materials it felt best addressed the present and future needs of ELI students.
The material utilizes level-appropriate writing conventions and strategies. Units are designed in such a way that they provide structured build up to, and the necessary tools for, shaping coherent and cohesive writing products that adequately respond to set writing tasks. A range of pre-writing activities and various stages of drafting and feedback are completed before final writing tasks are produced. The Supplemental Writing materials assist students in the construction and crafting of written samples of work that can be kept as records of progress.

3.6 Digital Material
ELI strives to bridge the gap between traditional instruction methods and cutting edge technology to facilitate interactive teaching and learning. This effort includes:

3.6.1 Online Practice Learning Management System (LMS)
Students can accesses an online management system that provides new content and practice activities for every unit. Each New Headway Plus Special Edition Student’s Book contains a password enabling students to access the system. Students must use the password to proceed with registration at [www.headwayplusonline.com](http://www.headwayplusonline.com). The system allows teachers to assign additional practice and review student performance. Exercises and assignments in the system can be automatically graded and timed. Learners are able to check their progress and work at their own pace and at their own convenience. The system only covers the skills of reading and listening so far, but there are plans to widen the system’s scope to include the other skill areas in 2013-14.

3.6.2 Learning Resources Bank
As publisher of the textbooks used at ELI, OUP has developed a huge amount of resources, ideas, and activities online for students. The student's site offers online practice per level, including grammar, vocabulary, games, and a test builder found at [http://elt.oup.com/learning_resources/?cc=global&selLanguage=en&mode=hub](http://elt.oup.com/learning_resources/?cc=global&selLanguage=en&mode=hub)

3.7 Copyrights
ELI strictly adheres to copyright laws, and students are not allowed to photocopy any of the prescribed textbooks. Any unauthorized reprinting, photocopying or scanning of the course books is strictly prohibited.

Those found to be in violation of copyright laws, or who continue not to bring books to class, despite being given a warning, will not be allowed to attend the class and may be prevented, in extreme situations, from continuing the course.
Chapter 4
Student Assessment

4.1 Methods of Assessment
ELI assesses students based on their performance over the duration of the module, which is six to seven weeks for each level. Students are assessed from a variety of assessment perspectives. The following table illustrates the various methods of assessment and their weight in determining the course grade based on 100%.

<table>
<thead>
<tr>
<th>Method</th>
<th>Format</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Continuous Assessment</td>
<td>• Formative Speaking Tasks 5%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>• Formative Reading Tasks 5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Formative Writing Tasks 5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learning Management System (LMS) 5%</td>
<td></td>
</tr>
<tr>
<td>One Speaking Examination</td>
<td>Range from basic interviews with leading questions (lower levels) to extended turns and discussions (higher levels). Time allowed: 3-5 minutes.</td>
<td>10%</td>
</tr>
<tr>
<td>One Writing Examination</td>
<td>Range from constructing simple sentences and short paragraphs (beginner level) to more comprehensive, cohesive paragraphs at Elementary and Pre-Intermediate level, to writing short, coherent essays (Intermediate level). Time allowed: 40 minutes.</td>
<td>10%</td>
</tr>
<tr>
<td>Computer-based Mid-Module Examination</td>
<td>Multiple choice questions with focus on reading and listening comprehension, and use of vocabulary and grammar from units covered in the first three weeks of the module. Time allowed: 90 minutes.</td>
<td>20%</td>
</tr>
<tr>
<td>Computer-based End-of-Module Examination</td>
<td>Multiple choice questions with focus on reading and listening comprehension, and use vocabulary and grammar from units covered in the entire module. Time allowed: 105 minutes.</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Examinations are written, designed, and prepared by the ELI Testing Unit, either online or in print and are all designed to measure SLO achievement. Students are also given regular short progress quizzes to provide ongoing evidence of achievement of the Student Learning Outcomes (SLOs) for the level being studied. These SLOs are specified in the Curriculum and Pacing Guide. Quizzes can be faculty-generated or taken from the Headway Progress Tests at the back of the Teacher’s Book. These assessment instruments can be tailored to suit individual classes and class needs.
4.2 Formative Continuous Assessment:
Continuous Assessment includes four main assignments per module:
- Formative Speaking Tasks
- Reading Circles Tasks
- Formative Writing Tasks
- LMS Practice
Students are required to compile and submit completed graded assignments in a well-organized folder at the end of each module. The grading allocation for Continuous Assessment is 20% of the module total.

4.2.1 Formative Speaking Tasks
Formative speaking assessment is measured against a set of Speaking Progress Rubrics to be applied by faculty in the awarding of formative Speaking Assessment grades for all levels. The rubrics are accessible via the Teacher’s Resources portal on the ELI Website at http://eli.kau.edu.sa/Pages-ins-resources-en.aspx

The rubrics cover Mark Descriptors dealing with:
- levels of attendance
- the relevance, quality and quantity of peer evaluation and feedback
- the level of improvement in Speaking shown during the module

Speaking formative assessment are designed to help measure achievement of Speaking SLOs and account for 5% of the total 20% grade given for Formative Continuous Assessment.

4.2.2 Formative Reading Program Tasks
Reading Program assignments are intended to foster a real taste for extensive reading among students. They are intended to create real learner interest in the proffered materials and to act as a catalyst for learner autonomy and exploration. They are intended to provide students with relaxed learning forums to provide opportunities for unselfconscious communication in English.

Texts are provided in the form of the ‘Oxford Bookworm’ Series of Graded Readers. Three readers are selected for each ELI level and are posted on the ELI website. Each reading assignment is level-specific and is carefully selected for content and suitability. Each class looks at the three particular readers on the site with their faculty member and chooses the one they find the most interesting as the program material for that level.

The responsible faculty member’s main role in the program is to act as a facilitator helping with reading strategies whilst actively encouraging and engaging in discussion of the assigned material.
Reading Program sessions are held regularly during the module and students are given a formative grade of 5% for their degree of progress and participation in these sessions. This 5% forms part of the overall 20% grade weighting currently allocated to Formative Continuous Assessment.

4.2.3 Formative Writing Tasks
The writing component represents writing as a process that contributes to the growth of the individual writer through identifiable steps. The final product of the writing task is developed through a writing process, including pre-writing activities, planning the writing, and drafting and revising. The student is required to submit three drafts for each writing task: first draft (reviewed by peers/and the faculty member), second draft (reviewed by the faculty member, with feedback provided), and third and final draft. This drafting/revising process is intended to allow student writers to develop their conventional writing skills throughout the module.

Students are given a formatively assessed writing grade which makes up 5% of the grade awarded for Continuous Assessment. The structure of the writing tasks reflects the key writing SLOs outcomes for each level and ranges from short paragraphs for the Beginner Level to multi-paragraph short essays for the Intermediate Level.

The writing tasks also reflect the student's own development in terms of grammatical range and accuracy and lexical range and accuracy. Students are encouraged to incorporate newly-acquired lexis and grammar in their writing.

4.2.3.1 Layout and Organization
The student is required to present all Writing Tasks materials based on the following:

- Materials, including drafts, notes...etc should be neatly arranged in a folder with a cover page and table of contents.
- Materials should be divided into separate sections for tasks with a section cover.
- Assignments should be hand-written and well-organized.
- The cover page should bear the relevant details, including the student's name and KAU ID number, section information, and his/her faculty member’s name.

4.2.3.2 Overall Progress and Achievement
The following are the key parameters for overall assessment:

- **Task Achievement**: Completion of all assigned tasks.
- **Progress**: Clear evidence of growth and development in terms of score and quality of assignments in the course of the module.


- **Originality and Quality**: Plagiarized material is never acceptable and quality assessment covers both content and presentation.

4.2.4 Learning Management System (LMS)

The *Learning Management System*, designed by Oxford University Press, provides faculty and students with an extra perspective to help provide a comprehensive formative measurement of progress during each module. The system engages students with their learning at their own pace and in their own time by harnessing technology to encourage learning autonomy. Students can be assigned exercises and activities from the range available in the system. All such work can be automatically graded in the system and students’ performance can be monitored by the students themselves and by concerned faculty.

At the end of each module the grades are converted to a single grade out of a 5% possible total and are used as a component of the overall 20% grade that is allocated to Formative Continuous Assessment for each student for each module.

4.3 Summative Speaking Examination

The aim of the Speaking Examination is to assess the student’s use of English to engage and participate in a range of oral communications helping to provide valid and reliable measurements of students’ achievement of Speaking SLOs. Lower level examinations focus on real life situational short responses. Higher levels focus on developing sustained, in-depth and thoughtful responses to topics selected from the core course content. Student responses are marked according to level-specific rubrics.

There is oneSpeaking Examination per module valued at 10%. The examination is administered towards the end of the module. Two faculty members, if possible, evaluate each student taking the examination, and the average of the two faculty members' scores is taken. During the examination, students are called to the faculty members' desk and randomly select examination sheets offered to them. Each sheet contains topics and questions based on the core content of that level. The general content of each level’s Speaking Examination is as follows:

- **ELI 101**: There are two sections. In the first section, students are asked five interview questions. In the second section, faculty show pictures to candidates and ask them to describe what they see.
- **ELI 102**: Similar to 101 with level-appropriate modifications for content and duration.
- **ELI 103**: Students are required to give short talks based on topics on task-prompt cards. Students have a minute for preparation and are asked to speak on topic for about three minutes.
- **ELI 104**: Similar to 103 with level-appropriate modifications for content and complexity. Students are required to give short talks based on topics on task-prompt cards.
Students have a minute for preparation and are asked to speak on topic for about three minutes.

4.4 Summative Writing Examination

The goal of the Writing Examination is to assess the student’s ability to use previously introduced writing conventions in their writing, promoting proficient and autonomous writing. It begins with guided writing at the lower levels and goes up to more independent writing at the higher levels. Each level’s Writing Examination is designed to help provide valid and reliable measurement of students’ achievement of Writing SLOs. The Writing Examination also aims to measure the growth and proficiency of the student’s written English using rubrics unique to each level.

There is one Writing Examination per module valued at 10% of the total module score. The examination is administered toward the end of the module in the students’ home classroom with the class faculty members as invigilators. Students have about 40 minutes to complete the Writing Examination.

Examinations are graded according to level-specific rubrics. Each script is assessed by two raters; the faculty member responsible for the section and a colleague responsible for another section. The Testing Unit ensures rating consistency by calculating the inter-rater reliability between the two raters.

General Writing Examination content for each level is as follows:

- **ELI 101**: Writing a simple guided paragraph of about 40 words, using appropriate spelling, punctuation, capitalization, and word order.
- **ELI 102**: Writing one analytical/informational or a short email totaling about 50 to 65 words, using appropriate linking words, spelling, punctuation, capitalization, and word order.
- **ELI 103**: Writing a basic coherent and cohesive multi-paragraph narrative text of 75 to 100 words, using appropriate topic and concluding sentences and supporting details. Students are also required to use appropriate linking words, spelling, punctuation, capitalization, and word order.
- **ELI 104**: Writing a coherent and cohesive argumentative essay of about 150 words, using an appropriate introduction, body paragraphs, conclusion, linking words, spelling, punctuation, capitalization, and word order.

4.5 Computer-based Mid-Module and End-of-Module Examinations

The Computer-based Mid-Module and End-of-Module Examinations fulfill the University requirement that 60% of the students’ grades come from standardized objective exams. These examinations are administered online in ELI computer laboratories. The exams are level specific and entirely Multiple Choice Questions (MCQs). All exam items are carefully designed...
and selected based on level SLOs so that they can be used to give valid and reliable measurements of SLO achievement. The Computer-based Mid-Module Examination (valued at 20%) lasts for 90 minutes and is administered during the middle of the module. The Computer-based End-of-Module Examination (valued at 40%) lasts for 105 minutes and is administered at the end of the module. Exam dates are established by the University in cooperation with ELI and administered in language labs.

Test content incorporates listening to audio narrations as well as reading passages. Although duration and number of questions differ between the examinations, the format is, nevertheless, similar. Each Computer-based Mid-Module and End-of-Module Examination is level-specific, and the difficulty of the test is tied to the level. For example, reading passages in ELI Level 102 are on average 200 words while reading passages in ELI Level 104 are about 400 words.

The general test content for Computer-based Mid-Module and End-of-Module Examinations is as follows:

**Listening**
- Everyday English: Students listen to five short audio statements used in everyday English. After each audio statement, students are to select the appropriate English response.
- Dialog: Students listen to a dialog and respond to questions pertaining to it.
- Monolog: Students listen to a monolog and respond to questions pertaining to it.

**Reading**
- Unseen Passage: Students read two new passages created for their specific levels and respond to comprehension questions.

**Grammar and Vocabulary**
- Students are tested on grammar by completing ‘gap fills’ or choosing correct answers.
- Vocabulary test items are selected from the Wordlist associated with each level.

### 4.6 Students’ Progression through Levels

Based on the above methods of evaluation, students need a score of 60% or above in a module to proceed to a higher ELI level. KAU uses the following grading scale:

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
<th>Out of 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A+</td>
<td>5.0</td>
</tr>
<tr>
<td>90-94</td>
<td>A</td>
<td>4.75</td>
</tr>
</tbody>
</table>
Based on the above assessment table, students need a score of 60% or above to enroll in a higher ELI level. If the required score is not attained, the student must re-enroll in the same course as scheduled during the Foundation Year.

Students are afforded a maximum of three additional chances to take all four ELI courses by the end of the first semester of their second academic year. In case of failure to achieve this, the rules and regulations for KAU Foundation Year students apply as specified in the King Abdulaziz University Bulletin that can be found at: http://www.kau.edu.sa/files/0/KauGuides/Facts%20and%20Achievements.pdf

### 4.7 Students’ Access to Scores and Monitoring of Academic Progress

**OOPT Results**

OOPT scores are used by the DAR to place students in appropriate levels of study in the Foundation Year Program. Students are informed of their class level via ODUS on the university website, www.kau.edu.sa. Although results are instantly available to the AAUs via OLMS, it can take up to three weeks before the achieved levels are communicated to the test takers via ODUS on the university website. The DAR compiles and publishes level and class lists when all testing is complete, by the start of the academic year.

Another placement test can be administered before the start of the third module if new students are admitted by KAU. Test takers involved in this are far fewer than at the start of the year, numbering approximately 500. This is a much shorter logistical exercise than the earlier test and the results take only a few days to be communicated to students via ODUS.
Continuous Assessment Results
Results of Continuous Assessment tasks are gathered by the teachers throughout the module based on the student performance. Students are able to see their grades upon the completion of each Continuous Assessment task. The grades are calculated towards the student final grade at the end of the module. Students can have access to their detailed continuous assessment grades through the Academic Affairs Units when requested at the end of the module.

Speaking and Writing Examination Results
The results of Speaking and Writing Examinations at ELI are available to students from faculty, online at www.kau-eli.com and through the Academic Affairs Units. Students can access the website to retrieve their grades and all relevant student information using their University ID number as username and National ID number as password. Any questions about using this system can be sent to webmaster@kau-eli.com.

Computer-based Mid-Module and End-of-Module Examination Results
The results of Computer-based Mid-Module and End-of-Module examinations at ELI are available to students online at www.kau-eli.com and through the Academic Affairs Units. Computer-based Mid-Module Examination results are only available via the website, while Computer-based End-of-Module Examination results are only accessible via ODUS. Computer-based Mid-Module Examination results are available to students three working days after the examination is administered, while the results of Computer-based End-of-Module Examinations are accessible 5 working days after they are administered. To access information concerning assessment and grading on the website students use their University ID number as username and National ID number as password. Any questions about using this system can be sent to webmaster@kau-eli.com.

Final Grades and Grade Reports
Students’ final grades for each ELI module indicating academic performance and proficiency level can be viewed in the On Demand University Service (ODUS) system at the end of the module. The ODUS system, http://odus.kau.edu.sa/students, can be accessed using the University ID number and private password. ODUS grades are kept for all students. Detailed records of student achievement at each level are also stored electronically in the campus office of the Head of the Academic Affairs Unit.

Students’ final grades are the result of students’ formative and cumulative marks based on the assessments carried out throughout the module. Therefore, a student who gets a minimum grade (D), which represents a combined total of 60 % as per the assessment
components, is considered to have minimally adequate ability in English to be eligible to move on to the next level. Students’ exam papers are kept at ELI for at least one year.

Students whose grade is less than 60% fail the course and repeat the level. Another cause of course failure is when students are recorded as DN (Denied). DN (Denied) is recorded in the student’s final transcript of records if the absence rate exceeds 25% of the total number of hours designated for each course per module.

Students’ performance is assessed over the duration of the 7-week course for each level. Students can also be helped to monitor SLO achievement through the use of ‘Can Do’ Statements. (see 4.9)

Grade reports are generated and distributed in the following way:
1. After approval by the Dean on the Men’s Campus and the Vice-Deans on the Women’s Campuses, final grades are submitted on CDs by the HAAU on each Campus to the Deanship of Admissions and Registration (DAR). Generally, grades are due three days later. Students are able to view their grades the following day through their ODUS account numbers/ID numbers.
2. During each module, students are notified of the marks that they have received on their Computer-based Mid-Module Examination, Writing Examination, Speaking Examination and Continuous Assessment Writing and Speaking tasks by faculty. Marks are entered into the excel sheet of each section/class throughout the module. Excel sheet grades are carefully reviewed prior to submission to the KAU DAR.

Transcripts
A transcript listing all the various subjects a student has been enrolled in and the final grades scored over the course of the student’s study at KAU can be produced upon a student’s request to the DAR.

Grading Disputes
Students have the right to appeal concerning any assessment grading issues by filling out a complaint form (see Appendix). The form has a section catering for any disputed grades. The form explains in detail the steps to be followed to complete the process, and ELI has established set procedures for dealing with any complaints regarding grading.

Faculty’s Role
Faculty members provide students with information concerning assessment procedures and timelines and direct students on where and how to access their results at the start of each module. Faculty members also inform students of the minimum grade required to progress
through the levels. Faculty have fixed and publicized office hours for consultation concerning students’ academic standing and progress.

4.8 Student Learning Outcomes (SLOs):
SLOs are descriptions of what students will know or be able to do with the language as a result of instruction. SLOs are written in terms of observable and measurable language skills. The SLOs in the curriculum for the academic year 2013/2014 were originally formulated in close consultation with Oxford University Press (OUP), the publishers of the New Headway Plus Special Edition. They are closely correlated with the Common European Framework Reference (CEFR). SLOs and their achievement now form the core of the ELI Curriculum and learning. The SLOs are subject to ongoing review by faculty and students and have been streamlined and improved as a result of the Curriculum Review in the academic year 2012/2013. The new revised 2013/2014 curriculum contains revised Course Goals, Course Objectives, SLOs, Pacing Guides and Course Syllabi. The complete package is accessible on the ELI website.

Each ELI level has an overarching Course Goal supported by five Course Objectives, which are in turn supported by SLOs for that level. There are SLOs for Listening, Reading, Speaking and Writing. ELI curricular components are all interdependent. Achievement of SLOs is the benchmark for ELI student language proficiency. In the current academic year 2013/2014, all assessment tools are being worked on to increase their levels of accuracy in the measurement of SLO achievement. Ongoing recording of SLO achievement is also emphasized in the ‘Evidence of Learning’ sections in the Revised Pacing Guides.

Great care has been taken to ensure that ELI assessment instruments measure achievement of each level’s SLOs. The Speaking and Writing Examinations are designed to measure specific targeted SLO achievements. Computer-based End-of-Module and Mid-Module Examinations are much broader assessment instruments that cover Listening, Reading, and Use of Vocabulary and Grammar. The ELI Testing Unit works full time on test development and quality control. All SLOs were compiled with close reference to course materials and the Pacing Guides reference each SLO to specific pages/ and exercises in the student books and workbooks. Faculty are free to use any other suitable supplemental materials to facilitate SLO achievement.

4.9 ‘Can-Do’ Statements
Students are issued with sets of ‘Can-Do’ Statements for each module/level. SLOs are described in the previous section as descriptions of what students will know or be able to do
with the language as a result of instruction written in terms of observable and measurable language skills.

‘Can-Do’ Statements are effectively the SLOs in simplified learner-friendly language providing students with a check-list to help them monitor their learning and progress.

These are available from faculty or online via the ELI website ‘Student Resources’ portal at http://eli.kau.edu.sa/Pages-std-resources-en.aspx

They are available in English and Arabic for ELI 101 and 102 for ease of comprehension and are available in English for ELI 103 and 104. They provide students with comprehensible learning checklists for each ELI level with which they can monitor their own progress and success in terms of SLO achievement. Faculty explain how these lists can be used and they should be referred to regularly throughout each module. The idea behind these statements is to maximize student involvement in learning and to encourage the crucial development of learner autonomy and responsibility.
Chapter 5
University Academic Regulations

5.1 Admission to KAU
The official relationship between ELI and students starts upon a student’s admission to Foundation Year.
Admission into a Bachelor’s Degree program as a full-time student at KAU is governed by the regulations of the Council of Higher Education as follows:

- Applicant must be Saudi or born to a Saudi mother or on a Saudi scholarship program for international students;
- Applicant must hold a high school diploma from a Saudi high school or from any internationally-recognized equivalent that was issued within the past three years;
- Applicant opting for the Science Track must take the General Ability Examination during the year of admission or the preceding year, and Achievement Examination for the current year of admission, offered by the National Center for Assessment in Higher Education (Qeyas);
- A male applicant opting for the Administration and Arts Track must take the General Abilities Examination during the year of admission or the preceding year. A female applicant opting for this track must take the Admission Examination (offered by Qeyas) in the same year as admission;
- Applicant must not have been dismissed from KAU or any other university for academic reasons; admission is considered null and void if any case of this nature is discovered following admission;
- Applicant may apply for re-admission following voluntary withdrawal from KAU or any other university or institution of post-secondary education, provided the withdrawal has occurred at least three months prior to the start of the academic year for which admission is requested;
- Applicant must be in good health;
- Applicant must not be enrolled in any other degree program at KAU or at any other university;
- Applicant must provide written permission from his/her employer to be on full-time status, if applicable.
For more info on admission requirements and how to apply, refer to the KAU Bulletin at http://www.kau.edu.sa/files/0/KauGuides/Facts%20and%20Achievements.pdf

5.2 Standardized Admission Tests
KAU requires students to take standardized examinations conducted by the National Center for Assessment in Higher Education to ensure a fair and objective admission process. KAU usually requires two standardized tests: the General Ability Examination and the Achievement Examination.

The first exam measures a student's analytical ability, focusing on a student's ability to learn regardless of his/her knowledge of a particular subject area through the following:

- The ability to understand any given reading;
- The ability to recognize logical relations;
- The ability to solve problems based on the concepts of basic mathematics;
- The ability to make conclusions;
- The ability to measure.

The second exam covers the student’s particular achievement in courses taken in high school. Students opting to join KAU’s Science Track are required to be tested mainly in natural science subjects, including biology, chemistry, physics, math, and, of course, English.

The center electronically provides all universities across Saudi Arabia with the results. Test takers can check their results online or call 920000696. For more info on these standardized tests, visit http://www.qeyas.com/Qiyas/Info/English.aspx

5.3 English for All
ELI provides its intensive program to the entire new student population during the Foundation Year, employing four modules with a maximum extension of three modules, to complete the English language requirement. Upon admission, students are divided into Science Track and Administration and Arts Track with designed courses for each track in the Foundation Year. However, they all share the same ELI courses. After successful completion of the Foundation Year, i.e. no failure in any course, students may fill out application admission forms online through the ODUS system to choose majors, provided they meet the prerequisites for each specialization.
For more information on colleges and departments available at KAU, visit the University Bulletin at http://www.kau.edu.sa/files/0/KauGuides/Facts%20and%20Achievements.pdf.

5.4 The Academic Year
One academic year is comprised of two full semesters (two ELI modules each), and one summer session (one ELI module) when offered. The duration of one full semester is usually 14-15 teaching weeks, while the duration of the summer session does not usually exceed 8 weeks.

5.5 Study Credit
ELI offers no credit hours for ELI 101 and two credit hours for ELI 102, two credit hours for ELI 103, and two credit hours for ELI 104, all based on 18 instructional hours a week.

5.6 College Placement
Upon successful completion of all the Foundation Year courses, students are placed in various KAU colleges according to the following criteria:

- A minimum GPA of 2 out of 5;
- Availability of seats based on college requirements;
- Placement requests submitted online through ODUS within a specified time limit;
- No paper request for college placement accepted;
- Automatic college placement based on availability if no request received;
- Placement completed following the end of the second semester of each academic year;
- Placement may be delayed until the end of the third semester if Foundation Year courses have not been successfully completed;
- No academic track transfer allowed during the Foundation Year.

5.7 Honors Students
Honors students who demonstrate superior academic capabilities are supported by the University and honored for their achievement in a special graduation ceremony. In addition, honors students are:

- Granted achievement awards of SR1,000 when an average of A for two consecutive semesters in any academic year is maintained;
- Given priority in dropping and adding courses;
- Invited to participate in special events organized by colleges;
- Offered on-campus employment in their colleges;
- Invited to take specially arranged field trips at the end of each semester;
● Honored by the Dean of Student Affairs at the University Open Day Event (for new or freshman honors students);
● Placed on the college honors board;
● Honored in a special annual ceremony under the patronage of the KAU President, and are awarded certificates and prizes;
● Awarded the President’s Award for Academic Excellence when achieving the highest grade point average in the University.

5.8 Student Code of Conduct
The University adopts a holistic approach toward preparing and training students academically, scientifically, ethically, socially, and culturally, based on Islamic teachings. The University believes that the following tenets are instrumental in helping students excel:

● Being Islamic and noble in actions and deeds;
● Honoring pledges and commitments;
● Building Self-Esteem enhanced with hope and diligence;
● Being honest and sincere in the quest for knowledge;
● Following the correct guidelines regarding academic achievement;
● Being diligent and patient in the face of difficulties;
● Participating in student activities to acquire maximum benefit from student life;
● Refraining from any form of cheating on exams and committing plagiarism;
● Respecting all faculty, accepting their advice, and following their instructions.

5.9 Student Violations
The Office of Student Investigations at the Deanship of Student Affairs provides a number of effective services for students by offering educational guidance and advice concerning violations of the University's Code of Conduct. Students are advised that violations will be treated seriously with special attention given to recurrent offenders. Any disciplinary action levied against them will become a permanent part of their academic record.

There are a number of violations that students should be aware of and avoid at all times. These violations include the following: ethical violations, behavioral violations, academic violations such as plagiarism and cheating on examinations, stealing, impersonation and identity theft. Because all of the above violations are serious offenses which require the assignment of penalties, the University has issued regulations describing standards for ethical and academic conduct. It has prescribed appropriate penalties depending on the seriousness of the offense and other particular circumstances.

Penalties and disciplinary actions may include one or more of the following offenses listed in the University’s Integrity Code:

● Denial of credit or grade in one course or more;
● Denial of grant/allowance for one month;
● Assigning the student an F in one course or more;
● Suspension of the student from the University for one academic semester and denial of monthly grant/allowance;
● Suspension of student from the University for more than one academic semester, and assigning an F in the stipulated semesters;
● Denial of University housing;
● Dismissal from the University.

5.10 Leave of Absence
Students are permitted to suspend their active studies for one or two semesters without receiving a failing grade. If they submit a formal request citing a valid reason to the Deanship of Admission and Registration, the following conditions must be met:

● The student must have a minimum cumulative grade of 2.0.
● The student must have completed a minimum of two semesters.
● The student is permitted to interrupt his/her study for two consecutive semesters or three alternate semesters throughout the duration of his/her study at the University.
● The leave of absence must be submitted five weeks prior to the starting date of final examinations stipulated in the University academic calendar.
● Interrupted semesters will be counted as part of the time frame allotted for graduation.

5.10.1 Leave of Absence Procedure
Leave of absence can be submitted electronically by the date specified on the University academic calendar at http://ers1.kau.edu.sa:81/index.asp. The student must ensure that his/her leave of absence has been processed and approved by reporting in person to the Academic Affairs office of their respective colleges or regularly checking appropriate college web pages.

5.11 Postponement of Study
Students are permitted to postpone a semester according to the following conditions:

● The student must submit a formal request for postponement before the official end of the semester immediately preceding the semester he/she wishes to postpone.
● The student is not permitted to postpone study during the Foundation Year. In extreme situations, a Foundation Year student wishing to postpone study may submit a request to the Deanship of Admission and Registration for review.

5.12 College Transfer
Students are permitted to transfer from one college to another within the University after completing two consecutive semesters, provided that the following conditions are met:
Transfer applicants must have a minimum grade point average of 3.0 or meet the admission requirements of the college to which they wish to transfer;

Transfer applicants against whom disciplinary actions have been taken or who have academic violations or penalties entered in their permanent records are not eligible for transfer;

Transfer applicants are permitted to do so only once;

Transfer applicants who have completed more than 50% of their major specialization requirements are not eligible for transfer;

Transfer applications must be submitted electronically via the appropriate KAU Internet services;

5.13 Dismissals
A student can be dismissed from the University in the following cases:

- Failure to successfully complete the entire Foundation Year course within a maximum period of three semesters;
- Failure to score a minimum GPA of 2.0 by the end of the Foundation Year despite completion of all courses;
- Placement on probation for three consecutive semesters due to unsatisfactory academic achievement and a GPA below 2.0;
- Failure to complete graduation requirements in the maximum timeframe allotted by a designated college;
- The University reserves the right to permanently dismiss or exclude any student, if he/she violates the policies and regulations of the University.

5.14 Graduation Requirements
Students must successfully meet all graduation requirements prescribed by the college in which they are placed after completing the requirements of the Foundation Year courses, and must meet the minimum GPA of 2.0 on a scale of 5.

Students are advised to visit the University Bulletin website for all KAU academic regulations at: http://www.kau.edu.sa/files/O/KauGuides/Facts%20and%20Achievements.pdf

To receive clarification of any policy or procedures, visit the Deanship of Admission and Registration.
Chapter 6  
On-Campus Services

As KAU students, all ELI students are entitled to avail themselves of all student services and facilities on offer to the KAU student body. KAU strives to provide students with the resources to achieve their full potential, both within the University community and in society as a whole, with dedication to supporting academic and personal endeavors of every student through advocacy, leadership and partnership.

6.1 Orientation
Before the start of the academic year, all new ELI students are required to attend orientation for new students. During the orientation, organized by the Deanship of Student Affairs, newly-admitted students are informed about the KAU academic system, extra-curricular activities, student services, and on-campus facilities. A typical orientation for newly-admitted students includes topics on attaining good academic standing in the Foundation Year, requirements for admission into various KAU colleges after successfully completing the Foundation Year courses, and available services and activities at KAU.

6.2 Financial Aid
The University provides a range of financial aid to its students, including monthly stipends, achievement rewards, and disability aid. Other types of financial aid such as interest-free loans, employment, and need-based aid are available to students with limited financial resources as defined by social counselors at the Deanship of Student Affairs. An office at the deanship has also been established to meet the needs of disadvantaged students.

6.2.1 Monthly Stipends
The University offers unconditional monthly stipends to all students upon admission, regardless of financial circumstances. Students on the Administration and Arts Track receive a monthly amount of SR850 (US$227) and students on the Science Trace receive SR1,000 (US$266) a month. Stipends are deposited directly every month into a student’s bank account.
An amount of SR10 is deducted from the monthly stipend to support the Student Fund, a social program for the support of needy students. However, to be eligible for the monthly stipend, the student must:

- Be Saudi OR the son or daughter of a Saudi mother OR non-Saudi on a KAU scholarship;
- Be registered on full-time status;
- Be unemployed off-campus.

The monthly stipend may be suspended if the student:

- Fails to achieve a GPA of above 2.00 out of 5.00 in any given academic semester;
- Withdraws/postpones any academic semester;
- Fails to complete the program study plan in the specified period set by the colleges. For most colleges, this amounts to four academic years. Exceptions are the College of Environmental Design, whose program is spread across five academic years, and the Colleges of Medicine, Dentistry and Pharmacology, whose programs consist of six academic years.

### 6.2.2 Achievement Reward

Students who demonstrate academic excellence by achieving an A+ average or minimum GPA of 4.50 out of 5.00 for two consecutive terms, excluding the summer semester, are entitled to a financial award of SR1,000 (US$266). The students must provide the Administration of Student Grants at the Deanship of Student Affairs with a bank account number for direct deposit.

### 6.2.3 Disability Aid

Students with disabilities hindering their normal learning activities are entitled to financial aid. Students with visual disabilities receive a reader’s allowance of SR3,670 (US$987) for help having course materials read aloud to them. Students with physical disabilities receive a monthly stipend of SR1,500 (US$400).

All applicants must first fill out the relevant forms at the Administration of Student Grants at the Deanship of Student Affairs and undergo a medical check at the Medical Administration on campus.

Further information on all forms of financial aid is available through the Deanship of Student Affairs.

### 6.3 Student Fund

The Student Fund is a social and educational program established to offer financial assistance based on demonstrated financial need, to full-time degree enrolled students at KAU. It is an independent body, both financially and administratively, and is supervised by an
administrative board whose responsibilities include granting aid to solve students' financial and social problems by providing the following:

- **Need-based Aid:** This aid consists of two basic types: (1) one-time emergency grants awarded to students who encounter emergency situations; (2) continuous grants or monthly payments to students who fail to meet eligibility requirements for monthly stipends, but whose financial/social circumstances require assistance. All applications are evaluated on a case-by-case basis.

- **Student Loans:** The University provides interest-free loans to students with limited financial resources on a deferred monthly payment plan.

- **Student Employment:** Students with limited financial resources are offered small jobs on campus that do not distract them from their studies. Monthly payment of such jobs is about SR500 (US$133). More than 600 students are currently employed in positions on-campus. These duties help the students financially and introduce them to labor market values and obligations.

The Student Fund also supports cooperative projects on campus, including restaurants, cafeterias, bookstores, barbershops, and grocery stores.

For more information about monthly stipends, please contact the Administration of Student Grants at the Deanship of Student Affairs at ext. 61077 or email: salhamdan@kau.edu.sa

### 6.4 Student Housing

KAU owns three furnished facilities that serve as low-cost housing for students from outside the city of Jeddah. KAU also provides transport and basic services. This is intended to provide students from distant towns and villages with the opportunity to complete their higher studies in the cosmopolitan city of Jeddah, and to provide them with a peaceful and attractive environment conducive to learning.

After being officially admitted to KAU, students can apply for housing at the website of the Deanship of Student Affairs. Based on eligibility and availability, results for housing applications are announced a week before the start of the academic year on the website and eligible students are informed via SMS.

A total of 4,232 dormitory rooms, which can accommodate up to 8,464 students based on double occupancy, are available, in addition to apartments that can house 204 married couples.

Men’s and women’s accommodation is segregated by gender.

The University student housing complex is comprised of three on-campus residence buildings for single men and women, one off-campus complex for single men (Residence 200), and one
off-campus complex for married couples (Residence 300). The University performs regular maintenance checks on power and water connections and keeps the grounds clean and green. All maintenance requests should be submitted to the Housing Maintenance Department in Building 113 from 08:00 AM to 05:00 PM.

Resident students are provided with health care as well as social, psychological, and educational counseling when needed. The residence halls also offer students various resources and facilities, including study rooms, dining areas, recreational areas, laundry, grocery stores, television rooms, and free internet connection. Other social and cultural activities are available to KAU/ELI students that help in the adjustment to college life.

The University offers a convenient shuttle bus service connecting residence halls and other areas of campus.

The residence halls for male and female students are separate, and both enforce curfew hours that all residents are expected to abide by. All residents of the halls must spend every night in the halls, unless they have written authorization from their parents or guardians indicating otherwise.

Resident students are allowed to receive guests from 4:00-11:00 PM. Any attempt to extend the visitation time may result in a fine and disciplinary action.

Complete information concerning eligibility for student housing and residence halls with their services may be obtained at the Office of Student Housing at the Deanship of Student Affairs in the Academic Square at the Men’s Campus. The Office of Student Housing and the Deanship for Student Affairs can be reached at 02-695-1417. These offices can provide relevant information of interest to male and female student residents. More info is here [http://studentaffairs.kau.edu.sa/Pages-studenthouse.aspx](http://studentaffairs.kau.edu.sa/Pages-studenthouse.aspx)

### 6.5 Food and Beverages

The Deanship of Student Affairs is committed to providing students with quality food services at a subsidized price. Restaurants and cafeterias are available to students across ELI campuses, providing basic meals and snacks. All meals are supervised and inspected by specialized personnel and a team of nutritionists. Basic lunch and dinner are served at the central dining rooms on campus and in the residence halls from 11:30 AM to 08:30 PM. The current subsidized price per meal is SR10. The Food Service Department at the Deanship of Student Affairs is responsible for overseeing the hygienic condition of all other food services at restaurants, cafeterias, coffee shops, grocery stores and mini-marts located throughout the campus.
6.6 Travel Tickets
Saudi Arabian Airlines offers students enrolled at KAU discounts of up to 50% off the original fare for all domestic flights. A student must fill out a ticket discount request form from the Deanship of Student Affairs and take it with a national ID card or a Family Registry Card to the office of Saudi Arabian Airlines in the Academic Square on KAU's Main Campus, or to any major Saudi Arabian Airlines office off-campus. The form is valid for one month for only one beneficiary (the student) and for one trip. The student should not be employed outside campus when applying for the discounted fare.
To book a domestic flight at a student price, contact 02-640-0000, ext. 61359

6.7 Advisory and Counseling
Student advisory and counseling services are available through the University Counseling Center at the Deanship of Student Affairs to assist students in better understanding themselves, to solve their problems by making good use of their abilities and skills, and to adjust to the university environment. The purpose of advisory services is to promote the academic, social and emotional well-being of students to help them succeed and complete their course of study at KAU, and to prepare them for life after graduation.

Students with specific academic problems (students on probation or who have failed their courses) are provided with help to overcome these educational difficulties.

Students with family problems receive customized help addressing their personal, social and family problems.

This service information is readily available from the Deanship of Student Affairs and at http://studentaffairs.kau.edu.sa/Content.aspx?Site_ID=211&lng=EN&clid=92836.

6.8 University Media Services
KAU provides a wide range of media services and news outlets to keep its community informed. These media services and outlets include:

6.8.1 University Website (www.kau.edu.sa)
The University website is the official gateway for all information regarding academic services operational requirements. With their username and password, students can log on to their member area to:
- View schedules of classes;
- View transcripts;
- Register for courses;
- Add and drop courses;
- Apply for college transfer;
- Create and access KAU email account;
- Send various KAU forms, applications, and requests;
- Contact faculty members;
- Find numerous electronic services and links to internal sites, such as the On Demand University Services (ODUS)

Students have complimentary internet access throughout the campus using their Student ID # and passwords used to access ODUS.

6.8.2 University Newspaper/Magazine
The University Newspaper is issued every two months by the Department of Mass Communication at the College of Arts and Humanities, with 20,000 copies produced. It strives to present up-to-date and comprehensive coverage of major events at the University. Students are encouraged to take part in the editorial team of the newspaper.

The University Magazine, with a print run of 20,000 copies, is issued by the Deanship of Student Affairs every two months, and covers various issues such as scientific research from various departments, school announcements, advertisements and other information of use to students.

For updated information, please check the announcement posted on the University website. The Deanship of Student Affairs and the Deanship of Admission and Registration regularly post ads relating to deadlines and student programs and activities.

Local daily newspapers regularly publish KAU news. A major national newspaper is currently distributed on campus free-of-charge.

Students may also join online student forums created by classmates to discuss college life.

6.8.3 University Blogs
Students are invited to join KAU Blogs through www.kau.edu.sa and share campus news, daily experiences, and events. Students use their KAU ID # and passwords to create their blogs. All publication terms and conditions must be read before clicking "I accept" to proceed with registration.
6.9 Transport and Parking
Designated parking lots are provided free-of-charge on campus for faculty, staff, and students, and most are close to faculty and classroom buildings. Vehicles must be registered with the University's Administration of Security and Safety and must display a KAU parking sticker on the windshield. The University also provides a bus shuttle service connecting the student residence halls to other areas of the campus.

6.10 Banking Services
For the convenience of the university community, a branch of Saudi American Bank (SAMBA) is available on the Men’s Main Campus, in Building 26 in the Academic Square, near the Deanship of Student Affairs. A branch is also located on the Women’s Main Campus. ATM machines operated by SAMBA are available throughout the campus to facilitate processing of all bank transactions.

For further information, contact the Samba branch on campus at ext. 61296/67581 or direct line at 02-692-8866.

6.11 Child Care
The University offers comprehensive child care for children of faculty and students with two pre-schools for children up to five years of age on both the Men’s and Women’s Main Campuses.

Al-Shayma Kindergarten is located on the eastern side of campus, close to the Equestrian Club, and within walking distance of ELI Building 30. For tuition and registration information, this kindergarten can be reached at 02-651-7474 and 0535265563. For more information on the kindergarten on the Women’s Main Campus, contact 02-695-3348, Fax 02-695-2000 ext. 21551.

There are also many kindergartens in the vicinity of the KAU campus.

6.12 Medical Services
As KAU students, all ELI students are provided with free primary health care at the clinics of the Medical Administration at each campus.

To make use of the clinic’s primary services, the student should go to the Medical Administration on the relevant campus with the official KAU ID card. The applicant will be asked to complete a brief form and then he/she will be issued with a green card bearing the
individual’s file number. This card must be produced each time primary medical help is sought.

If medical treatment at the University Hospital is necessary, a separate file must be created, again based on details from the University ID. More involved health care is offered at the University Hospital. The 895-bed facility is equipped with state-of-the-art laboratories and equipment for patient care and treatment. The hospital’s departments include Internal Medicine, ENT, Cardiology, Dentistry, Infertility, Pediatrics, Neurology and Psychiatry, Surgery, Ophthalmology, Urology, Gynecology and Obstetrics, Emergency Medicine and General Medicine.

The hospital is the largest building at the University and is situated near the Winged Gate Entrance of the University – Western Gate Number One.

In emergencies, immediate free medical care is provided at this facility.

Basic medication at all medical facilities on campus is provided free-of-charge. If a needed medication is not available at the University Hospital, students should procure them outside the University. There is no reimbursement when this is the case. In addition, the University does not provide medication prescribed by a physician from outside the University. The Medical Administrations on the Men's and Women's Main Campuses accept walk-ins.

Main Campus
- The University Hospital provides emergency medical services 24 hours a day to the entire KAU community and it can be reached at 02-640-1000.
- Clinics at the Medical Administration on the Men's Main Campus are open during morning hours (for men) from 7:30 AM to 02:00 PM (Sun. through Thur.) and during evening hours (for families): from 04:00 PM to 08:00 PM (Sun. through Thur.) This administration can be reached at ext. 61466.
- Clinics at the Medical Administration on the Women's Main Campus are open from 08:00 AM to 04:00 PM (Sun. through Thur.). This administration can be reached at ext. 63223.

Women's Colleges
- The clinic on the Sharafiya Campus is open from 08:00 AM to 08:00 PM (Sun. through Thur.) and is located in Building 5, Suite 101. It can be reached at ext. 5000.
- The clinic on the Salama Campus is open from 08:00 AM to 08:00 PM (Sun. through Thur.) and is located Building B.
For further information on KAU medical services, contact ext. 51437.

6.13 Student Activities
The primary responsibility of the Deanship of Student Affairs is the development and maintenance of a supportive and enriching environment for KAU students. This goal is achieved mainly through nonacademic and extracurricular activities and through the broad participation not only of students but of faculty and staff, and the university community at-large. The Student Activities office advises student committees, and informs the university community of activities and programs through online announcements on the KAU website, campus billboards and bulletins, and newsletters.

The office is also responsible for coordinating the orientation program for new students and for planning supplemental programs for graduate and undergraduate students. There are a variety of services and programs conducted by the University Program Board and by faculty-sponsored and student-sponsored clubs and organizations. They span a wide range of interests, including sports, literature, culture, recreation and social issues.

KAU offers a variety of student committees, including the Central Committee for Islamic Awareness, the Central Committee for Cultural Activities, the Central Committee for Social Activities, the Central Committee for Athletics, and the Central Committee for Scouting. All of the above committees are headed by a university professor, faculty board leaders and elected students of the College Activities committees.

6.14 University Clubs and Societies
KAU students are invited to join a variety of professional clubs, including:

- **Scientific Innovations Club**: supports talented students and develops their skills. It aims to promote technology and technical awareness, encourage technological and scientific inventions, and to sponsor scientific projects and research. The club has participated in a number of local, regional and international events and has succeeded in winning prizes, awards and certificates of achievements.

- **Computer Club**: offers a variety of computer courses conducted by the department of Computer Science. Students are provided with Certificates of Course Completion.

- **Arts and Crafts Club**: offers courses in a variety of arts including painting on silk, traditional pottery and wood sculpture among others. These courses aim at enhancing the artistic talents of students and at developing their appreciation of beauty. Many events are organized by the club including an annual exhibition in which student art exhibits are presented.
• **Arabic Calligraphy & Arts Club:** offers a variety of specialized courses in all forms of Arabic Calligraphy, in addition to Modern Art courses. A number of exhibitions and events are organized, both internationally and locally.

• **Social Club:** aims at developing and maintaining high self-esteem, social awareness and communication skills. Field trips and visits are organized, and students participate in social awareness campaigns. A number of courses focusing on the development of skills and creativity are offered.

• **Photography Club:** includes a photo developing lab, and offers courses and workshops in photography conducted by experts in the field.

• **Literary Club:** publishes the University's Windows Magazine and University's News. It offers an opportunity for students to display their writing and reporting skills.

• **Hope Club for People with Special Needs:** supports students with special needs and promotes their full participation in academic programs and campus activities offered by the Deanship of Student Affairs. The club also ensures that the special services necessary for handicapped students to participate fully in academic programs and the extracurricular life of the campus are provided through university or community resources.

• **Heritage Club:** Established in 1983 to support interest in all forms of traditional arts and folklore. Heritage exhibitions are organized to promote local traditions and Saudi culture.

• **Theater Club:** supports talented students and develops their acting skills. A variety of plays from different drama schools are produced. Specialized courses in acting, production and script writing are also offered. The club participates in a range of local, regional and international events, and has been awarded a number of prizes.

• **Public Relations Club:** organizes special functions, visits, receptions, and receives KAU guests, academic delegations and agencies. Courses are offered in public relations and related fields.

• **Equestrian Club:** through this traditional Arabic sport, the club aims at developing the spirit of courage, assertiveness, comradeship and manliness. The club is located on campus and covers an area of approximately 24,900 square meters. There are 63 areas allocated for stables, and currently there are 24 horses (17 stallions and 7 mares) allocated for training. The club has been officially registered with the Saudi Equestrian Union since 1991.

• **Scouting Club:** a phase of the worldwide scouting movement for youths over 18 years of age directed towards developing character, Islamic ethics, citizenship, fitness, emotional well-being, scouting abilities and individual skills and talents.

• **The English Club** (coming soon).
The clubs offer specific workshops and training to boost students’ skills in the subject area of the clubs of their choice.

More information on the range of professional clubs and leisure activities offered at KAU can be accessed at http://studentaffairs.kau.edu.sa/Default.aspx?Site_ID=211&lng=EN

For further information, visit or contact the Deanship of Student Affairs at ext. 51413/51379.

6.15 College Sports

Sport facilities on the KAU Main Campus are designed to benefit the entire university community, and to provide students with the opportunity to stay fit and competitive. The role of the Office of Sports Activities at the Deanship of Student Affairs is to foster the development of sports through athletic championships and instructional programs designed to accommodate various levels of skill, experience and interest. It also aims to develop self-esteem, assertiveness, positive emotional growth and healthy lifestyles.

The University participates in a number of regional championships, and its varsity teams compete against other universities across the country and against major national sports clubs. In such sports as soccer, swimming, basketball and volleyball deserve a mention. The Office of Sports Activities at the Deanship of Student Affairs is responsible for providing the uniforms for the University and Faculty Sport Teams, and awarding financial prizes and medals for the first three positions in the University League, University Cup, University Championships, and External/Foreign participations.

6.15.1 Sports Facilities

The entire university community is welcomed to practice their favorite sports activities across a variety of KAU sports facilities, including:

- Tennis courts;
- Volleyball courts;
- Basketball courts;
- Handball courts.

The KAU Main Campus also has a reserve football stadium and an international field with a seating capacity of more than 7,000 spectators.

For further information, visit or contact the Deanship of Student Affairs at ext. 51413/51379.
6.16 Libraries
Operated by the Deanship of Library Affairs, KAU libraries across the campuses are available to all students. The KAU Library on the Main Campus is considered the main foundation on which the University's learning resource is based. Resources include books, periodicals, computerized disks, online journals, and other materials.
KAU houses:
- The Central Library on the Men's Campus with its main collections within walking distance of ELI Building 30;
- The Central Library on the Women's Main Campus in Building 14, ext. 63602 & 63605;
- The smaller libraries found at all colleges;
- The Central Library on the Faisaliya Women's Campus, which serves the Women's Colleges in Sharafiya and Salama, in the Administration Building 1, Second Floor, Tel: 02-257-6744.

A new Central Library Building of six floors with a total space area of about 20,000 square meters in the Academic Square on the Men's Campus is near completion and will be available for student-use in 2014.

The KAU library's online catalog can be accessed from any location on campus and can be used to search library materials in Arabic, English, and other languages. A full explanation of all library services, including access to the digital library, is available online at http://library.kau.edu.sa/Default.aspx?Site_ID=212&Lng=EN
For further information, visit or contact the Central Library at ext. 52480.

6.17 KAU Digital Library
Students may use the entire KAU Digital Library after completing registration. A valid KAU username and KAU email account are necessary to access the Digital Library. The creation of the account and user name are obtained by completing the relevant form which is available at the official website of the KAU Library at http://library.kau.edu.sa/Default.aspx?Site_ID=212&Lng=EN by clicking Digital Library.

After completing the form, a verification email confirming pending registration is sent to the provided KAU email account. This email confirms initial registration and contains the chosen username and password for accessing the digital library. The initial email enables access only from within the KAU campus network. Shortly afterwards, another email will be received to confirm official registration by the network administrator. Receipt of this email allows users to access the digital library from any location.
The KAU Digital Library features a wealth of resources in all academic disciplines, including TESL, ELT, Applied Linguistics, Education, and Anthropology. The membership area in the KAU Digital Library contains many windows, including personalized pages with favorite and most cited e-sources, search, database, e-journals, e-books, and an e-catalogue.

The KAU Library features a variety of e-services on its homepage, such as library visit requests, study room reservations, tour requests, follow-up on previously submitted requests, free e-books, Google books, Google Scholar, newly-arrived and soon-to-arrive books and periodicals, and more.

Please note that the KAU Digital Library access privilege is restricted to the student and must not be shared with anyone else. Accounts are regularly checked using a highly secure system, and if any violations are found, the account will be blocked and the ELI management notified. For further information, visit the Central Library or contact ext. 52562/52480.

6.18 Private Tutoring
In its regular intensive program, ELI provides private tutors to assist students with individual learning needs at no charge. The student and tutor together make an instructional plan which might include assistance with class materials and questions about English. Students may be referred to the private tutors by faculty or they can simply schedule an appointment with the private tutors themselves.

Students should refer to the Academic Affairs Unit on their campus for more information about this service.

6.19 ELI Student Activities
English can be learned while having fun, and ELI periodically organizes a range of social and entertainment activities to provide opportunities for learning English in a relaxed and informal context outside the regular classroom setting. These activities include recreation, reading, speaking, and creative writing forums. Soon (2013/2014), ELI will launch its full-fledged English Club on the Main Campus.

For more information on upcoming ELI social and entertainment activities, contact the Academic Affairs Units.

6.20 Special Needs
Students with special needs are granted priority to classroom seating, university housing, and health facilities. The entire university campus has been designed and built to accommodate
such students. All classrooms, restrooms and on-campus facilities are wheelchair accessible. There are also special parking arrangements for the convenience of these students. Individual attention is provided to students in examinations, so that their academic progress continues smoothly through the Foundation Year.

For more info, students with special needs should contact the Academic Affairs Unit.

6.21 Smoke-free Campus
KAU maintains a smoke-free campus policy. Students are required by law not to smoke on campus premises at any time. KAU’s policy "My University...King Abdulaziz University...A Smoke-free University" is communicated to students before admission. Newly-admitted students are required to sign an undertaking not to smoke on campus. The ban prohibits anyone from using tobacco products on campus, including students, faculty, and visitors.
Chapter 7
Student Complaints

7.1 Overview
Occasionally, a student will face a problem at ELI that he/she needs help in resolving. In accordance with ELI’s aims of providing the best possible service to students, the Institute encourages students to raise the issue when they feel these aims are not being met. ELI aims to resolve problems in a fair, efficient and transparent manner. The grievance procedures are in place to benefit students and the English Language Institute as a whole, and should be used accordingly.

ELI recommends that students attempt to resolve any problems by first discussing it with those most involved before filing an official complaint. It is often the case that problems can be resolved by simply approaching those who are concerned and conducting an open and honest discussion.

7.2 Informal Process
Students wishing to make a complaint, or to appeal an academic or administrative decision should first consult their faculty member (if appropriate) and then, if necessary, the concerned Academic Affairs Unit. Issues should be raised as soon as possible, so as to seek informal resolution and conciliation if possible. Raising an issue can often resolve a problem quickly and informally, without the need for any further action.

7.2.1 Informal Advice
In the interest of resolving the matter quickly and informally, it is very important to get early advice about problems. Normally, a student should seek the advice of an Academic Affairs Unit staff member. The student should seek informed advice on the seriousness of the issue, and what, in the context of the complaints procedure, is the best course of action to pursue.

7.2.2 Informal Process for General Complaints
This stage should be initiated within three working days of the incident in question. Any significant delay should be explained and addressed at this point. The student is advised to keep an informal written record of the complaint.

- The student should, if appropriate, approach the person responsible for the issue. It may be advisable to include a third party at this stage, such as the confidant whose advice has been sought earlier. If approaching the responsible party directly is difficult
for any reason, the student should approach a second relevant party as intermediary for help in dealing with the problem, while keeping record of the process.

- If possible a suitable solution to the problem will be found and implemented.
- If the student finds the outcome at this stage unsatisfactory, and wishes to pursue the complaint further, he/she should arrange to meet the Head of the Academic Affairs Unit on his/her campus and seek a quick resolution, if possible. At this stage, the date of the meeting, the subject of the complaint, and the name of the student will all be recorded for future reference, whether or not the complainant proceeds with the case.

All resolutions offered by the Academic Affairs Unit must always be in accordance with applicable University regulations.

7.3 Formal Process
There are procedures for formal complaints to provide both an official framework and a written record from which the complaints can be referenced.

7.3.1 Category of Formal Complaints
Complaints are normally categorized into one or more of the following:

- **Review of Examinations/Results**: This category deals with delivery and marking of exams.
- **Review of Absence and Lateness**: This category deals with issues related to student records of absence and lateness.
- **Review of Administration**: This category deals with issues concerning performance of administrative staff and systems.
- **Review of Classroom Environment**: This category deals with complaints regarding cleanliness, tidiness, and comfort of classrooms.
- **Review of Faculty Performance and Practice**: This category deals with issues related to the standard of instruction and faculty-related issues.

ELI strongly cautions students against frivolous use of the complaint procedure.

7.3.2 Formal Procedures
To lodge a formal complaint the student must fill out the Student Complaint Form and visit the concerned Academic Affairs Unit, whose personnel will direct the student complaint to the relevant party at ELI for review and response. The formal procedure is recorded in writing from the outset.

When initiating the formal process, the following steps should be followed:
STEP ONE

● The Academic Affairs Unit categorizes the complaint, and usually offers preliminary advice to the student. It then refers the written complaint form to the appropriate ELI unit for review. This step should take no longer than two working days. The student should keep a copy of the complaint form.

● Upon receipt of the complaint form, the concerned ELI unit must review the form and reply within three working days, providing an explanation and decision on a separate sheet attached to the form. It is then sent back to the Head of the Academic Affairs Unit.

● The Academic Affairs Unit reviews the provided explanation and makes a decision within two working days of receiving the form from the relevant party. If the student accepts the resolution, he/she signs the complaint form indicating acceptance. If the decision is not accepted, the student can proceed with the formal complaint.

STEP TWO

● The student takes the complaint form and the response of the relevant party to the concerned ELI Vice-Dean's Office within two working days of being informed of the decision by the Academic Affairs Unit.

● The student is given an appointment with the Vice-Dean within three working days to allow proper investigation before the hearing session with the student. The Vice-Dean responds in writing with a decision within two working days following the hearing. The response should be attached to the original complaint form and the response of the relevant party.

● If the student accepts the decision, the Vice-Dean refers it to the relevant ELI unit for immediate implementation.

STEP THREE

● If the student rejects the decision of the concerned ELI Vice-Dean, the complaint form and the written responses with decisions are referred to the Dean for a final decision to be implemented immediately.

● Only in extreme cases, the Dean may take the case to the Vice-President for Academic Affairs for consultation and final decision.

All resolutions are always in accordance with applicable University regulations.
7.3 General Complaint Comment
Every effort will be made to ensure that all parties are treated with fairness and dignity. A student who believes that he/she has unjust treatment as a result of raising an issue should raise the matter with the Dean’s Office in writing. Complaints which are found to have been made with malicious intent or under false pretences may result in disciplinary action against the student.

The student agrees to have the complaint shared with other KAU/ELI parties for resolution. The student may withdraw the complaint at any time during the formal process with the consent of the concerned ELI body handling it.

If a complaint is upheld, there should be a satisfactory remedy or outcome, which may include:

- A full explanation;
- An apology (with or without an admission of liability);
- Resolution of the issues raised in the complaint;
- Disciplinary action.

Written records of formal complaints will be kept. The student should keep copies of the documents regarding his/her case. Reports may be provided to the faculty leadership, in which references to individual cases will be made anonymously.

Students are free to make suggestions or report any dissatisfaction or alleged violation of University standards to the concerned ELI Vice-Deanship or the concerned Academic Affairs Unit. Forms may be obtained from Academic Affairs Units or downloaded from the ELI website and submitted, complete with the details of the incident/suggestions.

All suggestions are welcome and are considered carefully. Students are encouraged to attempt to resolve any issues with faculty informally before complaints are documented and formally submitted to the ELI Administration. Once a complaint is received, it is formally investigated by ELI and appropriate action is taken.

7.4 KAU Student Evaluation
KAU gives its students the right to evaluate the learning process and environment. Students are asked to fill out a KAU Student Evaluation Form in Arabic (original text is available in Arabic and English in the Appendices), which includes sections for evaluating faculty, exams, curriculum, and classroom environment.

Special teams across the campuses are assigned to distribute forms to students to fill out and to be returned to ELI management for analysis.
7.6 Student Frequently Asked Questions (FAQs)
Below are some of the questions most frequently asked by students in the Foundation Year:

Why do I have to take English?
All students at King Abdulaziz University are required to demonstrate a basic competency in the English language. The University requires this for several reasons:
- Many University courses are taught using English language textbooks.
- Many of the University's lecturers and teachers speak English and lecture in English.
- English is the most internationally recognized language and is used the world over for business, academia, travel and in media.

Why do I have to take 18 hours of English each week?
The University believes it is important that students achieve a working level of English in a short time, so that they may succeed in using the English language textbooks required for their studies. For this reason, it is felt that 18 hours a week is the right amount to help students achieve their full potential, as they move on to their main field in the second year. This intensive schedule is in use at most language schools around the world.

I know English already. Why do I have to take more courses?
All students will be required to take a placement test to determine their level. They will then be placed in the class that best suits their abilities. Some students with a relatively high proficiency (IELTS score of 4.5 or IBT TOEFL score of 57) may be excused from English altogether, and will be free to focus on their other Foundation Year courses.

The University expects students to achieve an Intermediate level of proficiency by the time they finish the course requirements.

If I miss the first week, or other classes, will it affect my English grade?
Definitely! If students miss more than six days of class they may exceed the University limit on absences, and be denied admission to the final exam. Arriving on time is very important for students, if they wish to pass the module. Each module lasts about seven weeks, so any missed time will be very difficult to catch up.

Regular, punctual attendance is vital for students to maximize their learning opportunities at ELI. Being a university student brings great benefits and leads to many future opportunities. Along with these benefits and opportunities comes increased personal responsibility. Regular attendance and active participation in learning are the responsibility of the student, and must be taken very seriously to ensure success at ELI.


**How do module grades affect my GPA?**

Each English language module after 101 is worth two credit units. Level 101 does not carry any credit units. These credit units, in conjunction with module grades, are mathematically converted to count towards the students’ overall GPA. The exact details of the equation used and GPA status are available to students on their Academic Record on ODUS.

**How can I know my module grades on the different exams?**

Students can view their grades for Speaking Examinations, Writing Examinations, Computer-based Mid-Module and Computer-based Final Examinations through the website [http://kaueli.com/index.php](http://kaueli.com/index.php). Students can also get their grades immediately from the concerned faculty member or the Academic Affairs Unit.

Final grades are officially recorded in the University ODUS system.

**Can I contest my grade for any exam?**

Of course, you can. If you believe you have received an unfair or erroneous grade on any exam, you can follow the procedures outlined in the chapter on Student Complaints. If a decision is made to change the grade, the concerned Academic Affairs Unit will proceed with it.

**What instructional style is used at ELI?**

ELI faculty use a combination of the best available teaching methodologies to develop communicative competence. A clear, systematic and effective syllabus is naturally presented to encourage students to use the language as much as possible in real-life situations. Intensive work is done on all four language skills (listening, speaking, reading and writing). Emphasis is placed on personalized speaking and understanding of spoken language. The language is presented and practiced in as interesting and enjoyable a manner as possible. ELI classrooms are equipped with all the necessary equipment and technological resources to provide an excellent, up-to-date learning environment.

**What happens to me if I fail to fulfill the English requirement?**

Students who do not manage to pass an English module will be required to retake it. There is a maximum of seven modules, including the summer and first two modules of the following year, given to students to pass Level 4, and complete the Foundation Year English requirement. Students who do not complete the English requirement will not be admitted to colleges at the University and will be required to leave the University, or may be able to transfer to another learning program. Opportunities include studying as an External Student, participating in a University e-Learning Program, or joining the University's Community College.
I've missed an exam. What should I do?

There is never a good excuse for missing an exam unless there is an extreme emergency, including the death, or the impending death, of a parent or a member of one’s immediate family, detention by authorities, or admission to hospital. Students with documented excuses for missing an exam should submit them to the Academic Affairs Units on their campuses within four working days from the initial administration of the exam. All excuses are evaluated on a case-by-case basis. Students should contact the unit for a decision within three days of submitting their excuses.

It is solely the responsibility of the student to attend all ELI exams on time. Students know well in advance when their exams are scheduled, so there is no excuse for not leaving enough time to arrange for other commitments or appointments.

All other questions should be directed to the concerned Academic Affairs Unit.
Appendices
ELI 101
Course Syllabus

Course Title: English Language Level One

Course Code: ELI 101

Course Prerequisite: Oxford Online Placement Test (OOPT) score corresponding to beginner proficiency level and below.

Credits: There are NO credits for this course. Successful completion of ELI 101 is the prerequisite for taking ELI 102. Successful completion of ELI 102, ELI 103, and ELI 104 gives students the necessary credits to meet the Foundation Year English requirement.

Course Description: ELI 101 is a beginner course intended to provide students with a foundation from which they can advance from A1 Breakthrough to A2 Waystage on the Common European Framework of Reference for Languages (CEFR). It is a seven-week module course with 18 hours of instruction each week.

Course Goal: The course aims at helping learners to achieve an overall English language proficiency of beginner Basic User defined as A1 level on the Common European Framework of Reference for Languages (CEFR), developing “generative language use” to interact in a simple way and ask and answer simple questions.

Course Objectives: The course is intended to accomplish its goal in one full academic module of seven weeks through developing students’ language skills to:

1. Understand phrases and expressions related to areas of most immediate priority, provided speech is very slowly and clearly articulated. (LISTENING)
2. Engage in oral communications in very familiar situations, providing and obtaining essential information in simple mainly isolated phrases and sentences. (SPEAKING)
3. Read and understand basic expressions and short, simple texts. (READING)
4. Write basic, simple sentences about people and places. (WRITING)
5. Demonstrate limited control of basic vocabulary* and essential grammatical structures. (USE OF ENGLISH)
*vocabulary from the word lists for Units 1-9 and 11

**Student 'Can-Do' Statements:** Students can access the 'Can-Do' Statements for this level through the ELI website.

**Learner Training:** Learner training is essential to the achievement of the Learning Outcomes. It helps learners select and implement appropriate learning strategies and resources, monitor their own use of strategies and change them if necessary, and monitor the effectiveness of their own learning. It covers a range of learner needs including dictionary use, taking notes, vocabulary notebook, questioning, learners' collaboration, learner autonomy, and self-study and revision skills using the Learning Management System (LMS) for online practice.

**Course Materials:** The core textbook is *Soars, John and Liz, (2011), New Headway Plus Beginner Student’s Book, Special Edition, Oxford University Press* with the following support resources:
- Workbook with DVD-ROM.
- Supplemental Beginner Speaking Materials.
- Reading Program Graded Story.
- Supplemental Beginner Writing Pack for additional writing support.
- Learning Management System (LMS) for online practice at [www.headwayplusonline.com](http://www.headwayplusonline.com) accessed with the Student’s Access Code found in the back of the Student’s Book.

**Course Length and Pacing:** ELI 101 consists of 18 hours of class time each week. The English Language Institute follows a modular system with two modules taught in each academic semester. Thus, the course length for ELI 101 is one module of seven calendar weeks which allows for a total of 126 hours of class time each module. The 101 Instructor’s Pacing Guide is designed on a weekly basis, specifying available materials and providing instructors with a degree of flexibility, allowing ample class time for language practice, and for the incorporation of relevant supplementary materials to facilitate SLO achievement. It also emphasizes regular Learner Training as an essential component of the learning process.  
Assessment: Student achievement is measured from a variety of assessment perspectives, including Continuous Assessment (20%), Computer-based Mid-Module (20%), one Speaking Examination (10%), one Writing Examination (10%), and Final Examinations (40%). Continuous Assessment includes Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and Learning Management System (LMS) Practice. The Mid-Module and Final Examinations focus on listening and reading comprehension, grammar usage, and vocabulary. The assessment tools are designed and administered as follows:

Continuous Assessment
- Content: Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and LMS Practice.
- Format: Supplemental Speaking Materials, Supplemental Writing Materials, Reading Program Graded Reader, and LMS Practice.
- Weight: 20% of the final grade.

Computer-based Mid-Module Examination
- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary.
- Format: Multiple Choice Questions (MCQs).
- Frequency: One mid-module exam.
- Time: 90 minutes.
- Weight: 20% of final grade.

Speaking Examination
- Content: Simple oral communication using high frequency vocabulary and basic sentence structures for this level.
- Format: Short Interview followed by a picture description task.
- Frequency: One per module.
- Time: 3-5 minutes.
- Weight: 10% of the final grade.

Writing Examination
- Content: A series of complete simple sentences forming a descriptive paragraph, displaying control of appropriate spelling, grammar, vocabulary, punctuation and capitalization for this level in legible, neat, and comprehensible writing.
- Frequency: One per module.
- Time: 40 minutes.
- Weight: 10% of the final grade.
Computer-based End-of-Module Examination
- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary.
- Format: Multiple Choice Questions (MCQs).
- Frequency: One at end of module.
- Time: 105 minutes.
- Weight: 40% of final grade.

Disclaimer
Dates for the examinations will vary each module depending on the University calendar. Exact dates will be announced. Students are expected to present original work in all examinations. Plagiarism or copying the work of others in any form invalidates a test assessment, resulting in no credit or mark for that work.
ELI 102
Course Syllabus

Course Title: English Language Level Two

Course Code: ELI 102

Course Prerequisite: Successful completion of ELI 101 or an Oxford Online Placement Test score corresponding to high beginner proficiency level.

Credits: There are two credits for this course. Successful completion of ELI 102 is the prerequisite for taking ELI 103. Successful completion of ELI 103 and ELI 104 gives students the necessary credits to meet the Foundation Year English requirement.

Course Description: ELI 102 is an elementary level course aiming to build and further develop language proficiency at A2 Waystage level on the Common European Framework of Reference for Languages (CEFR), moving towards a higher level of proficiency at this stage. It is a seven-week module course with 18 hours of instruction each week.

Course Goal: The course aims at helping learners to achieve an overall English language proficiency of high Basic User defined as A2 level on the Common European Framework of Reference for Languages (CEFR), developing social language functions such as greeting people, asking about work and free time, and making invitations.

Course Objectives: The course is intended to accomplish its goal in one full academic module of seven weeks through developing students’ language skills to:
1. Follow short spoken texts on familiar topics in which speech is slowly and carefully articulated. (LISTENING)
2. Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. (SPEAKING)
3. Read and understand simple texts and a range of high frequency vocabulary* in context. (READING)
4. Write simple cohesive paragraphs on familiar topics using appropriate vocabulary.* (WRITING)

5. Demonstrate some control of everyday high frequency* vocabulary and essential grammatical structures allowing for occasional inconsistencies. (USE OF ENGLISH)
* vocabulary from the word lists for Units 2-4 and 7-13

**Student 'Can-Do' Statements:** Students can access the 'Can-Do' Statements for this level through the ELI website.

**Learner Training:** Learner training is essential to the achievement of the Learning Outcomes. It helps learners select and implement appropriate learning strategies and resources, monitor their own use of strategies and change them if necessary, and monitor the effectiveness of their own learning. It covers a range of learner needs including dictionary use, taking notes, vocabulary notebook, questioning, learners' collaboration, learner autonomy, and self-study and revision skills using the Learning Management System (LMS) for online practice.

**Course Materials:** The core textbook is *Soars, John and Liz, (2011), New Headway Plus Elementary Student’s Book, Special Edition, Oxford University Press* with the following support resources:
- Workbook with DVD-ROM.
- Supplemental Elementary Speaking Materials.
- Reading Program Graded Story.
- Supplemental Elementary Writing Pack for additional writing support.
- Learning Management System (LMS) for online practice at www.headwayplusonline.com accessed with the Student’s Access Code found in the back of the Student’s Book.

**Course Length and Pacing:** ELI 102 consists of 18 hours of class time each week. The English Language Institute follows a modular system with two modules taught in each academic semester. Thus, the course length for ELI 102 is one module of seven calendar weeks which allows for a total of 126 hours of class time each module. The 102 Instructor’s Pacing Guide is designed on a weekly basis, specifying available materials and providing instructors with a degree of flexibility, allowing ample class time for language practice, and for the incorporation of relevant supplementary materials to facilitate SLO achievement. It also emphasizes regular Learner Training as an essential component of the learning process. http://eli.kau.edu.sa/Default.aspx?Site_ID=126&Lng=AR
**Assessment:** Student achievement is measured from a variety of assessment perspectives, including Continuous Assessment (20%), Computer-based Mid-Module (20%), one Speaking Examination (10%), one Writing Examination (10%), and Final Examinations (40%). Continuous Assessment includes Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and Learning Management System (LMS) Practice. The Mid-Module and Final Examinations focus on listening and reading comprehension, grammar usage, and vocabulary. The assessment tools are designed and administered as follows:

**Continuous Assessment**
- **Content:** Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and LMS Practice.
- **Format:** Supplemental Speaking Materials, Supplemental Writing Materials, Reading Program Graded Reader, and LMS practice.
- **Weight:** 20% of the final grade.

**Computer-based Mid-Module Examination**
- **Content:** Listening & Reading Comprehension, Grammar Usage, Vocabulary.
- **Format:** Multiple Choice Questions (MCQs).
- **Frequency:** One mid-module exam.
- **Time:** 90 minutes.
- **Weight:** 20% of final grade.

**Speaking Examination**
- **Content:** Simple oral communication using high frequency vocabulary and basic sentence structures for this level.
- **Format:** Interview followed by a picture description.
- **Frequency:** One per module.
- **Time:** 3-5 minutes.
- **Weight:** 10% of the final grade.

**Writing Examination**
- **Content:** One cohesive analytical/informational paragraph, using facts, opinions, an appropriate introduction, accurate spelling, appropriate grammatical and lexical range and accuracy for this level in legible, neat, and comprehensible writing.
- **Frequency:** One per module.
- **Time:** 40 minutes.
- **Weight:** 10% of the final grade.
Computer-based End-of-Module Examination
- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary.
- Format: Multiple Choice Questions (MCQs).
- Frequency: One at end of module.
- Time: 105 minutes.
- Weight: 40% of final grade.

Disclaimer
Dates for the examinations will vary each module depending on the University calendar. Exact dates will be announced. Students are expected to present original work in all examinations. Plagiarism or copying the work of others in any form invalidates a test assessment, resulting in no credit or mark for that work.
Course Title: English language Level 103

Course Code: ELI 103

Course Prerequisite: Successful completion of ELI 102 or an Oxford Online Placement Test score corresponding to elementary proficiency level.

Credits: There are two credits for this course. Successful completion of ELI 103 is the prerequisite for taking ELI 104. Successful completion of ELI 103 and ELI 104 gives students the necessary credits to meet the Foundation Year English requirement.

Course Description: ELI 103 is a pre-intermediate level course aiming to build and further improve language proficiency at A2 Waystage level on the Common European Framework of Reference for Languages (CEFR), moving into the B1 Threshold on the CEFR. It is a seven-week module course with 18 hours of instruction each week.

Course Goal: The course aims at helping learners to achieve an overall English language proficiency leading to beginner Independent User of language defined as low B1 level on the Common European Framework of Reference for Languages (CEFR), developing conversational skills, expressing ideas, and helping learners deal with problems and situations where they meet unpredictable language.

Course Objectives: The course is intended to accomplish its goal in one full academic module of seven weeks through developing students’ language skills to:

1. Understand the main points and straightforward factual details given in clear and relatively slow speech on a range of familiar matters, including short narratives. (LISTENING)
2. Engage in conversations, express personal opinions and exchange information on familiar topics. (SPEAKING)
3. Read and understand the main ideas of a variety of texts. (READING)
4. Produce connected texts divided into paragraphs on familiar topics using appropriate vocabulary * in an adequately developed response. (WRITING)
5. Demonstrate control of a limited range of vocabulary* and grammatical structures with minor inconsistencies. (USE OF ENGLISH)
* Vocabulary from the word lists for Units 3-12

**Student 'Can-Do' Statements:** Students can access the 'Can-Do' Statements for this level through the ELI website.

**Learner Training:** Learner training is essential to the achievement of the Learning Outcomes. It helps learners select and implement appropriate learning strategies and resources, monitor their own use of strategies and change them if necessary, and monitor the effectiveness of their own learning. It covers a range of learner needs including dictionary use, taking notes, vocabulary notebook, questioning, learners' collaboration, learner autonomy, and self-study and revision skills using the Learning Management System (LMS) for online practice.

**Course Materials:** The core textbook is Soars, John and Liz, (2011), *New Headway Plus Pre-Intermediate Student’s Book, Special Edition, Oxford University Press* with the following support resources:
- Workbook with DVD-ROM.
- Supplemental Pre-Intermediate Speaking Materials.
- Reading Program Story.
- Supplemental Pre-Intermediate Writing Pack for additional writing support.
- Learning Management System (LMS) for online practice at [www.headwayplusonline.com](http://www.headwayplusonline.com) accessed with the Student’s Access Code found in the back of the Student’s Book.

**Course Length and Pacing:** ELI 103 consists of 18 hours of class time each week. The English Language Institute follows a modular system with two modules taught in each academic semester. Thus, the course length for ELI 103 is one module of seven calendar weeks which allows for a total of 126 hours of class time each module. The 103 Instructor's Pacing Guide is designed on a weekly basis, specifying available materials and providing instructors with a degree of flexibility, allowing ample class time for language practice, and for the incorporation of relevant supplementary materials to facilitate SLO achievement. It also emphasizes regular Learner Training as an essential component of the learning process. [http://eli.kau.edu.sa/Default.aspx?Site_ID=126&Lng=AR](http://eli.kau.edu.sa/Default.aspx?Site_ID=126&Lng=AR)
Assessment: Student achievement is measured from a variety of assessment perspectives, including Continuous Assessment (20%), Computer-based Mid-Module (20%), one Speaking Examination (10%), one Writing Examination (10%), and Final Examinations (40%). Continuous Assessment includes Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and Learning Management System (LMS) Practice. The Mid-Module and Final Examinations focus on listening and reading comprehension, grammar usage, and vocabulary. The assessment tools are designed and administered as follows:

Continuous Assessment
- Content: Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and LMS Practice.
- Format: Supplemental Speaking Materials, Supplemental Writing Materials, Reading Program Graded Reader, and LMS Practice.
- Weight: 20% of the final grade.

Computer-based Mid-Module Examination
- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary.
- Format: Multiple Choice Questions (MCQs).
- Frequency: One mid-module exam.
- Time: 90 minutes.
- Weight: 20% of final grade.

Speaking Examination
- Content: A short talk on a familiar topic.
- Format: A prompted extended turn delivered in front of the assessors and a short dialogue with assessor(s).
- Frequency: One per module.
- Time: 5 minutes.
- Weight: 10% of the final grade.

Writing Examination
- Content: A coherent and cohesive multi-paragraph narrative text (using facts, opinions, appropriate introduction, supporting details, conclusion, and displaying accurate spelling and appropriate grammatical and lexical range and accuracy for this level in legible, neat, and comprehensible writing.
- Frequency: One per module.
- Time: 40 minutes.
- Weight: 10% of the final grade.
Computer-based End-of-Module Examination

- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One at end of module.
- Time: 105 minutes.
- Weight: 40% of final grade.

Disclaimer

Dates for the examinations will vary each module depending on the University calendar. Exact dates will be announced. Students are expected to present original work in all examinations. Plagiarism or copying the work of others in any form invalidates a test assessment, resulting in no credit or mark for that work.
**ELI 104**  
**Course Syllabus**

**Course Title:** English Language Level Four

**Course Code:** ELI 104

**Course Prerequisite:** Successful completion of ELI 103 or an Oxford Online Placement Test score corresponding to pre-intermediate proficiency level.

**Credits:** There are two credits for this course. Successful completion of ELI 104 gives students the necessary credits to meet the Foundation Year English requirement for securing admission to various undergraduate programs.

**Course Description:** ELI 104 is an intermediate level course aiming to build and further improve language proficiency at B1 Threshold level on the Common European Framework of Reference for Languages (CEFR). It is a seven-week module course with 18 hours of instruction each week.

**Course Goal:** The course aims at helping learners to achieve an overall English language proficiency leading to higher Independent User of language defined as high B1 level on the Common European Framework of Reference for Languages (CEFR), giving reasons and explanations for opinions and plans and describing experiences and events.

**Course Objectives:** The course is intended to accomplish its goal in one full academic module of seven weeks through developing students’ language skills to:

1. Listen to extended conversations and monologues on a range of topics, identifying both general messages and specific details, provided speech is clearly articulated in a familiar accent. (LISTENING)
2. Give a straightforward talk and participate in extended oral communication on a familiar topic, be followed without difficulty most of the time, and convey meaning with reasonable precision. (SPEAKING)
3. Read and understand a wide variety of extended texts. (READING)
4. Construct coherent and cohesive texts with multiple paragraphs using appropriate vocabulary* in a fully developed response. (WRITING)

5. Use a sufficient range of vocabulary* and grammatical structure to communicate on a range of topics, although flexibility may be limited when communicating on less familiar topics. (USE OF ENGLISH)

* vocabulary from the word lists for Units 3-10 and 12

**Student 'Can-Do' Statements:** Students can access the 'Can-Do' Statements for this level through the ELI website.

**Learner Training:** Learner training is essential to the achievement of the Learning Outcomes. It helps learners select and implement appropriate learning strategies and resources, monitor their own use of strategies and change them if necessary, and monitor the effectiveness of their own learning. It covers a range of learner needs including dictionary use, taking notes, vocabulary notebook, questioning, learners' collaboration, learner autonomy, and self-study and revision skills using the Learning Management System (LMS) for online practice.

For more information, see the detailed 104 SLOs document in the ELI Curriculum Guide 2013/2014.

**Course Materials:** The core textbook is Soars, John and Liz, (2011), *New Headway Plus Intermediate, Special Edition*, Oxford University Press with the following support resources:

- Workbook with DVD-ROM.
- Supplemental Intermediate Speaking Materials.
- Reading Program Story.
- Supplemental Intermediate Writing Pack for additional writing support.
- Learning Management System (LMS) for online practice at [www.headwayplusonline.com](http://www.headwayplusonline.com) accessed with the Student’s Access Code found in the back of the Student’s Book.

**Course Length and Pacing:** ELI 104 consists of 18 hours of class time each week. The English Language Institute follows a modular system with two modules taught in each academic semester. Thus, the course length for ELI 104 is one module of seven calendar weeks which allows for a total of 126 hours of class time each module. The 104 Instructor's Pacing Guide is designed on a weekly basis, specifying available materials and providing instructors with a degree of flexibility, allowing ample class time for language practice, and for the incorporation of relevant supplementary materials to facilitate SLO achievement. It also emphasizes regular Learner Training as an essential component of the learning process.

**Assessment:** Student achievement is measured from a variety of assessment perspectives, including Continuous Assessment (20%), Computer-based Mid-Module (20%), one Speaking Examination (10%), one Writing Examination (10%), and Final Examinations (40%). Continuous Assessment includes Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and Learning Management System (LMS) Practice. The Mid-Module and Final Examinations focus on listening and reading comprehension, grammar usage, and vocabulary. The assessment tools are designed and administered as follows:

**Continuous Assessment**
- **Content:** Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and LMS Practice.
- **Format:** Supplemental Speaking Materials, Supplemental Writing Materials, Reading Program Graded Reader, and LMS Practice.
- **Weight:** 20% of the final grade.

**Computer-based Mid-Module Examination**
- **Content:** Listening & Reading Comprehension, Grammar Usage, Vocabulary
- **Format:** Multiple Choice Questions (MCQs).
- **Frequency:** One mid-module exam.
- **Time:** 90 minutes.
- **Weight:** 20% of final grade.

**Speaking Examination**
- **Content:** A short talk on a familiar topic.
- **Format:** A prompted extended turn in front of assessors and a short dialogue with assessors
- **Frequency:** One per module.
- **Time:** 5 minutes.
- **Weight:** 10% of the final grade.

**Writing Examination**
- **Content:** A coherent and cohesive argumentative essay of at least three paragraphs on a familiar topic, using facts, opinions, appropriate introduction, supporting details, conclusion, and displaying accurate spelling and appropriate grammatical and lexical range and accuracy for this level in legible, neat, and comprehensible writing.
- **Frequency:** One per module.
- **Time:** 40 minutes.
- **Weight:** 10% of the final grade.
Computer-based End-of-Module Examination

- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One at end of module.
- Time: 105 minutes.
- Weight: 40% of final grade.

Disclaimer

Dates for the examinations will vary each module depending on the University calendar. Exact dates will be announced. Students are expected to present original work in all examinations. Plagiarism or copying the work of others in any form invalidates a test assessment, resulting in no credit or mark for that work.
Dear Student,

This questionnaire gives you the opportunity to express your views about this course. Your responses will be totally anonymous. The results will be used as part of an overall assessment of the effectiveness of this course and for course improvement.

Thank you for taking the time and effort to respond to this questionnaire. Please give your most candid and thorough response to the statements below. Darken the letter that corresponds to your response as follows:

(A) Strongly Agree   (B) Agree   (C) Neutral   (D) Disagree   (E) Strongly Disagree

**Syllabus**
1. The course is useful.
2. The study load for this course is appropriate compared to other courses.
3. The time assigned for each language skill (listening, speaking, reading, and writing) is appropriate.
4. The textbooks are appropriate.

**Classroom**
5. The classroom size is appropriate to the number of students.
6. Ventilation, lighting, and audio-visual aids are appropriate for the classroom.

**Language Labs**
7. Computers work properly.
8. The programs are user-friendly.
Instruction:
9. The instructor is punctual (starts and ends the class on time).
10. The instructor presents his material clearly and coherently.
11. The instructor encourages students to participate in class activities and speak in English.
12. The instructor deals with student errors in a positive way.
13. The instructor shows respect for students in his/her dealings with them and accepts others’ points of view.
14. The instructor gives students the necessary exercises to master the language skills.
15. The instructor is fair and objective in evaluating student performance.
16. The instructor is always available during his office hours.
17. The instructor uses the available teaching resources in an effective manner.
18. The instructor attends all classes.
19. The instructor is always appropriately dressed and groomed.
20. I would recommend other students to take this course with this instructor.

Assessment
a. Assessment Scheme:
21. The current assessment scheme accurately reflects the level of student achievement.
22. The grade distribution on mid-module, final-module, writing, and speaking examinations is appropriate.

b. Mid-Module and Final Examinations:
23. Weight of each section (Listening, Reading, Grammar, and Vocabulary) is appropriate.
24. Exam items are clear and consistent with what has been studied in class.
25. The quality of recording of the listening section is fine.
26. The time allotted for the test is sufficient.
27. The degree of difficulty of questions is appropriate.
28. The number of exams during the course is appropriate.

c. Speaking Examination:
29. The manner in which the test is conducted is appropriate.
30. The assessment rubrics are clear and fair.

d. Writing Examination:
31. Test topics are appropriate and consistent with what has been practiced in class.
32. The manner in which the exam is conducted is appropriate.
Student Complaint Form
نموذج شكوى للطلاب

Name: _______________________________ KAU ID#__________________
الاسم                        الرقم الجامعي

Email: __________________________ Course _______ Section _______
البريد الإلكتروني                 المادة         الشعبة

Instructor’s Name: ________________________________
اسم الأستاذ(ة)

STEP 1: A Description of Your Complaint:
الخطوة الأولى: وصف الشكوى
Please describe your complaint in detail below. You may attach additional pages if needed.
الرجاء ذكر طبيعة الشكوى بالتفصيل ادناه وبالأساس إرفاقصفحات إضافية عند الحاجة

Complaint Category:
تصنيف الشكوى

☐ Review of Examinations/Results
مراجعة الاختبارات/ النتائج

☐ Review of Absence and Lateness
مراجعة الغياب والتأخير

☐ Review of Administration
مراجعة الإجراءات الإدارية

☐ Review of Classroom Environment
مراجعة البيئة الفصلية

☐ Review of Instructor Performance and Practice
مراجعة أداء المدرس وسلوكه

☐ Other
أخرى

a. Issue of complaint.
الحدث المسبب للشكوى

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

b. Date, location, and witnesses of above-described issue (if any).
تاريخ ومكان الحدث الموصوف أعلاه (إذا وجدوا).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

c. University/ELI policy or procedure violated (if any).
قواعد ونظم الجامعة أو المعهد التي تم تهاجمها بسبب الحدث.

________________________________________________________________________
d. The effect of the problem on you as a student

مدى تأثير المشكلة عليك كطالب(ة).

_______________________________________________________________________

_______________________________________________________________________

e. Steps you have taken to resolve the problem

الخطوات المبدئية التي تم اتخاذها لحل الشكوى.

_______________________________________________________________________

_______________________________________________________________________

REQUESTED RESOLUTION:

الحل المطلوب:

a. What action do you request to be taken to resolve the complaint?

ما هو الإجراء المطلوب تنفيذه لحل هذه الشكوى؟

_______________________________________________________________________

_______________________________________________________________________

b. When should the action be completed?

متى يمكن استكمال الإجراء؟

_______________________________________________________________________

_______________________________________________________________________

Signature ___________________________ Date ____________________________

التوقع  التاريخ
**STEP 2: Submit form to the Academic Affairs Unit.**

الخطة الثانية: تقديم الاستمارة إلى وحدة الشؤون التعليمية بالمعهد للرد على شكواك

<table>
<thead>
<tr>
<th>Response of the Academic Affairs Unit</th>
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<tr>
<td>رد الشؤون التعليمية على الشكوى</td>
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<td>Decision of the Academic Affairs about the complaint</td>
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<th>Head of the Academic Affairs Unit</th>
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After receiving the written response above to your complaint, complete the following (if applicable):

في حال استلام الرد المكتوب على شكاك أعلاه، أكمل (ي) الإقرار التالي:

- I accept the explanation/decision made by the Academic Affairs Unit
  أقبل رد وقرار وحدة الشؤون التعليمية بخصوص شكواي.

- I reject the complaint decision by the Academic Affairs Unit and I would like to have my case reviewed by the concerned Vice-Dean.
  أرفض رد وقرار وحدة الشؤون التعليمية بخصوص شكواي وأرغب في إحالتي لوكيل المعهد المختص

Signature ___________________________ Date ___________________________
STEP 3: If you reject the decision/solution, given (in step 2) by Academic Affairs Unit, you have a right to appeal to the concerned Vice-Dean.

الخطوة الثالثة: في حال رفضك القرار المنبثق عن الخطوة الثانية فإن لديك الحق في الإستئناف لدى وكيل المعهد المختص.

Response of Vice-Dean
رد وكيل المعهد على الشكوى

Decision of the Vice-Dean about the complaint
قرار وكيل المعهد حول الشكوى

Vice-Dean  Signature  Date

Following the second written response above to your complaint, please complete the following (if applicable):

في حال استلام الرد الثاني المكتوب اعلاه على شكواك، أكمل (ي) التالي (عند الحاجة):

☐ I accept the explanation and decision made by the concerned Vice-Dean
أقبل رد وكيل المعهد المختص بخصوص شكاوى.

☐ I reject the complaint decision by the concerned Vice-Dean and I would like to have my case reviewed by the Dean. I understand that the Dean's decision is final.
أرفض رد وكيل المعهد المختص بخصوص شكاوى وأرغب في إحالتها إلى عميد المعهد علما مني أن قرار عميد المعهد نهائي ولا رجعة فيه.

Decision of the Dean about the complaint
قرار عميد المعهد حول الشكوى

Dean  Signature  Date

Signature  التوقيع  Date  التاريخ

Please return signed copy and attached responses to the Academic Affairs Unit.

الرجاء إعادة النسخة الموقعة والقرارات المرفق إلى وحدة الشؤون التعليمية.