



Catalog Effective Date
2025-2026

(AZ Standards, Catalog checklist item #3)

Nurturing Excellence, Creating Leaders



NewEra College

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INTRODUCTION

Welcome to NewEra College, where innovation meets excellence in the dynamic world of online education. Established in 2024 as a family-founded institution in Arizona, NewEra College draws its strength from a unique combination of academic rigor, technological innovation, and a leadership team with decades of national and international experience.

At the heart of NewEra College is a distinguished faculty composed of seasoned educators, industry professionals, and thought leaders from around the globe. Their combined expertise ensures that our programs are not only academically robust but also closely aligned with the evolving needs of the global marketplace. This unparalleled dedication empowers our students to develop the critical thinking, creativity, and ethical foundation needed to thrive in their chosen fields.

Why Choose NewEra College?

- **Faculty Excellence:** Our faculty and leadership bring a wealth of knowledge and proven success across diverse disciplines, ensuring a learning experience that is both comprehensive and forward-thinking.
- **Market-Driven Programs:** Each course is meticulously designed to address current industry demands, providing students with the tools to excel in competitive fields such as technology, science, and the arts.
- **Global Perspectives:** Our international outlook and inclusive curriculum prepare graduates to navigate and succeed in an increasingly interconnected world.

Empowering Students, Inspiring Trust

For students, NewEra College offers more than just an education—it provides a pathway to personal growth, professional success, and lifelong learning. For industries and employers, our graduates represent a new era of talent: individuals equipped with the skills, adaptability, and leadership qualities to meet complex challenges and drive innovation.

By choosing NewEra College, you are not just enrolling in an academic program; you are joining a vibrant community of learners and professionals who are redefining what it means to succeed in today's fast-paced, technology-driven landscape. Together, we are shaping a brighter future for individuals, industries, and communities worldwide.

A WORD FROM THE PRESIDENT

Dear Staff, Faculty, Students, and Industry Partners, It is with immense pride and great anticipation that I welcome you to **NewEra College** - a place where the future of education and professional achievement. To our **staff and faculty**, I extend my deepest gratitude for your unwavering commitment to the mission and vision of NewEra College. Your dedication to fostering a transformative learning environment is the cornerstone of our success. Together, we are not just educators but innovators, mentors, and leaders, guiding our students toward a brighter future.

To our **students**, you are the heart of NewEra College. By choosing to embark on this journey with us, you have taken the first step toward unlocking your potential and shaping your destiny. We are committed to providing you with the tools, resources, and support you need to excel—not just academically, but in every facet of your life. Your success is our greatest reward, and we are here to help you thrive in an ever-changing world.

To our valued **industry partners**, we recognize the vital role you play in shaping the future of education and employment. At NewEra College, we are committed to delivering graduates who are not only academically prepared but also industry-ready—equipped with the skills, adaptability, and creativity to meet the challenges of today and tomorrow. Your trust in our programs inspires us to continuously innovate and align our curriculum with the evolving needs of the marketplace.

As we embark on this journey together, let us remember that NewEra College is more than just an institution; it is a community—a vibrant network of learners, educators, and professionals united by a shared vision of excellence.

Together, we are redefining the possibilities of online education, empowering individuals to lead, innovate, and contribute meaningfully to society.

Thank you for being an integral part of this exciting journey. I look forward to celebrating your achievements and witnessing the transformative impact of our collective efforts.

With warm regards,
President, NewEra College

HISTORY

NewEra College was proudly established in 2024 in Arizona as a family-founded institution driven by a shared passion for education and innovation. Building on the extensive experience of its founding family, complemented by the expertise of renowned professionals in the education field, NewEra College was created to redefine online learning.

Our journey began with a vision to create a transformative educational experience—one that combines the personal commitment of a family enterprise with the academic rigor and technological advancement expected of leading institutions.

Though newly established, we are deeply committed to achieving our mission of excellence in online education. With unwavering dedication, we aim to compete with peer institutions in delivering superior quality, academics, and technology-driven solutions, setting a new benchmark in post-secondary education.

MISSION STATEMENT

At NewEra College, we are committed to redefining and elevating the standards of post-secondary online education. Rooted in excellence, innovation, and inclusivity, our mission is to empower a diverse community of learners to excel in the dynamic fields of technology, science, and the arts.

Aspiring to be a global leader in online education, NewEra College fosters a transformative learning environment that transcends geographical boundaries. We aim to cultivate a vibrant academic community where students, faculty, and staff collaborate to advance knowledge, creativity, and critical thinking.

VISION STATEMENT

To become a global leader in online post-secondary education by fostering a transformative, inclusive, and innovative learning environment. At NewEra College, we envision empowering a diverse community of learners to excel in technology, science, and the arts, transcending geographical boundaries to inspire creativity, critical thinking, and lifelong success.

CORE VALUES

Excellency

We deliver rigorous, industry-relevant programs that equip students with the knowledge, skills, and ethical foundations to excel in their fields.

Innovation

As pioneers in online education, we leverage cutting-edge technology and pedagogy to create dynamic, responsive learning experiences.

Inclusivity and Diversity

We celebrate diversity and foster an inclusive community, recognizing that varied perspectives enrich learning and prepare students for a globalized world. We all belong here.

Community Engagement

Through partnerships with industries, alumni, and the broader community, we ensure our programs remain relevant and impactful, encouraging students to make socially responsible decisions that positively impact their communities and the world.

Accessibility

We are committed to breaking down barriers to education, offering flexible, affordable, and fully online opportunities for learners everywhere.

Agility

We embrace change and adapt swiftly to the evolving needs of the education landscape, ensuring that our programs remain innovative and future-ready.

Ethical Responsibility

We uphold the highest standards of ethics and morality, instilling a sense of integrity, social responsibility, and leadership in all aspects of our work and student experiences.

Leadership

We cultivate leadership qualities in our students, faculty, and staff, empowering them to inspire change, innovate, and excel in their respective fields.

STATEMENT OF DEDICATION

At NewEra College, we are unwavering in our dedication to fostering a transformative educational experience. We are committed to:

- **Empowering Learners:** Ensuring every student has access to cutting-edge resources, personalized support, and an inclusive environment to excel.
- **Advancing Innovation:** Continuously embracing advancements in technology and pedagogy to deliver a superior online education experience.
- **Building a Community of Excellence:** Nurturing collaboration among students, faculty, staff, and alumni to drive academic achievement and societal impact.

Our dedication reflects our promise to uphold the highest standards of integrity, inclusivity, and academic excellence in everything we do.

INSTRUCTIONAL OBJECTIVES

Our instructional objectives are designed to align with our mission and vision, ensuring that students are prepared for academic and professional success:

1. **Developing Core Competencies:**
Equip students with foundational knowledge, critical thinking skills, and ethical frameworks in technology, science, and the arts.
2. **Fostering Innovation and Problem-Solving Skills:**
Encourage students to embrace creativity and adopt innovative approaches to address real-world challenges.
3. **Enhancing Global Awareness and Cultural Competence:**
Promote a deep understanding of diverse perspectives to prepare students for success in a globalized world.
4. **Supporting Lifelong Learning:**
Instill a commitment to continuous personal and professional growth, enabling students to adapt to evolving industries and technologies.
5. **Building Leadership and Collaborative Skills:**
Prepare students to lead with integrity and work effectively in multidisciplinary and multicultural teams.
6. **Promoting Technological Proficiency:**
Ensure students are adept at leveraging advanced digital tools and platforms to excel in the dynamic online landscape.

SUSTAINABILITY

NewEra College is committed to building a sustainable future for education by:

- **Fostering Environmental Responsibility:** Leveraging digital platforms to minimize our ecological footprint while promoting eco-conscious values among our community.
 - **Promoting Financial Sustainability:** Ensuring affordable and accessible education through cost-effective online delivery methods, while maintaining academic rigor and quality.
 - **Investing in Long-Term Growth:** Continuously developing our curriculum, faculty, and technological infrastructure to adapt to future educational demands.
- By prioritizing sustainability, NewEra College aims to create a legacy of responsible education that serves both current and future generations.

STATE AUTHORIZATION

NewEra College is a for-profit private institution, which has applied to be licensed by the Arizona State Board for Private Postsecondary Education (“State Board”). Students may direct questions about the institution to:

The Arizona State Board for Private Postsecondary Education

1740 West Adams, Suite 3008, Phoenix, Arizona 85007
Phone: 602-542-5709
Fax: 602-542-1253
<http://ppse.az.gov>

ACCREDITATION

NewEra College is not Accredited

ADMINISTRATIVE HOURS

NewEra College administrative hours are Monday – Friday from 9 am – 5 pm Mountain Standard Time (MST) from the first Sunday in November to the second Sunday in March and Mountain Daylight Time (MDT) the remainder of the year, excluding holidays.

No instruction is provided at NewEra College’s main campus. The main campus consists of an office that contains office furniture and access to electronic materials via computer.

Catalog



ADMINISTRATION AND OWNERSHIP

(AZ Standards, Catalog checklist item #4 a, b, c)

Members of Board of Directors/Manager/Owners

Name	Title	Ownership
Omnia Elshaikh	Manager/Director	100%
M. Elshimy	Vice President	
Nagwa Gamal	Board Member	
M. Behairy	Board Member	
M. Dawoud	Board Member	
Yousef Fattah	Board Member	
M. Ghazy	Board Member	

PROGRAM OFFERED

(AZ Standards, Catalog checklist item #5)

NewEra College offers the following online programs:

- Master of Education (M.Ed) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)
- Master of Arts (MA) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)
- Doctor of Education (Ed.D) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)
- Doctor of Philosophy (Ph.D) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)
- Career Certificate in Teaching Arabic as a Foreign Language (CCTAFL)

PROGRAMS' DESCRIPTION

(AZ Standards, Catalog checklist item #6a)

I) Master of Education (M.Ed) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) with 30 Credit hours

II) Master of Arts (MA) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) with 32 Credit hours

Language: All Lectures occur in Arabic

Topical Outline:

The program provides a comprehensive exploration of teaching Arabic as a foreign language (TAFL) with a focus on practical approaches. This program falls into two tracks: Master of Education (M.Ed) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) track degree with **30 Credit hours** and Master of Arts (MA) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) track degree with **32 Credit hours**. Students choose either the **M.Ed** or **MA** track.

Statement of Purpose:

i. Master of Education (M.Ed) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)

The professional track is designed for students seeking to develop the analytical and practical skills necessary for advancement in non-academic careers in government, NGOs, and business, as well as a solid understanding of the teaching and pedagogical field. It is tailored for students who **do not** plan on pursuing a Ph.D after their completion of the masters. Students in the professional track write a master's report (ARR) that must include the integration of theory and practice through practical research projects, enabling students to investigate practical challenges within their field of study. It promotes the synthesis of theoretical and practical knowledge through procedural research projects in the field of teaching Arabic to non-native speakers. The Master's degree in the professional track program culminates in written and oral exams, as well as an **Action Research Report (AAR) defense**.

ii. Master of Arts (MA) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)

Students who wish to **pursue** a Ph.D should choose the thesis track. Students in the thesis track submit Master's Graduation Portfolio (GP). This Portfolio is the MA research paper/thesis usually a review of literature with conclusions drawn after conceptualizing an area of inquiry, planning a systematic search, and analyzing and critiquing the acquired information. This academic paper should advance research knowledge and skills in teaching Arabic as foreign language (TAFL) discipline. This paper shows the way of tying together major themes, issues, and perspectives the TAFL student has encountered and reflected upon over the research fundamentals course in the Master's program. This understanding is cast in the light of what it means to the TAFL student and for the TAFL student's intended academical context. The Master's degree in the thesis track program culminates in written and oral exams, as well as a **Graduation Portfolio (GP) defense**.

Skills/Jobs to Be Learned:

Graduates of the M.Ed & MA of Education in Applied Linguistics – TAFL Program will acquire the following:

- ✓ Proficiency in designing and delivering Arabic language lessons tailored to diverse learner needs.
- ✓ Expertise in evaluating and improving language curricula and instructional methods.
- ✓ Research and analytical skills to address linguistic challenges in teaching Arabic.
- ✓ Competence in using technology to enhance language learning and teaching.
- ✓ Cultural sensitivity and the ability to incorporate sociocultural contexts into teaching.
- ✓ Assessment and evaluation skills to monitor learner progress effectively.
- ✓ Development of lexicological resources and linguistic documentation for TAFL purposes.
- ✓ Statistical and data analysis in ethnography aspect
- ✓ Critical thinking in linguistics and pedagogical education difficulties.

Subjects:

The M.Ed & MA of Education in Applied Linguistics – TAFL Courses:

Linguistic Skills for FL	2 cr
FL Acquisition Theories	2 cr
Contrastive Linguistics and Difficulties in TAFL	2 cr
Text Linguistics and FL Learning	2 cr
FL Teacher Competencies	2 cr
Structures and Linguistic Analysis in TAFL	2 cr
FL Educational Technology	2 cr
Developmental and Learning Psychology	2 cr
Curriculum Design and Analysis	2 cr
Assessment and Evaluation Methods in FL	2 cr
Educational Theories and Applications	2 cr
Action Research and Educational Field Application	8 cr
Fundamentals of Scientific Research	10 cr

Units:

The M.Ed & MA of Education in Applied Linguistics – TAFL Units:

- **General** courses – 10 credit hours – required for 2 tracks
- **Specialized** courses – 12 credit hours – required for 2 tracks
- **Graduation** course – 8 credit hours - Action Research and Educational Field Application course (AR-6000) - required for **Professional (M.Ed) track**
- **Graduation** course – 10 credit hours - Fundamentals of Scientific Research (SR-6000) – required for **Thesis (MA) track**

The Master’s program for the **Professional (M.Ed) track** culminates in written and oral exams, as well as a **graduation report defense**.

The Master’s program for the **Thesis (MA) track** culminates in written and oral exams, as well as a **graduation portfolio defense**.

III) Doctor of Education (Ed.D) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)

IV) Doctor of Philosophy (Ph.D) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)

Language: All Lectures occur in Arabic

Topical Outline:

This program is designed for specialized educators who have completed a Master’s degree in the field and aim to further pursue an academic and research-oriented career. Doctoral-level degree program falls into two tracks: Doctor of Education (Ed.D) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) track degree **with 60 Credit hours** and Doctor of Philosophy (Ph.D) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) track degree **with 62 Credit hours**. EdD and Ph.D doctorate tracks are similar in some ways. Both lead to the highest level of graduate degree, and both encourage analytical, critical and creative thinking. Students choose either the **EdD** or **Ph.D** track.

Statement of Purpose:

- i. **Doctor of Education (Ed.D) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)**
The EdD is a degree designed to prepare educators in Arabic as foreign language discipline. Working professionals often choose a doctoral program to gain knowledge they can use to apply their work experience, skills, and expertise to roles of greater leadership and influence. **Complementary Research** is the product for the Research Seminar course (RS-7009-FL) and Complementary Research preparation course (CR-7000), in which the candidate identifies a problem, presents their methodology, describes their project, makes observations about their findings, and presents a practical solution. Doctoral degree program coursework and Research Methods and Statistical Analysis courses prepare candidates as they learn about research methods, planning and designing research, statistics and presenting findings. The doctoral study’s components are designed to demonstrate competence in research and research design, subject matter expertise, and command of critical thinking and academic writing. The Doctorate program for the **professional (EdD) track** culminates in written and oral exams, as well as a **complementary research defense**.

ii. Doctor of Philosophy (Ph.D) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)

The Ph.D is an academic degree track focused on original research, data analysis, and the evaluation of theory. The result of that research is a dissertation. People who earn a Ph.D often pursue careers in research, academia, and leadership. The dissertation is the product of the Research Seminar course (RS-7009-FL) and Dissertation preparation course (DN-7000). The dissertation should address a gap in literature and add new knowledge to a field of teaching Arabic as foreign language through original research. A dissertation reflects a Ph.D candidate’s interests and can have a significant impact in the community or profession. The Doctorate program for the **Dissertation (Ph.D) track** culminates in written and oral exams, as well as a **dissertation defense**.

Skills/Jobs to Be Learned:

Graduates of the EdD & Ph.D of Education in Applied Linguistics – TAFL program will acquire the following:

- ✓ Advanced skills in curriculum development and program implementation for TAFL.
- ✓ Expertise in conducting and applying research to solve practical teaching challenges.
- ✓ Proficiency in using modern teaching tools and educational technologies.
- ✓ Leadership and supervisory skills for managing language programs and training teachers.
- ✓ In-depth understanding of sociolinguistic and psycholinguistic factors in language acquisition.
- ✓ Reflective practice and continuous professional growth
- ✓ Statistical and data analysis in ethnography aspect
- ✓ Critical thinking in linguistics and pedagogical education difficulties.

Subjects:

The EdD & Ph.D of Education in Applied Linguistics – TAFL Courses are:

Reference Frameworks in Teaching Arabic as a FL	3 cr
Psycholinguistics	3 cr
Lexicography and Corpora	3 cr
Modern Theories and Practices of Applied Linguistics	3 cr
Dialectology	3 cr
Sociolinguistics	3 cr
Literature in Foreign Language Teaching	3 cr
Foreign Language Teaching Methods	3 cr
Candidacy and Research Seminar	9 cr
Educational Learning Environment	3 cr
Research Methods and Statistical Analysis	3 cr
Independent Studies (Publish two academic papers)	8 cr
Complementary Research	13 cr
Dissertation	15 cr

Units:

The EdD & Ph.D of Education in Applied Linguistics – TAFL Units:

- **General** courses – 6 credit hours – required for 2 tracks
- **Specialized** courses – 33 credit hours – required for 2 tracks
- **Graduation** courses – 21 credit hours - Complementary Research course (CR-7000) and **independent studies** course (IS-7000) - required for **Professional (EdD) track**
- **Graduation** courses – 23 credit hours – Dissertation course (DN-7000) and **independent studies** course (IS-7000) – required for **Dissertation (Ph.D) track**

The Doctorate program for the **Professional (EdD) track** culminates in written and oral exams, as well as a **complementary research defense**.

The Doctorate program for the **Dissertation (Ph.D) track** culminates in written and oral exams, as well as a **dissertation defense**.

V) Career Certificate in Teaching Arabic as a Foreign Language (CCTAFL)

Language: All Lectures occur in Arabic

Topical Outline:

Career Certificate in Teaching Arabic as a Foreign Language (CCTAFL) is organized across three progressive levels. **Foundations, Instructional Design and Applied Practice**, and **Assessment and Leadership**, the program integrates theoretical foundations, applied instructional practice, educational technology, supervised microteaching, and reflective professional development. Participants develop instructional competence, assessment literacy, and professional readiness to teach Arabic to non-native speakers in face-to-face, blended, and online learning environments.

Statement of Purpose:

Career Certificate in Teaching Arabic as a Foreign Language (CCTAFL) is a 70-hour, non-degree professional training program designed to prepare adults (18+) for workforce entry or career transition into Arabic language education. Fully aligned with the ACTFL Proficiency Guidelines and the Common European Framework of Reference for Languages (CEFR), the program emphasizes proficiency-based instruction, communicative competence, performance-based assessment, and technology-enhanced teaching practices.

The program supports workforce development by equipping participants with practical teaching skills, standards awareness, and instructional tools aligned with current market needs. Graduates are prepared for entry-

level instructional and training roles in language institutes, community education programs, online platforms, and supplemental education settings in the United States, including Arizona, and in international contexts, while maintaining instructional rigor and quality assurance consistent with international language education standards.

Skills/Jobs to Be Learned:

Upon completion of the program, graduates will have acquired the following job-ready skills and occupational competencies:

Instructional Skills

- Plan and deliver Arabic language lessons aligned with CEFR and ACTFL proficiency levels
- Teach integrated language skills (listening, speaking, reading, writing) using communicative and task-based methods
- Manage Arabic language classrooms and learning environments effectively in multicultural and multilingual contexts

Curriculum and Instructional Design Skills

- Design lesson plans, instructional units, and modules using structured instructional models (e.g., PPP, backward design)
- Adapt and implement Arabic language curricula for diverse learner needs and proficiency levels
- Develop instructional materials aligned with proficiency descriptors and performance outcomes

Assessment and Evaluation Skills

- Create formative and summative language assessments aligned with international proficiency standards
- Develop performance-based assessment tasks and analytic scoring rubrics
- Interpret learner performance data to inform instructional decisions

Technology and Digital Instruction Skills

- Use educational technology tools and learning management systems to support Arabic language instruction
- Apply AI-supported tools for content creation, adaptive learning, assessment, and feedback
- Design and deliver online and blended Arabic language learning experiences

Linguistic and Cultural Application Skills

- Analyze learner errors using contrastive linguistic principles
- Integrate Arabic cultural content and sociolinguistic variation into instruction

- Support learners’ intercultural communicative competence and authentic language use

Professional Practice and Communication Skills

- Demonstrate reflective teaching practices through self-evaluation and feedback integration
- Communicate instructional goals and learner progress effectively to stakeholders
- Adhere to professional and ethical standards in language education

Training and Leadership Skills (Advanced Level)

- Support instructional quality through mentoring, supervision, and peer feedback
- Design and deliver professional development sessions for Arabic language teachers
- Facilitate teacher training and instructional improvement initiatives

Subjects:

Career Certificate in Teaching Arabic as a Foreign Language (CCTAFL) Subjects:

Foundations and Principles of Teaching Arabic to Non-Native Speakers	2 hr
Linguistic Elements and Skills Across Proficiency Levels	8 hr
International and Arab Reference Frameworks and Standards	4 hr
Classroom Management and Learning Environment Design	2 hr
Teaching Arabic to Non-Native Speakers: Curricula and Methods	4 hr
Lesson Planning, Implementation, and Assessment Using the PPP Model	4 hr
Educational Technology	4 hr
Contrastive Linguistics	4 hr
Instructional Unit and Module Design	4 hr
Educational Psychology and Individual Differences	4 hr
AI and Online Platforms in Designing and Teaching Arabic as a Second Language	4 hr
Arabic Culture in Teaching Arabic as a Foreign Language	2 hr
Microteaching	4 hr
Curriculum and Program Design	4 hr
Advanced Language Assessment Methods	4 hr
Educational Supervision	4 hr
Developing Digital Instructional Units for Teaching Arabic	4 hr
Training of Trainers in Teaching Arabic as a Second Language	4 hr

Units:

The TAFL Units:
 Specialized courses - 11 course
 Pedagogy courses - 3 course
 Technology - 3 course
 Assessment

ADMISSION AND COMPLETION REQUIREMENTS

(AZ Standards, Catalog checklist item #6b)

Admission Requirements for Degree Programs

General Requirements:

To apply for acceptance, prospective students will:

1. Submit a government-issued photo identification.
2. Submit a completed online application for admission on NewEra College website.
3. Review NewEra College's catalog.
4. The submitted degrees' evidence should be from a state-approved or nationally accredited or regionally accredited institution.
5. Complete an admissions interview with a representative of NewEra College (if needed).
6. Be aware of the technical participation requirements in the program
 - A computer: Windows or Apple laptop/desktop with 2.5GHz processor or higher (or equivalent), 8GB of RAM or higher, 120GB HD space or higher, with webcam with microphone capabilities.
 - A webcam.
 - A microphone.
 - High-speed internet connection with 50 Mbps or higher speed.
 - Adobe Acrobat Reader (current version)
 - A Word processing program such as Microsoft Word.
 - Use an appropriate virus application to prevent virus transmittal from submitted assignments.
 - Firefox and are the recommended browsers for accessing the Moodle/Online classroom.
7. A prospective student admitted into a program must sign an enrollment agreement by the date provided in the acceptance notification.

Program Requirements:

To apply for acceptance, prospective students will:

- I) **M.Ed & MA** of Education in Applied Linguistics – TAFL Students choose either the *professional* or *thesis* track.
 - 1-Applicants of the **professional M.Ed Track**, must submit evidence of completed bachelor's degree or equivalent and demonstrate *Arabic fluency* by the admissions interview (if needed).
 - 2-Applicants of the **thesis MA Track**, must submit evidence of completed bachelor's degree in *Arabic Language* or equivalent.
- II) **Edd & Ph.D** of Education in Applied Linguistics – TAFL Students choose either the *professional* or *dissertation* track.
 - 1-Applicants of the **professional Edd Track**, must submit evidence of completed master's degree equivalent and demonstrate *Arabic fluency* by the admissions interview (if needed).

- 2-Applicants of the **dissertation Ph.D Track**, must submit evidence of completed MA/Med degree in *Arabic Language* or equivalent.

Admission Requirements for Vocational Programs

I) Career Certificate in Teaching Arabic as a Foreign Language (CCTAFL)

is designed as an accessible professional pathway for individuals seeking to enter or transition into the field of Arabic language education. Admission requirements are structured to support adult learners from diverse educational and professional backgrounds. This professional certificate is designed for workforce preparation and career transition and does not require prior college-level coursework

Applicants to *Career Certificate in Teaching Arabic as a Foreign Language (CCTAFL)* must meet the following requirements:

1. Age Requirement

Applicants must be 18 years of age or older at the time of enrollment.

2. Arabic Language Readiness

- Sufficient functional proficiency in program language to participate meaningfully in instructional activities, discussions, and applied teaching tasks.
- Applicants may be required to complete a placement or readiness assessment to ensure appropriate entry into the program.

3. Technology Access

- Access to a computer or digital device and a stable internet connection.
- Basic digital literacy sufficient to engage in technology-enhanced and online learning components.

4. Application Requirements

- Completed application form.
- Copy of government-issued photo identification.
- Any additional documents required by the institution for enrollment purposes.

International Students Admission Requirements

- Applicants who are not citizens or permanent residents of the United States are welcome to apply for admission.
- Please note that due to the online learning nature of the programs, the school cannot issue I-20 documentation to allow international students to enter the United States on student visas.
- Transcripts and documents in languages other than English or Arabic must be accompanied by a translated copy.
- Transcripts issued by international institutions may be accepted, provided that such institutions are recognized or licensed by a government body or an authorized accreditation agency in their home country.

Application Process

Step 1: Online Application

The application process is simplified to reduce processing time. Prospective students must complete an online application at <https://neweracollege.us/admission>. A one-time registration fee is required at the time of application. Applicants must indicate in the application the program to which they are seeking enrollment.

Step 2: Enrollment Process

Admission Representative of NewEra College will contact the applicants to assist throughout the enrollment process (if needed).

NewEra College may accept unofficial transcripts.

Applicants are informed of their admission application status after reviewing, the admission officer may contact the applicant to complete any missing data or asking for unreceived documents.

Step 3: Getting Started

I) Degree Programs

If application accepted, an enrollment agreement will be signed and processed, and the applicant will officially become student. A dedicated institutional email address and an account on the learning platform are created for the student, granting access to LMS, the library, and any other related resources. The account credentials shared with student in a training session for onboarding process.

II) Vocational Programs

If application accepted, an on boarding packet will be signed and processed, and the applicant will officially become student. A account on the learning platform is created for the student, granting access to LMS, and any other related resources. The account credentials shared with student in a training session for onboarding process.

Orientation Materials

NewEra College provides first-time students with orientation materials to assist them with getting started on their first online courses. The orientation materials include NewEra's policies and procedures, the online platform, the standards for academic conduct in the online environment, and some tips and practices for being successful in the online learning method.

Graduation/ Completion requirements

(AZ Standards, Catalog checklist item #66)

A student will be eligible for graduation when all required credits have been earned, and all financial obligations have been met. This includes either full payment of tuition and fees or approval of other financial arrangements in writing by NewEra College.

I) M.Ed & MA of Education in Applied Linguistics – TAFL graduation requirement as follows:

- **Professional (M.Ed)** track requires **30 credit hours**, and **thesis (MA)** track requires **32 credit hours**.
- All Master's students are required to complete 10 credit hours of **general** courses.
- All Master's students are required to complete 12 credit hours of **specialized** courses
- For the **Professional** Track, Action Research & Educational Field Application course (AR-6000) is a requirement for graduation, 8 credit hours course
- The **Professional** Track program culminates in written and oral exams, as well as a **graduation report defense**.
- For the **Thesis** Track, Fundamentals of Scientific Research (SR-6000) is a requirement for graduation, 10 credit hours course.
- The Master's thesis track program culminates in written and oral exams, as well as a **graduation portfolio defense**.

II) EdD & Ph.D of Education in Applied Linguistics – TAFL graduation requirement as follows:

- **Professional (EdD)** track requires 60 credit hours, and **Dissertation (Ph.D)** track requires 62 credit hours.
- All Doctorate students are required to complete 6 credit hours of **general** courses.
- All Doctorate students are required to complete 24 credit hours of **specialized** courses.
- All Doctorate students are required to complete 9 credit hours of **research seminar** course (RS-7009-FL).
- For **Professional (EdD)** Track, Complementary Research course (CR-7000) is a requirement for graduation, 13 credit hours course
- For **Professional (EdD) track**, Project Portfolio is a product of **independent studies** course (IS-7000) is a requirement for graduation, 8 credit hours course
- The **Professional (EdD) track** program culminates in written and oral exams, as well as a **complementary research defense**.
- For **Dissertation (Ph.D) track**, Dissertation course (DN-7000) is a requirement for graduation, 15 credit hours course.
- For **Dissertation (Ph.D) track**, 2 papers publication is a product for **independent studies** course (IS-7000) is a requirement for graduation, 8 credit hours course
- The **Dissertation (Ph.D) track** program culminates in written and oral exams, as well as a **dissertation defense**.

III) The Career Certificate in Teaching Arabic as a Foreign Language (CCTAFL) is awarded upon

successful completion of all program requirements. To qualify for the award, students must:

- Complete the full 70 clock hours of instruction
- Successfully progress through and complete all required program courses.
- Achieve a passing evaluation in all assessments, applied learning activities, and microteaching requirements
- Demonstrate attainment of the stated program learning outcomes
- Comply with all institutional policies related to academic integrity and professional conduct

This program is a non-degree, non-credit certificate program. Completion of this program does not confer academic credit toward a degree unless otherwise approved by NewEra College and permitted under applicable regulatory standards.

Student Conduct

Students at NewEra College are expected to be familiar with all published policies and procedures and will be held responsible for adherence to these standards throughout their academic journey.

By enrolling, students agree to:

- Conduct themselves professionally, courteously, and respectfully toward all faculty, staff, and fellow students.
- Present their qualifications and background truthfully and accurately during the admissions process.
- Adhere to all NewEra College policies and procedures related to submitting coursework, taking exams, participating in online discussions, and conducting research.
- Submit original work and refrain from presenting another person's ideas or scholarship as their own.
- Avoid asking for, receiving, or providing unauthorized assistance on graded assignments, quizzes, or exams.
- Use only authorized materials during assignments or examinations as instructed by faculty.
- Refrain from sharing quiz or exam content or answers with other students.
- Avoid tampering with, altering, or misusing any NewEra College documents, transcripts, or records.
- Safeguard their online username and password, ensuring it is not shared with others.
- Follow the recommended study schedule for their program of study.
- Report any violations of this Code of Conduct or instances of academic dishonesty, including cheating or plagiarism, to the appropriate college officials.

TUITION AND FEES

(AZ Standards, Catalog checklist item #6c)

NewEra College conducts its business operations using United States dollars as its base currency.

For international students, all payments will be issued using the exchange rate at the time the payment is made, and all refunds will be issued using the exchange rate at the time the refund is made, not the exchange rate at the time payment was made.

Tuition

Degree Program	Track	Cost Per Credit	Total Credits	Total Tuition
Master of Education (M.Ed) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)	(M.Ed)	\$80	30	\$2400
Master of Arts (MA) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)	(MA)	\$80	32	\$2560
Doctor of Education (Ed.D) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)	(EdD)	\$80	60	\$4800
Doctor of Philosophy (Ph.D) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL)	(Ph.D)	\$80	62	\$4960

Registration Fee

Fee Description	Amount	Unit
Registration fee	\$200	Each Program

Other Fees

Fee Description	Amount	Unit
Application for transfer of credit evaluation fee	\$200	Each Application
Transcript/certificate copy request fee	\$10 + shipping fee	Each Set; one original copy is free
Late payment or insufficient funds fee	\$20	Each transaction

Tuition

Vocational Program	Track	Total hrs	Total Tuition
Career Certificate in Teaching Arabic as a Foreign Language (CCTAFL)	Certificate	70	\$225

Registration Fee

Fee Description	Amount	Unit
Registration fee	\$25	Each Certificate

Other Fees

Fee Description	Amount	Unit
Transcript/certificate copy request fee	\$10 + shipping fee	in case of paper certificate is requested
Late payment or insufficient funds fee	\$20	Each transaction

Note that the tuition and fees are subject to change at the discretion of the school. Textbooks and other study materials that are required for course completion are not provided within the tuition, and not included in the estimated costs to complete the program. The students are required to purchase them separately.

Estimated Costs to Complete the Program

Master of Education (M.Ed) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) track		
Tuition	30 semester credits @ \$80 per credit	\$2400
Registration	One-time fee @ \$200 per program	\$200
Total Program Costs:		\$2600

Master of Arts (MA) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) track		
Tuition	32 semester credits @ \$80 per credit	\$2560
Registration	One-time fee @ \$200 per program	\$200
Total Program Costs:		\$2760

Doctor of Education (Ed.D) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) track		
Tuition	60 semester credits @ \$80 per credit	\$4800
Registration	One-time fee @ \$200 per program	\$200
Total Program Costs:		\$5000

Doctor of Philosophy (Ph.D) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) track		
Tuition	62 semester credits @ \$80 per credit	\$4960
Registration	One-time fee @ \$200 per program	\$200
Total Program Costs:		\$5160

Career Certificate in Teaching Arabic as a Foreign Language (CCTAFL)		
Tuition	70 hrs	\$225
Registration	One-time fee @ \$20 per certificate	\$25
Total Program Costs:		\$250

Courses



TRACKS, REQUIREMENTS, OBJECTIVES AND COURSES

Master of Education (M.Ed) in Applied Linguistics-Teaching Arabic as a Foreign Language (TAFL)

Track and Requirements

Overview:

The professional track is designed for students seeking to develop the analytical and practical skills necessary for advancement in non-academic careers in government, NGOs, and business, as well as a solid understanding of the teaching and pedagogical field. It is tailored for students who do not plan on pursuing a PhD after their completion of the Master of Education (M.Ed) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL). Students in the professional track write a master's report (ARR) that must include the integration of theory and practice through practical research projects, enabling students to investigate practical challenges within their field of study. It promotes the synthesis of theoretical and practical knowledge through procedural research projects in the field of teaching Arabic to non-native speakers.

The professional track program culminates in written and oral exams, as well as the Action Research Report (ARR) defense. Students develop the ARR during their time in the program. The report contains a comprehensive statement of the candidate's knowledge and skills of second language teaching and learning showing the teaching method applied in the professional environment (at least 3 credit hour teaching in TAFL). The ARR is a product of the capstone project required by The Action Research and Educational Field Application course to obtain the master's degree and defended before the candidate's supervisory committee. This course is 8 credit hours. The ARR should not exceed 15 pages and reflect:

- A. Professional Environment: Describe what kind of professional setting you have in mind when articulating your teaching philosophy. What kind of teaching situation is this portfolio aimed at, for example, teaching Arabic at an American university, adult ASL in the USA, high school, AFL for special purposes (business professionals, Diplomats, Physician, journalist, ...), as an Adjunct instructor teaching Arabic in a college setting, ...etc.?
- B. Teaching Philosophy Statement: Delineate your own beliefs about teaching and learning as well as how exactly you plan to implement your beliefs in a real-world context. For each point/belief, briefly describe an example of a classroom activity you have used in the past or you intend to use in the future. Be sure to explain all important concepts and terminology and cite relevant sources along the way. Students are expected

to cite at least five different references in their teaching philosophy statement.

Program Description:

Program credit hour: 30

Program Language: Arabic

In-take: Fall - Spring

Program duration: 2-3 semester

Semester duration: 15 weeks

Lectures Delivery: Online interactive lectures via Zoom, accessible through the university's LMS educational platform.

Teaching Methodology:

- **Interactive Brainstorming Sessions:** Foster idea generation and critical thinking.
- **Cooperative Learning Activities:** Promote teamwork, collaboration, and peer interaction.
- **Practical Application Exercises:** Present real-world examples and engage in problem-solving activities during lectures.
- **Technology Integration:** Utilize internet resources to enrich and enhance course content.
- **Active Participation:** Encourage student involvement through discussions and interactive dialogue.
- **Assignments and Assessments:** Assign individual and group tasks to reinforce learning objectives.
- **Student Presentations:** Provide opportunities for students to demonstrate their understanding through practical applications.
- Students choose either the **professional** or **thesis** track. Both tracks require **30 credit hours**.
 - The M.Ed students are required to take 10 credit hours of **general** courses.
 - The M.Ed students are required to take 12 credit hours of **specialized** courses
 - Action Research and Educational Field Application course (AR-6000) is a requirement for **Professional** Track students' graduation, 8 credit hours course
 - The Master's professional track program culminates in written and oral exams, as well as a **graduation report defense**.
 - A list of courses that meet the general and specialization courses required can be found in the PCS Form

Program Objective

The Master of Education (M.Ed) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) with 30 credit hours, is designed to prepare highly skilled educators with advanced pedagogical expertise, linguistic proficiency, and research competencies necessary for effective Arabic language instruction. This program integrates theoretical foundations with applied teaching methodologies, equipping graduates to excel in language education, curriculum design, and academic research.

Through a comprehensive blend of instructional design, language assessment, and technology-enhanced learning, students will develop the ability to analyze linguistic structures, implement evidence-based teaching strategies, and adapt instruction to diverse learner needs.

Over coursework and hands-on **clinical practicum (3 credit hours)**, students will gain **practical teaching experience, master evidence-based instructional strategies, and engage in professional field applications**. The program culminates in an **Action Research and Educational Field Application Report (ARR)**, where students analyze, implement, and evaluate Arabic language teaching innovations.

Program Goals

1. Develop Highly Competent Arabic Language Educators
 - Provide students with theoretical foundations and practical methodologies in second language acquisition and Arabic linguistics.
 - Enhance teaching effectiveness through evidence-based instructional strategies, assessment techniques, and classroom management skills.
2. Foster Expertise in Applied Linguistics and Language Pedagogy
 - Equip educators with curriculum development skills, proficiency-based assessment tools, and technology-enhanced language learning methods.
 - Train students in intercultural communication and linguistic diversity to address the needs of a global Arabic-learning community.

Program Learning Outcomes (PLOs)

Graduates of this program will be able to:

1. Apply **linguistic theories and second language acquisition principles** to Arabic language instruction.
2. Design and implement **curricula, lesson plans, and assessments** tailored to diverse learner needs.
3. Utilize **technology-enhanced language learning tools** to improve instructional delivery.
4. Conduct **action research and data-driven analysis** to refine teaching methodologies.
5. Demonstrate **effective intercultural communication skills** in multilingual and multicultural environments.

Career Pathways

Graduates of this program are prepared for roles such as:

- **Arabic Language Educator** (K-12, universities, language institutes)
- **Curriculum Developer** for Arabic language programs
- **Instructional Designer** specializing in Arabic language learning
- **Language Assessment Specialist** for proficiency testing organizations
- **Educational Consultant** in Arabic language pedagogy

Courses list

Code	Course Title	Credit Hours	
LS-6001-FL	Linguistic Skills for FL	2	Specialization
AT-6002-FL	FL Acquisition Theories	2	Specialization
CLD-6003-FL	Contrastive Linguistics and Difficulties in TAFL	2	Specialization
TL-6004-FL	Text Linguistics and FL Learning	2	Specialization
TC-6005-FL	FL Teacher Competencies	2	Specialization
SLA-6006-FL	Structures and Linguistic Analysis in TAFL	2	Specialization
FET-6001-IT	FL Educational Technology	2	General
DLP-6001-ED	Developmental and Learning Psychology	2	General
CDA-6002-ED	Curriculum Design and Analysis	2	General
AEM-6003-ED	Assessment and Evaluation Methods in FL	2	General
ETA-6004-ED	Educational Theories and Applications	2	General
AR-6000	Action Research and Educational Field Application	8	Graduation

*Master of Arts (MA) in Education - Applied
Linguistics-Teaching Arabic as a Foreign
Language (TAFL)*

Track and Requirements

Overview:

Students who wish to pursue a PhD should choose the thesis track. Students in the thesis track write Master's Portfolio (MA research paper/thesis). This Portfolio is usually a review of literature with conclusions drawn after conceptualizing an area of inquiry, planning a systematic search, and analyzing and critiquing the acquired information. This academic paper should advance research knowledge and skills in teaching Arabic as foreign language (TAFL) discipline. This paper shows the way of tying together major themes, issues, and perspectives the TAFL student has encountered and reflected upon over the research fundamentals course in the Master's program. This understanding is cast in the light of what it means to the TAFL student and for the TAFL student's intended academical context.

This portfolio follows the same format specifications of academic writing and are expected to reflect research and scholarly standards, although they may be less extensive and do not require the originality of the dissertation. The portfolio should be at least 40-50 pages. The Master's thesis track program culminates in written and oral exams, as well as a **graduation portfolio defense**.

A. Portfolio Characteristics

- The portfolio is the final product submitted in the Fundamentals of Scientific Research course, to show the student's research output.
- The author's stance is very important; the reader needs to hear the writer's personal, professional voice.

B. Portfolio Format

- Use APA citation and formatting style throughout.
- Total size: no more than 50 pages (which includes all preliminary pages, the main 'body' of the portfolio, and the References section). Page count does not include the appendices.
- Use 12-point Times New Roman font and double-spacing
- Use 1-inch margins.

C. Portfolio Components

1. Preliminary pages
2. Introduction
3. Teaching Philosophy
4. Hands-on teaching experience
5. Main Paper
6. Statement of Future Goals and Plans
7. References
8. Appendix/Appendices

Program Description:

Program credit hour: 32

Program Language: Arabic

In-take: Fall - Spring

Program duration: 2-3 semester

Semester duration: 15 weeks

Lectures Delivery: Online interactive lectures via Zoom, accessible through the university's LMS educational platform.

Teaching Methodology:

- **Interactive Brainstorming Sessions:** Foster idea generation and critical thinking.
- **Cooperative Learning Activities:** Promote teamwork, collaboration, and peer interaction.
- **Practical Application Exercises:** Present real-world examples and engage in problem-solving activities during lectures.
- **Technology Integration:** Utilize internet resources to enrich and enhance course content.
- **Active Participation:** Encourage student involvement through discussions and interactive dialogue.
- **Assignments and Assessments:** Assign individual and group tasks to reinforce learning objectives.
- **Student Presentations:** Provide opportunities for students to demonstrate their understanding through practical applications.
- Students choose either the **professional** or **thesis** track. Both tracks require **30 credit hours**.
 - The MA students are required to take 10 credit hours of **general** courses.
 - The MA students are required to take 12 credit hours of **specialized** courses
 - Fundamentals of Scientific Research (SR-6000) is a requirement for **Thesis** Track students' graduation, 10 credit hours course.
 - The Master's thesis track program culminates in written and oral exams, as well as a **graduation portfolio defense**.
 - A list of courses that meet the general and specialization courses required can be found in the PCS Form

Program Objective

The Master of Arts (MA) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) with 32 credit hours, provides students with a **strong foundation in linguistic theory, Arabic language structure, and second language acquisition research.**

This program prepares graduates for **academic, research, and policy-oriented careers** by emphasizing **linguistic analysis, applied research, and curriculum development** in Arabic language education.

Students will engage in **critical inquiry, data-driven research, and cross-linguistic comparisons**, equipping them to **contribute to Arabic language education through original research and scholarly discourse.**

This program culminates in written and oral exams, as well as a **graduation portfolio defense** allowing students to conduct in-depth research on topics related to **applied linguistics, Arabic language teaching methodologies, or second language acquisition.**

Program Goals

1. Build Expertise in Linguistics and Second Language Acquisition
 - Develop a deep understanding of linguistic theories, Arabic phonology, morphology, syntax, and semantics.
 - Explore the principles of second language acquisition (SLA) and their application to Arabic language instruction.
2. Strengthen Arabic Language Pedagogy and Curriculum Design
 - Train students in evidence-based teaching methodologies, language assessment, and classroom strategies.
 - Equip graduates with curriculum development skills, integrating technology-enhanced learning and proficiency-based language instruction.
3. Advance Research in Applied Linguistics and Language Education
 - Develop critical research skills in applied linguistics, leading to original scholarly contributions in Arabic language teaching and acquisition.
 - Prepare students for doctoral studies or careers in research, policy development, and higher education.

Program Learning Outcomes (PLOs)

Graduates of this program will be able to:

1. Analyze **linguistic structures of Arabic** (phonology, morphology, syntax, semantics) within applied linguistic frameworks.
2. Conduct **empirical research** on Arabic language acquisition and pedagogy.
3. Develop **curriculum and language assessment models** based on proficiency-based learning approaches.
4. Evaluate **sociolinguistic and intercultural factors** affecting Arabic language learning.
5. Apply **critical thinking and research methodologies** to advance Arabic language education policy and practice.

Career Pathways

Graduates of this program are prepared for roles such as:

- **Academic Researcher** in Applied Linguistics and Arabic language education
- **Higher Education Instructor** in Arabic language programs
- **Language Policy Analyst** for education ministries and institutions
- **Assessment & Testing Specialist** for Arabic language proficiency exams
- **Doctoral Candidate** in Applied Linguistics or Arabic Language Studies

Courses list

Code	Course Title	Credit Hours	
LS-6001-FL	Linguistic Skills for FL	2	Specialization
AT-6002-FL	FL Acquisition Theories	2	Specialization
CLD-6003-FL	Contrastive Linguistics and Difficulties in TAFL	2	Specialization
TL-6004-FL	Text Linguistics and FL Learning	2	Specialization
TC-6005-FL	FL Teacher Competencies	2	Specialization
SLA-6006-FL	Structures and Linguistic Analysis in TAFL	2	Specialization
FET-6001-IT	FL Educational Technology	2	General
DLP-6001-ED	Developmental and Learning Psychology	2	General
CDA-6002-ED	Curriculum Design and Analysis	2	General
AEM-6003-ED	Assessment and Evaluation Methods in FL	2	General
ETA-6004-ED	Educational Theories and Applications	2	General
SR-6000	Fundamentals of Scientific Research	10	Graduation

Courses' Brief

Course Code : LS-6001-FL
Course title : Linguistic Skills for FL
Credit Hours : 2
Category : Specialization

Course Description:

This course is designed to prepare students to become specialized educators in teaching Arabic to non-native speakers by equipping them with the theoretical knowledge and practical skills necessary for effective language instruction. The course explores foundational theories of second language acquisition and their application in the context of teaching Arabic, with a focus on global standards such as the ACTFL framework for assessing language proficiency.

The course emphasizes analyzing learner needs and designing effective instructional programs aimed at achieving specific learning outcomes. It develops students' skills in planning and organizing integrated teaching sessions that address the four language skills: listening, reading, writing, and speaking. Additionally, the course examines innovative teaching strategies and their integration into the educational process to enhance the learning experience.

Through this course, students will gain the ability to design advanced instructional programs that meet the diverse needs of learners in various contexts, while aligning with global standards and best practices in the field of Arabic language education.

Course Code : AT-6002-FL
Course title : FL Acquisition Theories
Credit Hours : 2
Category : Specialization

Course Description:

The Second Language Acquisition course in the Master of Education in Applied Linguistics – Arabic as a Foreign Language

aims to provide a comprehensive and in-depth understanding of second language acquisition theories and their practical applications in teaching Arabic to non-native speakers. The course explores foundational concepts in language acquisition and pragmatics, focusing on the relationship between meaning, context, and the process of learning and using a language.

The course covers advanced topics such as interlanguage pragmatics, discourse sequencing, and how conversations are shaped by participants, emphasizing the importance of pragmatics in teaching Arabic as a second language. It equips educators with the skills to integrate pragmatic principles into teaching practices and fosters awareness of the role of context and meaning in language learning.

Students will engage in practical activities and tasks reflecting real-life language use, enabling them to evaluate and design instructional materials and curricula that incorporate pragmatic teaching methods. Through research-based approaches and hands-on training, the course prepares students to develop effective strategies for teaching Arabic, ensuring a comprehensive and culturally responsive learning experience for learners from diverse linguistic and cultural backgrounds.

Course Code : CLD-6003-FL
Course title : Contrastive Linguistics and Difficulties in TAFL
Credit Hours : 2
Category : Specialization

Course Description:

The Contrastive Linguistics and Challenges of Teaching Arabic for Non-Native Speakers course is a fundamental component of the Master of Education in Applied Linguistics – Arabic as a Foreign Language. The course focuses on studying and analyzing the challenges faced by non-native speakers while learning Arabic, emphasizing the analysis of errors and difficulties arising from linguistic and cultural differences between Arabic and the learners' native languages.

This course explores the cognitive, linguistic, psychological, and social factors that influence the acquisition of Arabic as a second language. It also introduces the principles and methods of contrastive linguistic analysis, enabling students to identify and analyze similarities and differences between Arabic and the learners' native languages. This analysis helps in understanding the difficulties that learners may face, such as language errors influenced by the mother tongue, across phonological, morphological, grammatical, and semantic levels.

The course aims to provide a comprehensive understanding of the challenges non-native speakers may encounter when learning Arabic. It also delves into the complexities and obstacles Arabic language educators face when teaching Arabic as a foreign language through the lens of second language difficulties and contrastive analysis.

Students will study cognitive, linguistic, psychological, and social factors affecting the acquisition and use of Arabic as a second or foreign language. The course will also cover the principles and methods of contrastive analysis, enabling students to identify and analyze similarities and differences between Arabic and their students' native languages to understand and address language learning difficulties effectively.

Course Code : TL-6004-FL
Course title : Text Linguistics and FL Learning
Credit Hours : 2
Category : Specialization

Course Description:

This course examines the mechanisms that govern the structure and organization of texts, including textual cohesion (connecting sentences and paragraphs through tools such as conjunctions and reference markers). It also addresses the production and interpretation of texts, alongside analytical methods applied to both written and spoken texts. The course explores various text types (descriptive, narrative, persuasive, argumentative) and the foundational principles for their classification based on linguistic structure and functional context. The course further incorporates **Conversation Analysis**, where students learn to analyze the structure of conversations using modern linguistic frameworks, emphasizing the role of social and linguistic contexts in shaping dialogic interactions. Additionally, the course delves into the foundational linguistic analysis of various aspects of the Arabic language at different levels, including:

- **Phonetics and Phonology:** Analyzing the sound system of Arabic.
- **Morphology:** Examining morphological structures and their functions.
- **Syntax:** Understanding syntactic rules and sentence construction.
- **Semantics:** Studying meanings and semantic relationships.
- **Stylistics:** Analyzing expressive styles and language use across different contexts.

The course offers students practical exercises aimed at enhancing their abilities to analyze texts and conversations while developing their linguistic skills in reading, writing, listening, and speaking. These exercises employ concepts from textual linguistics to design effective instructional activities for teaching Arabic as a second language, ensuring the enhancement of learners' linguistic proficiency.

Course Code : TC-6005-FL
Course title : FL Teacher Competencies
Credit Hours : 2
Category : Specialization

Course Description:

This course aims to provide students with a comprehensive understanding of the competencies required for effective teaching of Arabic as a second language. It focuses on three main types of competencies:

1. **Cognitive Competencies:** These involve a deep understanding of the subject matter and the content of instruction, including analytical knowledge of the Arabic linguistic system (phonology, morphology, syntax, semantics) and cultural aspects relevant to language teaching.
2. **Methodological Competencies:** These emphasize teaching skills and strategies, such as lesson planning, activity design, classroom management, and interactive and creative teaching methods.
3. **Classroom Interaction Competencies:** These include understanding the characteristics of classroom discourse, implementing rules of interaction with learners, and creating a collaborative and engaging learning environment.

The course also addresses methods for training Arabic language teachers during in-service programs, ensuring the development of their skills, critical thinking, and professional growth. It focuses on cultural factors influencing language learning, learning strategies, and approaches to addressing various educational scenarios. The course introduces the key issues in preparing second language teachers, focusing on four fundamental aspects:

1. **Linguistic Aspect:** Analytical knowledge of the Arabic language system and the teacher's communicative competence in using the language.
2. **Cognitive Aspect:** Latest theories and concepts in linguistics related to language acquisition and the development of learners' linguistic performance.
3. **Pedagogical Aspect:** Bridging theory and practice in designing and delivering lessons effectively.
4. **Practical Training:** Integrating hands-on activities and practical applications into the curriculum to prepare students for actual teaching practice.

Through this course, students will explore modern linguistic and educational theories, understand the objectives and principles of teacher training, and analyze the teacher's role from the perspective of professional and pedagogical competencies. Students will also learn how to design effective teaching strategies, assess learners' progress, and address diverse classroom challenges.

Course Code : SLA-6006-FL
Course title : Structures and Linguistic Analysis in
TAFLL
Credit Hours : 2
Category : Specialization

Course Description:

This course provides an in-depth study of the syntactic and linguistic aspects of the Arabic language, focusing on their application in teaching Arabic as a second language. It covers topics such as word boundaries, morphological construction rules, models of morphological analysis, parts of speech, sentence structure systems, and vertical and horizontal relationships and their role in linguistic organization. The course also introduces linguistics and its branches, with a special focus on applied linguistics in the context of second language instruction.

The course explores various aspects of the Arabic language, including phonological, morphological, syntactic, semantic, and stylistic features. It aims to utilize this knowledge to deepen students' understanding of linguistic components and enhance their language teaching skills. Additionally, it examines different perspectives on teaching grammar explicitly versus implicitly and highlights the psychological, pedagogical, and linguistic principles related to teaching syntactic phenomena.

Students will gain theoretical knowledge of syntactic structures based on modern linguistic schools, such as structuralism, generative grammar, and cognitive linguistics. Practical training is provided on designing linguistic exercises, activities, and assessment tools to evaluate grammar acquisition levels.

Furthermore, the course offers an advanced approach to analyzing the Arabic language using contemporary linguistic methods and frameworks. Students will be trained to analyze Arabic structures, including its morphological, phonological, and semantic systems. The course emphasizes modern linguistic analysis techniques and their integration into teaching Arabic grammar, phonology, and lexicon to non-native speakers.

Course Code : FET-6001-IT
Course title : FL Educational Technology
Credit Hours : 2
Category : General

Course Description:

This course provides a comprehensive and integrated study of the fundamental concepts related to educational technology and modern tools used in teaching a second language. It begins by introducing students to the concept of educational technology, its objectives, and its significance in enhancing the educational process. The course explores the various classifications of educational technologies, including auditory, visual, audiovisual, and

interactive digital tools, highlighting the features of each type and their role in facilitating second language learning. Emphasis is placed on the criteria for selecting technologies that align with the nature of the educational content, learners' proficiency levels, and desired learning outcomes. The course also addresses the major challenges and obstacles educators may encounter when integrating these technologies, such as limited resources or technical expertise, and provides effective strategies to overcome them. Additionally, students are trained to design and develop innovative educational materials using locally available resources or low-cost technologies, with practical examples of their application in second language teaching. Finally, the course examines the theoretical foundations of educational technology and its connections with other pedagogical concepts, such as interactive learning and learner-centered approaches, enhancing students' ability to bridge theory and practice while improving the quality, efficiency, and effectiveness of the educational process.

Course Code : DLP-6001-ED
Course title : Developmental and Learning Psychology
Credit Hours : 2
Category : General

Course Description:

This course provides graduate students with an advanced and comprehensive understanding of human development and learning processes within educational contexts. It delves into the theories of human growth and the mechanisms of learning across various stages of life, with an emphasis on their application in teaching Arabic to speakers of other languages.

The course covers the fundamental concepts of developmental psychology, key theories such as those of Piaget and Erikson, and the characteristics and challenges of developmental stages, including adolescence. It explores principles of growth, the factors influencing developmental and learning processes, and research methodologies in developmental psychology. Additionally, students will gain insights into childhood and adolescent issues and strategies for addressing them effectively.

Course Code : CDA-6002-ED
Course title : Curriculum Design and Analysis
Credit Hours : 2
Category : General

Course Description:

This course is a key component of the graduate program in Teaching Arabic as a Foreign Language. It equips students with the theoretical foundations and practical skills necessary to design and evaluate effective curricula tailored to language learners' needs. Students will learn to analyze educational needs, set objectives, develop curriculum frameworks, design instructional materials, and plan assessment strategies.

This course emphasizes understanding curriculum development models and theories, aligning curriculum with educational goals and standards, and addressing learner diversity and context. Students will explore specialized aspects of designing curricula for teaching Arabic to non-native speakers, selecting and sequencing materials, and evaluating curriculum effectiveness.

Students will study the characteristics of effective educational materials and design lesson plans and units based on both language and cultural goals. Practical exercises include developing lesson models and critically analyzing existing Arabic language teaching materials. The course also examines classroom discourse, focusing on its linguistic and non-linguistic features, communicative and educational functions, and its role in language acquisition and teaching practices.

The course covers the evolution of curriculum concepts, its components, and the foundational theories (philosophical, social, psychological, and cognitive) behind curriculum development. Students will engage with various curriculum organization models (subject-centered, learner-centered, and balanced approaches), and explore curriculum evaluation, development, enrichment, and adaptation processes.

Students will analyze existing curricula and develop their own proposals tailored to specific contexts, preparing them for professional roles in curriculum design, evaluation, and improvement in teaching Arabic as a foreign language.

Course Code : AEM-6003-ED
Course title : Assessment and Evaluation Methods in FL
Credit Hours : 2
Category : General

Course Description:

This course contributes to building students' professional competence, empowering them to deliver a distinguished and comprehensive educational and evaluative experience that meets the needs of Arabic learners from diverse linguistic and cultural backgrounds

This course aims to academically and professionally prepare students to evaluate and enhance Arabic language skills for learners whose first language is not Arabic. The course focuses on equipping students with the theoretical foundations and practical applications of language assessment, emphasizing the analysis of learners' educational needs and the design of effective measurement tools that meet those needs while accounting for cultural and social diversity.

The course aims to develop students' understanding of both traditional and alternative assessment methods, along with their ability to design language tests that align with the learners' levels and specific learning objectives. It emphasizes the use of diverse techniques and methodologies for assessing the four language skills: listening, reading, writing, and speaking. Additionally, the course trains students in analyzing test results, preparing comprehensive evaluation reports, and utilizing statistical methods for data analysis in educational research.

Furthermore, the course fosters a deeper understanding of cultural and social factors that influence the design and implementation of language assessments, enabling students to conduct fair and comprehensive evaluations that reflect the diverse backgrounds and needs of learners.

Course Code : ETA-6004-ED
Course title : Educational Theories and Applications
Credit Hours : 2
Category : General

Course Description:

This course aims to introduce graduate students to the major educational thought movements that have shaped educational philosophies and theories throughout history. It explores their impact on curriculum design, teaching methods, and the roles of teachers and learners. The course seeks to equip students with the analytical skills to examine educational thought within its historical, social, and cultural contexts and apply these ideas to address contemporary educational challenges.

Additionally, the course is designed to foster a deep understanding of educational thought and its practical applications, preparing students to become leaders and thinkers in the field of education. Graduates will be

equipped to contribute to the advancement of education, achieve its objectives, and address future challenges with innovation and effectiveness

Course Code : AR-6000
Course title : Action Research and Educational Field Application
Credit Hours : 8 Cr
Category : Specialization - graduation requirement for M.Ed

Course Description:

This course focuses on the study and application of action research in the educational field, aiming to equip master's students with the knowledge and skills necessary to understand and utilize action research as a scientific tool for solving situational educational problems within the context of teaching Arabic to non-native speakers. The course emphasizes the concept of action research and its importance in the educational process, while training students on how to design and conduct field-based scientific research that addresses real-world educational issues.

The course includes practical sessions for preparing and implementing research projects, allowing students to work as researchers in flexible and open educational environments under the supervision of the course instructor and the research project coordinator. This course highlights the integration of theory and practice through practical research projects, enabling students to investigate practical challenges within their field of study. It promotes the synthesis of theoretical and practical knowledge through procedural research projects in the field of teaching Arabic to non-native speakers.

The Practical Research Report (ARR): This is a graduation report required to obtain the master's degree.

Practical Training & Clinical Practicum

As part of the **Master of Education in Applied Linguistics – Arabic as a Foreign Language (Professional Track)** program, students are required to complete a **clinical practicum** comprising a **minimum of 3 credit hours** of supervised **Teaching Arabic as a Foreign Language (TAFL)** training. This practicum is an integral component of the **Action Research and Educational Field Application Report (ARR)**.

During this **structured, hands-on teaching experience**, students assume the role of an Arabic language instructor for a duration equivalent to **one full academic semester** in an approved educational setting.

The practicum emphasizes:

- Advanced classroom management techniques
- Effective teaching strategies for non-native Arabic learners
- Curriculum development, lesson planning, and instructional material design
- Assessment and evaluation of student learning outcomes

• Integration of technology in Arabic language instruction Requirements for Graduates to Practice

To successfully complete the program and qualify for professional practice, students must:

1. **Complete the clinical practicum** with satisfactory evaluations from faculty supervisors and cooperating instructors.
2. **Submit an Action Research and Educational Field Application Report (ARR)** demonstrating the application of research-based methodologies in TAFL instruction.
3. **Meet all competency standards** outlined by the program for **effective foreign language teaching**. This structured training ensures graduates are well-prepared to **practice as Arabic language educators** in diverse educational settings, including K-12 schools, universities, and language institutes.

A **clinical practicum** in a **Teaching Arabic as a Foreign Language (TAFL)** program is a **structured, supervised teaching experience** where students apply theoretical knowledge in **real-world educational settings**. It serves as a **hands-on training component** designed to prepare future educators by **immersing them in actual classroom environments**.

Key Elements of a Clinical Practicum in TAFL:

1. **Supervised Teaching Experience**
 - Students teach **non-native Arabic learners** under the guidance of experienced faculty or mentor teachers.
 - Supervision includes **classroom observations, lesson evaluations, and feedback sessions**.
2. **Application of Teaching Strategies**
 - Students implement **pedagogical theories**, classroom management skills, and curriculum design principles.
 - Lessons are structured to develop **speaking, listening, reading, and writing skills** in Arabic learners.
3. **Integration of Research-Based Methodologies**
 - Students engage in **action research**, applying language acquisition theories and instructional methods.
 - Emphasis is placed on using **data-driven approaches** to improve student learning outcomes.
4. **Assessment and Evaluation**
 - Students conduct **formative and summative assessments** to measure language proficiency.
 - They analyze student performance and **adjust instructional techniques accordingly**.
5. **Cultural and Linguistic Immersion**
 - The practicum helps students understand **cross-cultural communication** challenges in teaching Arabic.
 - They develop strategies to **enhance student engagement and motivation**.
6. **Final Teaching Portfolio & Reflection**
 - Students document their **lesson plans, teaching reflections, and student progress** as part of their professional portfolio.
 - A final **Practicum Report** or **Action Research Project** is typically required for program completion.

Purpose of a Clinical Practicum in TAFL

- Provides **real-world teaching experience** before entering the workforce.
- Bridges the gap between **theory and practice** in Arabic language education.

- Ensures graduates meet **professional teaching standards** and are well-prepared for diverse educational settings.

Course Code : SR-6000

Course title : Fundamentals of Scientific Research

Credit Hours : 10

Category : Specialization - graduation requirement for
MA

Course Description:

This course provides a comprehensive study of the principles and fundamentals of scientific research, starting with an introduction to the concept, purposes, objectives, and significance of scientific research, and progressing to an understanding of its essential characteristics and principles. The course offers a historical overview of the evolution of knowledge and the emergence of science, highlighting the concept of science, its features, and the role of scientific research in advancing human societies. The course focuses on equipping students with the skills needed to write a concise research paper of 30-40 pages, emphasizing the connection between academic theory and practical application. Key topics include formulating research problems, defining objectives and questions, and utilizing appropriate tools for data collection and analysis. This course is designed to train students in preparing practical and academic research that reflects the foundational aspects of scientific inquiry, serving as a precursor to advanced courses in research methodologies and statistical analysis, which are necessary for developing theses or dissertations. Ultimately, it aims to develop the research skills required to produce focused and well-structured academic papers.

Doctor of Education (Ed.D) in Applied Linguistics- Teaching Arabic as a Foreign Language (TAFL)

Track and Requirements

Overview

The professional doctorate (EdD) is a degree designed to prepare educators in Arabic as foreign language discipline. Working professionals often choose a doctoral program to gain knowledge they can use to apply their work experience, skills, and expertise to roles of greater leadership and influence.

Complementary Research is the product for the Research Seminar course (RS-7009-FL) and Complementary Research preparation course (CR-7000), in which the candidate identifies a problem, presents their methodology, describes their project, makes observations about their findings, and presents a practical solution. Doctoral degree program coursework and Research Methods and Statistical Analysis courses prepare candidates as they learn about research methods, planning and designing research, statistics and presenting findings. The doctoral study's components are designed to demonstrate competence in research and research design, subject matter expertise, and command of critical thinking and academic writing. The Complementary Research preparation in doctoral study involves:

- Creating a proposal that describes a problem the candidate wants to solve; the purpose of the study; and the research questions, methodology, and design.
- Presenting an oral defense of the research proposal to the doctoral committee (a presentation followed by a question-and-answer session).
- Collecting data and writing the findings.
- Use APA citation and formatting style throughout.
- Use 12-point Times New Roman font and double-spacing
- Use 1-inch margins.
- Presenting a final oral defense of the research findings to the doctoral committee.

Program Description

Program credit hour: 60

Program Language: Arabic

In-take: Fall - Spring

Program duration: 4 -10 semester

Semester duration: 15 weeks

Lectures Delivery: Online interactive lectures via Zoom, accessible through the university's LMS educational platform.

Teaching Methodology:

- **Interactive Brainstorming Sessions:** Foster idea generation and critical thinking.
- **Cooperative Learning Activities:** Promote teamwork,

collaboration, and peer interaction.

- **Practical Application Exercises:** Present real-world examples and engage in problem-solving activities during lectures.
- **Technology Integration:** Utilize internet resources to enrich and enhance course content.
- **Active Participation:** Encourage student involvement through discussions and interactive dialogue.
- **Assignments and Assessments: Assign individual and group tasks to reinforce learning objectives.**
- **Student Presentations: Provide opportunities for students to demonstrate their understanding through practical applications.**
- **Students choose either the professional or Dissertation track. Both tracks require 60 credit hours.**
 - All EdD students are required to take 6 credit hours of **general** courses.
 - All EdD students are required to take 24 credit hours of **specialized** courses.
 - All EdD students are required to take 9 credit hours of **research seminar** course (RS-7009-FL).
 - Complementary Research course (CR-7000) is a requirement for **Professional** Track students' graduation, 13 credit hours course
 - For **professional (EdD) track**, Project Portfolio is a product for **independent studies** course (IS-7000) with 8 credit hours.
 - The Doctorate program for the **professional (EdD) track** culminates in written and oral exams, as well as a **complementary research defense**.
 - A list of courses that meet the general and specialization courses required can be found in the PCS Form

Program Objective

The Doctor of Education (Ed.D) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) is a professional doctorate designed to prepare **educators, curriculum designers, and academic leaders** with advanced expertise in **Arabic language instruction, educational research, and policy development**. This program is tailored for working professionals seeking to **apply their experience and skills to leadership roles** that influence Arabic language education at institutional, national, and global levels.

This **60-credit-hour EdD program** is designed to **bridge the gap between applied research and real-world educational challenges**, enabling graduates to **lead, innovate, and transform Arabic language education** on a global scale.

The program integrates **advanced pedagogy, applied linguistics, language acquisition theories, and instructional leadership with practical, research-based problem-solving**. Through rigorous coursework in **research methods, statistical analysis, and educational**

policy, candidates develop the ability to **design, conduct, and evaluate applied research** that enhances **Arabic language education methodologies, curriculum development, and teacher training programs**.

The **culminating research project** (Complementary Research) requires candidates to **identify a practical issue** in Arabic language education and develop a **research-based solution**, and defend their findings in written and oral formats. The program concludes with **written and oral exams, as well as a complementary research defense**, demonstrating each candidate's mastery of the field.

Program Goals

1. Develop Transformational Leaders in Arabic Language Education

- Prepare professionals for **leadership roles** in **educational institutions, curriculum development, and language policy formulation**.
- Foster **critical thinking, decision-making, and strategic planning** in Arabic language education.

2. Advance Research and Evidence-Based Instructional Practices

- Equip candidates with **advanced research skills**, enabling them to contribute **data-driven insights and innovations** in Arabic language learning.
- Train candidates to **design, implement, and assess educational programs** using **qualitative and quantitative research methods**.

3. Enhance Applied Linguistics Expertise and Instructional Strategies

- Develop **subject matter expertise** in **Arabic linguistics, second language acquisition, and proficiency-based teaching models**.
- Promote **effective integration of technology, assessment models, and curriculum frameworks** in Arabic language instruction.

4. Strengthen Scholarly Writing and Research Dissemination

- Guide candidates in producing **publishable research** that contributes to **scholarly discourse and practical applications** in Arabic language education.
- Prepare educators to **present research findings** at conferences, academic journals, and professional development seminars.

Program Learning Outcomes (PLOs)

Graduates of the **EdD in Applied Linguistics – TAFL** will be able to:

1. **Conduct advanced educational research** using qualitative, quantitative, and mixed-method approaches.
2. **Critically analyze and evaluate** language acquisition theories and their implications for Arabic language education.
3. **Design, implement, and assess** Arabic language curricula based on **linguistic, cognitive, and sociocultural principles**.
4. **Apply leadership and policy development skills** to influence Arabic language education at institutional, national, and global levels.
5. **Use data-driven decision-making and research methods** to enhance instructional practices and learning outcomes.
6. **Integrate educational technologies and innovative methodologies** into Arabic language teaching and teacher training.
7. **Present and defend research findings** through scholarly writing, oral presentations, and policy recommendations.

Career Pathways

Graduates of this program are prepared for **leadership and research-intensive roles** in Arabic language education, including:

- **University Researcher** – Leading Arabic language education programs and publishing research in applied linguistics, overseeing language education departments and curriculum development.
- **Curriculum and Assessment Director** – Designing **Arabic language curricula and assessment tools** for schools and language institutions.
- **Educational Consultant** – Advising government agencies, NGOs, and private institutions on Arabic language education policies.
- **Language Policy Specialist** – Shaping national and international language education policies and proficiency standards.
 - **Instructional Design Expert** – Developing technology-enhanced Arabic language learning programs.

Courses list

Code	Course Title	Credit Hours	
RF-7001-FL	Reference Frameworks in Teaching Arabic as a FL	3	Specialization
PS-7002-FL	Psycholinguistics	3	Specialization
LC-7003-FL	Lexicography and Corpora	3	Specialization
MT-7004-FL	Modern Theories and Practices of Applied Linguistics	3	Specialization
DY-7005-FL	Dialectology	3	Specialization
SO-7006-FL	Sociolinguistics	3	Specialization
LT-7007-FL	Literature in FL Teaching	3	Specialization
FL-7008-FL	Foreign Languages Teaching Methods	3	Specialization
RS-7009-FL	Research Seminar	9	Specialization
EL-7001-ED	Educational Learning Environment	3	General
RM-7002-ED	Research Methods and Statistical Analysis	3	General
CR-7000	Complementary Research	13	Graduation
IS-7000	independent studies	8	Graduation

Doctor of Philosophy (Ph.D) in Education - Applied Linguistics-Teaching Arabic as a Foreign Language (TAFL)

Track and Requirements

Overview

The Ph.D is an academic degree focused on original research, data analysis, and the evaluation of theory. The result of that research is a dissertation. People who earn a Ph.D often pursue careers in research, academia, and leadership.

The dissertation is the product of the Research Seminar course (RS-7009-FL) and Dissertation preparation course (DN-7000). The dissertation should address a gap in literature and add new knowledge to a field of teaching Arabic as foreign language through original research. A dissertation reflects a Ph.D candidate's interests and can have a significant impact in the community or profession. The dissertation preparation in Ph.D program consists of:

- Drafting a dissertation prospectus that outlines research questions and a data collection plan.
- Completing a research dissertation proposal and presenting an oral defense of it to the doctoral committee.
- Completing a research dissertation that identifies a research problem; provides a literature review; defines research methods; reveals findings; and ends with a summary, conclusions, and implications.
- Use APA citation and formatting style throughout.
- Use 12-point Times New Roman font and double-spacing
- Use 1-inch margins.
- Presenting a final oral defense of the research dissertation to the doctoral committee.

Program Description

Program credit hour: 62

Program Language: Arabic

In-take: Fall - Spring

Program duration: 4 -10 semester

Semester duration: 15 weeks

Lectures Delivery: Online interactive lectures via Zoom, accessible through the university's LMS educational platform.

Teaching Methodology:

- **Interactive Brainstorming Sessions:** Foster idea generation and critical thinking.
- **Cooperative Learning Activities:** Promote teamwork, collaboration, and peer interaction.
- **Practical Application Exercises:** Present real-world examples and engage in problem-solving activities during lectures.
- **Technology Integration:** Utilize internet resources to enrich and enhance course content.

- **Active Participation:** Encourage student involvement through discussions and interactive dialogue.
- **Assignments and Assessments:** Assign individual and group tasks to reinforce learning objectives.
- **Student Presentations:** Provide opportunities for students to demonstrate their understanding through practical applications.
- Students choose either the **professional** or **Dissertation** track. Both tracks require 60 credit hours.
 - The Ph.D students are required to take 6 credit hours of **general** courses.
 - The Ph.D students are required to take 24 credit hours of **specialized** courses.
 - The Ph.D students are required to take 9 credit hours of **research seminar** course (RS-7009-FL).
 - Dissertation course (DN-7000) is a requirement for **Dissertation** Track students' graduation, 15 credit hours course.
 - For **Dissertation (PhD) track**, 2 papers publication is a product for **independent studies** course (IS-7000) with 8 credit hours.
 - The Doctorate program for the **Dissertation (Ph.D) track** culminates in written and oral exams, as well as a **dissertation defense**.
 - A list of courses that meet the general and specialization courses required can be found in the PCS Form

Program Objective

The Doctor of Philosophy (Ph.D) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) is an advanced academic program designed for scholars who seek to **push the boundaries of knowledge in Arabic language education, conduct transformative research, and influence educational policies worldwide** to prepare scholars, researchers, and educators for **leadership in Arabic language education, applied linguistics, and second language acquisition research**.

This program emphasizes **theoretical analysis, original research, and data-driven inquiry**, equipping candidates with the expertise to contribute new knowledge to the **field of Teaching Arabic as a Foreign Language (TAFL)**.

The **62-credit-hour program** integrates **linguistic theory, language acquisition models, educational policy, and advanced research methodologies**, culminating in a **dissertation that addresses a critical gap in the field**. Through rigorous coursework, research seminars, and statistical analysis training, candidates will develop the ability to **conduct independent scholarly, high-impact research that shapes the future of Arabic language education showing the student critical and analytical academic input in the dissertation**.

The program concludes with **written and oral comprehensive exams**, followed by a **dissertation defense**, demonstrating each candidate's ability to generate

original research and contribute to the global body of knowledge in applied linguistics and Arabic language education.

Program Goals

This program equips graduates with the skills necessary to lead, innovate, and drive meaningful advancements in the teaching and learning of Arabic as a foreign language achieving the following goals:

1. Advance Original Research in Applied Linguistics and TAFL

- Prepare scholars to conduct **groundbreaking research that expands theoretical and practical knowledge in Arabic language education.**
- Guide candidates in producing **methodologically sound, data-driven research** that addresses critical gaps in the field.

2. Strengthen Expertise in Language Acquisition and Pedagogical Theory

- Develop a deep understanding of **linguistic structures, cognitive language processing, and proficiency-based Arabic language instruction.**
- Analyze and critique **existing language acquisition models and their implications for Arabic language teaching.**

3. Equip Scholars for Leadership in Academia and Policy Development

- Train candidates for **faculty and research positions** in universities, think tanks, and language institutes.
- Develop policy analysis and curriculum evaluation skills to **influence Arabic language education at institutional and governmental levels.**

4. Enhance Research Methodologies and Scholarly Contributions

- Provide **rigorous training in qualitative, quantitative, and mixed-method research approaches.**
- Support candidates in **publishing peer-reviewed research, presenting at international conferences, and contributing to academic discourse in applied linguistics.**

Program Learning Outcomes (PLOs)

Graduates of the **Ph.D in Education – Applied Linguistics (TAFL)** will be able to:

1. Follow the **scientific research methodology** and use the **statistical analysis** basis to analyze and build the dissertation structure.
2. **Conduct independent, original scholarly high-impact research**, that contributes new knowledge to the field of **Arabic language education and applied linguistics.**
3. **Analyze and critique linguistic theories** related to second language acquisition and pedagogy.
4. **Develop and evaluate language teaching methodologies** based on research-driven best practices.
5. **Apply advanced statistical and research methods** to investigate issues in TAFL and second language learning.
6. **Contribute to academic and policy discussions** on Arabic language education through scholarly publications and conference presentations.
7. **Lead curriculum development and program evaluation initiatives** in Arabic language education institutions.
8. **Defend original research findings** through a dissertation and oral defense that addresses an existing gap in the literature.

Career Pathways

Graduates of this program are prepared for **high-level academic, research, and leadership roles**, including:

- **University Professor or Researcher** – Teaching and conducting research in applied linguistics and Arabic language education.
- **Linguistic Research Scientist** – Investigating language acquisition, sociolinguistics, and pedagogical innovations.
- **Director of Language Programs** – Leading curriculum development and language proficiency programs at universities and institutes.
- **Education Policy Analyst** – Advising governmental and international organizations on Arabic language education policies.
- **Academic Journal Editor or Reviewer** – Contributing to scholarly publications and peer-reviewed journals in linguistics and education.
- **Doctoral Supervisor or Advisor** – Mentoring future researchers and Ph.D candidates in applied linguistics.

Courses list

Code	Course Title	Credit Hours	
RF-7001-FL	Reference Frameworks in Teaching Arabic as a FL	3	Specialization
PS-7002-FL	Psycholinguistics	3	Specialization
LC-7003-FL	Lexicography and Corpora	3	Specialization
MT-7004-FL	Modern Theories and Practices of Applied Linguistics	3	Specialization
DY-7005-FL	Dialectology	3	Specialization
SO-7006-FL	Sociolinguistics	3	Specialization
LT-7007-FL	Literature in FL Teaching	3	Specialization
FL-7008-FL	Foreign Languages Teaching Methods	3	Specialization
RS-7009-FL	Research Seminar	9	Specialization
EL-7001-ED	Educational Learning Environment	3	General
RM-7002-ED	Research Methods and Statistical Analysis	3	General
DN-7000	Dissertation	15	Graduation
IS-7000	Independent studies	8	Graduation

Courses' Brief

Course Code : RF-7001-FL
course title : Reference Frameworks in TAFL
Credit Hours : 3
Category : Specialization

Course Description:

This doctoral-level course provides an advanced study of the linguistic and pedagogical frameworks used in teaching Arabic as a second language, offering a deep understanding of the reference frameworks and linguistic structures that form the foundation of Arabic language education. The course focuses on analyzing Arabic linguistic structures in comparison to foreign languages, alongside an exploration of the diverse frameworks that contribute to teaching Arabic to non-native speakers. It addresses concepts from applied linguistics and linguistic theories that support second language learning and acquisition, while linking these frameworks to effective educational practices. The course emphasizes the study of internationally recognized linguistic frameworks, such as the American Council on the Teaching of Foreign Languages (ACTFL) guidelines, the Common European Framework of Reference for Languages (CEFR), and standards used in teaching other languages, such as Chinese language teaching standards, among others. The course aims to equip students with the knowledge and skills needed to critically analyze these frameworks and adapt them to meet the needs of teaching Arabic to non-native speakers. Through a comparative approach, students evaluate how these frameworks define levels of linguistic proficiency, structure learning objectives, and guide curriculum design and assessment. The course also focuses on the practical applications of these frameworks by connecting them to teaching strategies that enhance learners' acquisition of essential language skills (listening, speaking, reading, and writing) and linguistic elements (grammar, morphology, and vocabulary).

Course Code : PS-7002-FL
Course title : Psycholinguistics
Credit Hours : 3
Category : Specialization

Course Description:

This doctoral-level course explores the field of psycholinguistics, examining the cognitive and psychological processes underlying language acquisition, comprehension, production, and usage. Specifically designed for the domain of teaching Arabic as a foreign language, the course focuses on how to apply theories and research in psycholinguistics to develop effective educational practices and enhance language skill development in learners. The course covers the psychological, linguistic, and educational foundations of the communicative approach in language teaching, addressing its distinctive features compared to previous approaches and its view on the relationship between structure and function in language use. The course also presents second language teaching methodologies and procedures, with a special focus on task-based and project-based teaching/learning approaches, including the design, implementation, and assessment of educational tasks. Key topics include the representation of linguistic structures in the mind, the relationship between language and thought, first and second language acquisition processes, bilingualism, language transfer (the influence of the first language on the second), and the roles of memory, attention, and perception in language learning. The course also covers the neurobiological foundations of language processing, with an emphasis on the brain areas involved in learning and using the Arabic language, as well as common language processing disorders and their impact on the teaching process. Students will engage in critical analysis of contemporary research in psycholinguistics, evaluating its relevance to Arabic language teaching, and developing strategies to address the challenges faced by Arabic as a foreign language learner. The course places special emphasis on designing evidence-based teaching methods and psycholinguistic principles to enhance learner proficiency, improve language retention rates, and achieve communicative competence.

Course Code : LC-7003-FL
Course title : Lexicography and Corpora
Credit Hours : 3
Category : Specialization

Course Description:

This doctoral-level course explores the study of lexicography and linguistic corpora within the context of teaching foreign languages, with an emphasis on the critical role of dictionaries in second language teaching and learning. The course aims to examine various types of dictionaries, ranging from general and specialized dictionaries to dialectal, digital, and modern cognitive dictionaries. It also addresses the concept of linguistic corpora and their application in analyzing language and extracting rules and vocabulary that facilitate foreign language acquisition.

The course includes an overview of the latest advancements in the development of electronic dictionaries and their impact on foreign language teaching. It also delves into tools and techniques for analyzing linguistic corpora and their use in academic research and the creation of effective instructional strategies. Students will learn how to compile linguistic dictionaries based on extensive language corpora and how to classify vocabulary using modern techniques for organizing linguistic information.

The course also covers the theoretical and practical foundations underpinning the construction of dictionaries and examines the interplay between lexicon, grammar, morphology, and semantics in second language acquisition. Students are expected to analyze and evaluate dictionaries and linguistic corpora while developing their skills in leveraging these tools to enhance second language teaching and learning effectively.

Course Code : MT-7004-FL
Course title : Modern Theories and Practices of Applied Linguistics
Credit Hours : 3
Category : Specialization

Course Description:

This doctoral-level course provides an in-depth exploration of the core concepts, fields, and methodologies in applied linguistics, with a particular focus on modern theories and their practical applications. The course examines the nature, scope, and branches of applied linguistics, especially in the context of second language acquisition and teaching. Special emphasis is placed on addressing issues related to teaching Arabic as a second or foreign language. The course equips students with the skills to conduct applied linguistic research, focusing on language teaching and dissemination. Students will critically analyze and evaluate existing studies and experiences in teaching Arabic within the Arab world and globally. Through hands-

on projects, participants will undertake practical research tasks, including preparing concise research papers, articles, and reports on selected topics related to teaching Arabic as a second language.

As part of the course, students will be guided in applying proper scientific research methodologies to their chosen topics, bridging theoretical knowledge with practical applications in the field of applied linguistics. This approach aims to prepare students for scholarly contributions that advance the understanding and practice of language teaching and learning in diverse linguistic and cultural contexts.

Course Code : DY-7005-FL
Course title : Dialectology
Credit Hours : 3
Category : Specialization

Course Description:

This doctoral-level course provides an in-depth examination of dialectology, the study of linguistic variation across stylistic, regional, and social dimensions. The course investigates how language evolves and varies due to external influences such as migration patterns, geographic distribution, and social factors including socioeconomic status, gender, age, and ethnicity. Students will explore the linguistic outcomes of these influences, focusing on both synchronic and diachronic perspectives. A significant portion of the course is dedicated to equipping students with methodological tools and research techniques for studying language variation. This includes data collection, analysis of linguistic features, and interpretation of results within a sociolinguistic framework. The course also addresses theoretical and practical challenges associated with dialectal research in English and other languages, emphasizing its interdisciplinary connections to linguistic theory, historical linguistics, and language education.

Through case studies and comparative analyses, students will examine specific dialects and varieties, gaining a deeper understanding of their phonological, morphological, syntactic, and semantic characteristics. Additionally, the course will highlight the pedagogical implications of dialectology, particularly in fostering inclusivity and linguistic awareness in language education.

Course Code : SO-7006-FL
Course title : Sociolinguistics
Credit Hours : 3
Category : Specialization

Course Description:

This course explores the fundamental sociolinguistic issues related to the Arabic language in the context of teaching and learning it as a second language. It covers topics such as diglossia, linguistic levels, and their relationship to social linguistic situations and different communication contexts. The course also addresses the trends in the development of Arabic in the modern era, bilingualism, and the relationship between Arabic and competing languages in its domain.

The course includes the design and application of cultural and social teaching materials for teaching Arabic as a second language. It also incorporates practical exercises and activities related to the cultural, social, and civilizational aspects of second language learning. Additionally, the course focuses on the foundations of sociolinguistics, its methodologies, and its areas related to second language teaching, particularly those concerning linguistic varieties, language stratification, the use of language in managing classroom interactions, and the relationship between structure and function, meaning and language, and age. The course also examines the social and cultural context of second language learning and how to employ these concepts in teaching Arabic to non-native speakers.

The primary goal of this course is to train students in how to collect and analyze sociolinguistic data, considering the linguistic variation across different communication contexts.

The course provides an overview of the emergence and development of sociolinguistics. It offers explanations of the variables that cause language differences used for communication, such as gender, age, race, and social class. It also addresses the role of these variables in shaping linguistic expression and structure. The course delves into factors influencing language choice in multilingual communities, language planning, language sustainability, language varieties, communication media, and the role of language in the media. Furthermore, this course trains students in the collection and analysis of sociolinguistic data.

Course Code : LT-7007-FL
Course title : Literature in FL Teaching
Credit Hours : 3
Category : Specialization

Course Description:

This doctoral-level course explores the integration of literature into second language acquisition, focusing on the effective use of literary texts in their natural context. The course emphasizes the importance of literature in enhancing expressive skills among advanced-level students, with a particular focus on teaching Arabic as a foreign language. It provides an in-depth examination of how literary works, ranging from classical to contemporary, can be utilized in second language teaching to promote linguistic proficiency, cultural understanding, and the development of critical thinking and literary analysis. The course discusses key theories, methodologies, and strategies for incorporating literature into language classrooms. It also explores the inherent educational qualities found within literary texts, which can be leveraged in their literary and cultural context. A key focus is understanding what literature can offer second language learners and how literary texts contribute to enriching their cognitive development, particularly in terms of linguistic and non-linguistic knowledge.

Through analysis of the pedagogical value of various literary genres—such as poetry, prose, drama, and short stories—the course examines their role in fostering language competence. Additionally, it explores the relationship between literature and language acquisition, addressing how literary texts can enhance the four language skills: speaking, listening, reading, and writing. The course also covers the challenges and opportunities associated with using literature in second language teaching, including addressing linguistic and cultural complexities present in literary texts.

Furthermore, the course investigates the role of literature in developing students' cultural competence and understanding the subtleties of the Arabic language, thus contributing to a deeper appreciation of both the language and the cultural contexts in which it exists. Finally, students will be able to present and discuss contemporary trends in educational research methodologies.

Course Code : FL-7008-FL
course title : Foreign Languages Teaching Methods
Credit Hours : 3
Category : Specialization

Course Description:

This graduate-level course aims to provide students with a comprehensive understanding of the theoretical and practical foundations for teaching Arabic to non-native speakers. It focuses on effective teaching strategies that address the needs of learners from diverse cultural and linguistic backgrounds. The course covers modern methodologies in second-language instruction, including teaching the four essential language skills (listening, speaking, reading, and writing), as well as linguistic components such as grammar, morphology, and vocabulary. It also emphasizes the use of modern technologies and innovative teaching tools. The course includes the study of psychological and linguistic theories that underpin second-language acquisition, with a critical analysis of the strengths and weaknesses of various language teaching approaches. Additionally, it focuses on curriculum design, lesson planning, and the development of educational activities tailored to learners of different proficiency levels. A practical component is integrated into the course, where students observe and analyze live lessons and prepare descriptive and evaluative reports on the teaching methods and tools used. Students are also required to design and deliver micro-teaching lessons, allowing them to apply theoretical knowledge in real-world educational settings. Ultimately, the course aims to prepare highly skilled educators equipped with advanced teaching competencies. Graduates of this course will be capable of designing and implementing effective and innovative educational programs that meet the needs of diverse learners, enhancing their ability to acquire Arabic efficiently and effectively. Special attention is given to developing professional competencies in handling challenges in various educational contexts. The course promotes the use of innovative teaching strategies and modern assessment techniques to support the learning process. By the end of the course, students will be proficient in employing effective and creative teaching methods for Arabic instruction, enabling learners to achieve linguistic proficiency and enhancing the overall effectiveness of their educational experience in advanced and diverse learning environments.

Course Code : RS-7009-FL
Course title : Research Seminar
Credit Hours : 9
Category : Specialization - Graduation requirements

Course Description:

The "Research Seminar" course is a core component of graduate programs, designed to equip students with essential academic and research skills necessary for designing and conducting high-quality scholarly research. The course provides an interactive forum for students to present, discuss, and critique ideas on various academic topics within the fields of theoretical and applied linguistics, fostering critical thinking and scholarly exchange. This course emphasizes a comprehensive understanding of the research process and its significance in addressing academic issues. It covers key stages of research development, including identifying research problems, reviewing existing literature, selecting appropriate methodologies, and designing research tools. Students will also explore techniques for data collection and analysis while adhering to standards of academic integrity and research ethics. In addition to methodological rigor, the course focuses on refining students' academic writing skills. Participants will learn how to compose research papers, properly cite sources using different documentation styles (e.g., APA, MLA, Chicago), classify and organize research information effectively, and develop a well-structured thesis supported by robust evidence.

Course Code : EL-7001-ED
course title : Educational Learning Environment
Credit Hours : 3
Category : General

Course Description:

This doctoral-level course offers an in-depth exploration of the educational learning environment, focusing on its critical role in shaping effective learning experiences. The course examines both physical and virtual spaces in educational contexts, considering how they influence the cognitive, emotional, and social dimensions of learning. Students will investigate theoretical frameworks and research methodologies for understanding the dynamics of educational environments, as well as the interplay between learners, instructors, and the broader institutional setting. The course will cover a range of topics including classroom design, organizational culture, technological integration, and inclusive practices that promote diverse learning needs. Emphasis will be placed on creating environments that foster engagement, collaboration, and critical thinking. Moreover, students will explore the impact of environmental factors on motivation, behavior, and student

outcomes, drawing on contemporary studies and practical case analyses.

Additionally, the course will examine how policies, curriculum design, and teaching strategies can shape and be shaped by the learning environment. It will explore the concept of the learning ecosystem, which includes not only the physical classroom but also the social, cultural, and technological contexts within which learning occurs. Through this course, students will engage in critical reflection on how to design and improve educational environments to support diverse learners, with a focus on innovative and sustainable practices. They will also gain practical insights into evaluating and optimizing existing learning environments to enhance educational effectiveness.

Course Code : CR-7000

course title : Complementary research

Credit Hours : 13

Category : Specialization for EdD

Course Description:

This doctoral-level course provides a comprehensive exploration of scientific research methods in the field of education, with a focus on statistical and ethnographic analysis. The course aims to equip students with the knowledge and skills required to understand and apply various research methodologies, including quantitative, qualitative, and mixed methods, and to select the appropriate methodology based on the nature of the research problem. Additionally, the course offers in-depth knowledge of statistical tools and their application in educational research, enabling students to analyze data in a systematic and rigorous manner.

The course covers the general foundations of scientific research, including the steps of the scientific method, methods of knowledge acquisition, fields of research, and research problems. It also addresses research design, hypothesis formulation, and research tools. Statistical concepts such as types and functions of statistics, measurement levels, variables, statistical significance, measures of central tendency and dispersion, data normality tests, t-tests, Chi-square tests, one-way ANOVA, correlation coefficients, and principles of linear regression are also explored.

This course helps students develop their skills in choosing appropriate statistical methods, constructing research instruments, and effectively analyzing and interpreting research data using tools like SPSS. It emphasizes the importance of research design, hypothesis testing, and data analysis in the educational research process, providing students with the necessary knowledge and practical experience to conduct advanced research. Upon completing the course, students are expected to be able to compare quantitative and qualitative research in the context of

curriculum and teaching methods, explain data collection and analysis techniques in qualitative research, and apply qualitative research methodologies in experimental studies. Additionally, students will be capable of selecting appropriate experimental designs for educational research, interpreting research findings, and using the relevant statistical tools to analyze educational data. Finally, students will be able to present and discuss contemporary trends in educational research methodologies.

Course Code : RM-7002-ED

course title : Research Methods and Statistical Analysis

Credit Hours : 3

Category : General

Course Description:

This course provides an in-depth exploration of the concept of the capstone research project, its objectives, fields, and standards, as well as its distinctive characteristics compared to other types of research. The course examines the methodologies, stages, and techniques involved in action research, offering practical applications and training exercises to equip students with the necessary skills to employ action research methods effectively.

As part of the course requirements, students are expected to develop and present a research project addressing a significant issue related to second language education. The project must adhere to the principles of action research, including defining the research problem, formulating research questions and hypotheses, collecting and analyzing data, and presenting findings and practical applications.

The course emphasizes rigorous application of research standards and criteria, aiming to bridge the gap between theory and practice. Students will also gain experience in presenting and defending their research before an academic committee, following the established protocols for professional doctorate research.

Through this process, the course fosters critical thinking, research competency, and the ability to apply research outcomes to real-world educational contexts, thereby preparing students to contribute meaningfully to the field of second language teaching.

Course Code : DN-7000
course title : Dissertation
Credit Hours : 15
Category : Specialization Graduation requirement for
Ph.D

Course Description:

The researcher produces a high-quality academic dissertation in the field of applied linguistics for teaching Arabic to non-native speakers by applying sound methodological principles in the design and implementation of scientific research. This includes crafting a comprehensive introduction that outlines the research problem, objectives, and significance, as well as defining the terminology and scope of the study. The process focuses on developing a robust theoretical framework, employing appropriate research methodologies, conducting precise statistical data analysis, and interpreting results to achieve a meaningful scientific contribution in the field of applied linguistics.

The dissertation emphasizes originality and innovation while adhering to global academic standards in research writing and documentation. Special attention is given to linguistic precision and clarity of expression, as well as strict adherence to the ethical principles of scientific research.

The student is expected to produce a dissertation that provides a significant and credible contribution to the field of applied linguistics, supporting the advancement of educational practices in teaching Arabic to non-native speakers.

Career Certificate in Teaching Arabic as a Foreign Language (CCTAFL)

Requirements

Overview:

Career Certificate in Teaching Arabic as a Foreign Language (CCTAFL) is a non-degree, training program designed to prepare educators to teach Arabic effectively to non-native speakers in diverse instructional contexts. The program integrates contemporary theories of second language acquisition, Arabic linguistics, instructional design, assessment literacy, educational technology, and teacher professional development.

The program is fully aligned with the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines and the Common European Framework of Reference for Languages (CEFR), emphasizing proficiency-based instruction, communicative competence, performance-based assessment, and standards-aligned curriculum design. Participants progress through three structured levels Foundations, Instructional Design and Applied Practice, and Assessment, Leadership, and Teacher Development ensuring systematic development from classroom teaching competence to curriculum leadership and trainer roles.

Through applied coursework, microteaching, instructional design projects, technology-enhanced learning, and reflective practice, participants develop the knowledge, skills, and professional dispositions required to design, deliver, assess, and lead Arabic language programs in face-to-face, blended, and online environments. The program responds to the growing national and international demand for professionally prepared Arabic language educators across K–12, higher education, language institutes, community education, and global online learning platforms.

Program Description:

Program clock hour: 70

Program Language: Arabic

Program duration: 15 Weeks

Lectures Delivery: Online interactive lectures via Zoom, accessible through the LMS educational platform.

Program Objective

The objectives of Career Certificate in Teaching Arabic as a Foreign Language (CCTAFL) are to enable participants to:

1. Prepare educators to deliver proficiency-based Arabic language instruction aligned with ACTFL and CEFR standards, emphasizing communicative competence and integrated language skills.
2. Develop participants' ability to design coherent lessons, instructional units, and curricula that align learning outcomes, instructional practices, and assessments with internationally recognized proficiency frameworks.
3. Strengthen pedagogical competence in addressing learner diversity, individual differences, and intercultural communication within multilingual and multicultural learning environments.
4. Build assessment literacy through the design and application of valid, reliable, and performance-based language assessments aligned with ACTFL and CEFR descriptors.
5. Equip participants with the skills to integrate educational technology, digital platforms, and AI-supported tools into Arabic language teaching and learning in both in-person and online settings.
6. Promote reflective teaching practice and continuous professional growth through microteaching, feedback, and evidence-based instructional improvement.
7. Prepare advanced participants to contribute to curriculum development, educational supervision, and teacher training, supporting quality assurance and professional learning communities in Arabic language education.
8. Respond to current and emerging workforce needs in the U.S., Arizona, and international markets by preparing educators capable of teaching, designing programs, and training teachers in Arabic as a Second Language.

Program Goals

1. Develop Highly Competent Arabic Language Educators
 - Provide students with theoretical foundations and practical methodologies in second language acquisition and Arabic linguistics.
 - Enhance teaching effectiveness through evidence-based instructional strategies, assessment techniques, and classroom management skills.
2. Foster Expertise in Applied Linguistics and Language Pedagogy
 - Equip educators with curriculum development skills, proficiency-based assessment tools, and technology-enhanced language learning methods.
 - Train students in intercultural communication and linguistic diversity to address the needs of a global Arabic-learning community.

Courses list

Code	Course Title	Credit Hours		Pre-requisite
CDC-001-FL	Foundations & Principles of TAFL	2	Specialization	Admission Requirements
CDC-002-FL	Linguistic Elements & Skills Across Levels	8	Specialization	
CLD-003-FL	International & Arab Reference Frameworks	4	Specialization	
CDC-001-ED	Classroom Management & Learning Environment Design	2	General	
CDC-004-FL	Teaching Arabic to Non-Native Speakers: Curricula & Methods	4	Specialization	
CDC-005-FL	Lesson Planning, Implementation & Assessment (PPP)	4	Specialization	
CDC-001-IT	Educational Technology	4	General	
CDC-006-FL	Contrastive Linguistics	4	Specialization	CDC-001-FL, CDC-002-FL, CLD-003-FL, CDC-001-ED, CDC-004-FL, CDC-005-FL, CDC-001-IT or Equivalent
CDC-007-FL	Instructional Unit & Module Design	4	Specialization	
CDC-002-ED	Educational Psychology & Individual Differences	4	General	
CDC-002-IT	AI & Online Platforms in Teaching Arabic	4	General	
CDC-008-FL	Arabic Culture in Language Teaching	2	Specialization	
CDC-009-FL	Microteaching	4	Specialization	
CDC-0010-FL	Curriculum & Program Design	4	Specialization	
CDC-0011-FL	Advanced Language Assessment Methods	4	Specialization	CDC-006-FL, CDC-007-FL, CDC-002-ED, CDC-002-IT, CDC-008-FL, CDC-009-FL or Equivalent
CDC-003-ED	Educational Supervision	4	General	
CDC-003-IT	Developing Digital Instructional Units	4	General	
CDC-0012-FL	Training of Trainers in TAFL	4	Specialization	

Courses' Brief

Code : CDC-001-FL

Title : Foundations & Principles of TAFL

Hours : 2

Course Description:

This course introduces the theoretical foundations and pedagogical principles of teaching Arabic as a second or foreign language. Participants examine major language acquisition theories, instructional approaches, and learner-centered practices relevant to Arabic instruction. Emphasis is placed on understanding learner needs, instructional objectives, and proficiency-based teaching in alignment with CEFR and ACTFL standards.

CEFR / ACTFL Alignment:

- Second language acquisition principles
- Proficiency-oriented instruction
- Communicative language teaching

Code : CDC-002-FL

Title : Linguistic Elements & Skills Across Levels

Hours : 8

Course Description:

This course examines the development of Arabic linguistic components phonology, vocabulary, grammar, and discourse across proficiency levels. Participants explore how listening, speaking, reading, and writing skills are integrated and scaffolded from beginner to advanced levels. Emphasis is placed on sequencing content according to CEFR and ACTFL proficiency descriptors.

CEFR / ACTFL Alignment:

- Integrated-skills instruction
- Linguistic progression across levels
- Proficiency-based content sequencing

Code : CLD-003-FL

Title : International & Arab Reference Frameworks

Hours : 4

Course Description:

This course familiarizes participants with internationally and regionally recognized language proficiency frameworks used in Arabic language education. Participants analyze CEFR-aligned descriptors, ACTFL proficiency levels, and Arab reference standards to understand learner progression, performance indicators, and level benchmarking. The course emphasizes using standards to guide curriculum planning, instruction, and assessment.

CEFR / ACTFL Alignment:

- CEFR levels (A1–C2)
- ACTFL proficiency scale (Novice–Advanced)

- Can-Do statements and performance descriptors

Code : CDC-001-ED

Title : Classroom Management & Learning Environment Design

Hours : 2

Course Description:

This course addresses effective classroom management strategies and learning environment design for multicultural and multilingual Arabic language classrooms. Participants explore techniques for managing interaction, promoting learner engagement, and fostering inclusive, communicative learning environments that support language acquisition.

CEFR / ACTFL Alignment:

- Interaction-focused learning environments
- Learner-centered instruction
- Performance-based classroom practices

Code : CDC-004-FL

Title : Teaching Arabic to Non-Native Speakers: Curricula & Methods

Hours : 4

Course Description:

This course examines instructional methods and curriculum models for teaching Arabic to non-native speakers. Participants explore communicative, task-based, and proficiency-oriented methodologies, analyzing how curricula are structured to support learner progression. The course develops participants' ability to select, adapt, and implement curricula aligned with CEFR and ACTFL proficiency frameworks.

CEFR / ACTFL Alignment:

- Methodology aligned with proficiency outcomes
- Curriculum coherence across levels
- Skill integration and communicative competence

Code : CDC-005-FL

Title : Lesson Planning, Implementation & Assessment (PPP)

Hours : 4

Course Description:

This applied course trains participants in designing, delivering, and assessing Arabic language lessons using the Presentation–Practice–Production (PPP) model. Participants develop lesson plans aligned with proficiency outcomes, implement learner-centered activities, and apply formative and summative assessment strategies consistent with international standards.

CEFR / ACTFL Alignment:

- Performance-based lesson planning
- Communicative task design
- Formative assessment practices

Code : CDC-001-IT

Title : Educational Technology

Hours : 2

Course Description:

This course introduces educational technologies that support effective Arabic language teaching. Participants explore digital tools, multimedia resources, and learning management systems that enhance engagement and skill development. Emphasis is placed on pedagogically sound technology integration aligned with proficiency-based instruction.

CEFR / ACTFL Alignment:

- Technology-enhanced language learning
- Skill-focused digital activities
- Standards-aligned instructional technology

Code : CDC-006-FL

Title : Contrastive Linguistics

Hours : 4

Course Description:

This course introduces contrastive linguistic analysis between Arabic and learners' first languages. Participants examine phonological, grammatical, and lexical contrasts and their implications for language acquisition. The course supports instructional planning and error analysis in Arabic language teaching.

CEFR / ACTFL Alignment:

- Error analysis and learner performance
- Linguistic accuracy development
- Targeted instructional strategies

Code : CDC-007-FL

Title : Instructional Unit & Module Design

Hours : 4

Course Description:

This course develops participants' skills in designing instructional units and modules for Arabic language learning. Participants apply backward design principles to align learning outcomes, instructional activities, and assessments with CEFR and ACTFL proficiency descriptors.

CEFR / ACTFL Alignment:

- Backward design
- Integrated skills sequencing
- Performance-based assessment alignment

Code : CDC-002-ED

Title : Educational Psychology & Individual Differences

Hours : 4

Course Description:

This course examines psychological factors influencing second language acquisition, including motivation, cognition, learning styles, and individual differences. Participants explore strategies for differentiated instruction that support diverse learners in Arabic language classrooms.

CEFR / ACTFL Alignment:

- Learner variability and proficiency growth
- Motivation and engagement
- Differentiated instruction

Code : CDC-002-IT

Title : AI & Online Platforms in Teaching Arabic

Hours : 4

Course Description:

This course examines the use of artificial intelligence and online platforms in the design and delivery of Arabic language instruction. Participants explore AI-supported tools for content creation, adaptive learning, assessment, and feedback. The course emphasizes effective online and blended instruction aligned with CEFR and ACTFL proficiency benchmarks.

CEFR / ACTFL Alignment:

- Online proficiency-based instruction
- Adaptive learning and feedback
- Digital assessment practices

Code : CDC-008-FL

Title : Arabic Culture in Language Teaching

Hours : 2

Course Description:

This course explores the role of Arabic culture in language teaching and learning. Participants examine cultural content, sociolinguistic variation, and intercultural communication, emphasizing the integration of cultural competence into Arabic language instruction to enhance communicative effectiveness.

CEFR / ACTFL Alignment:

- Sociocultural competence
- Intercultural communication
- Language use in authentic contexts

Code : CDC-009-FL
Title : Microteaching
Hours : 4

Course Description:

This practicum-based course provides participants with opportunities to practice Arabic language teaching through structured microteaching sessions. Participants plan, deliver, observe, and reflect on short instructional segments, receiving feedback to improve instructional effectiveness.

CEFR / ACTFL Alignment:

- Performance-based teaching practice
- Reflective instructional improvement
- Communicative classroom delivery

Code : CDC-0010-FL
Title : Curriculum & Program Design
Hours : 4

Course Description:

This course examines the design and evaluation of Arabic language curricula and programs. Participants explore program goals, learning outcomes, course sequencing, and assessment frameworks aligned with CEFR and ACTFL standards.

CEFR / ACTFL Alignment:

- Program-level proficiency alignment
- Curriculum coherence
- Quality assurance and evaluation

Code : CDC-0011-FL
Title : Advanced Language Assessment Methods
Hours : 4

Course Description:

This course focuses on advanced methods for assessing Arabic language proficiency. Participants examine assessment design principles, validity, reliability, and fairness, and develop formative and summative assessments aligned with CEFR and ACTFL proficiency standards.

CEFR / ACTFL Alignment:

- Proficiency-based assessment
- Performance tasks and rubrics
- Standards-aligned language testing

Code : CDC-003-ED
Title : Educational Supervision
Hours : 4

Course Description:

This course introduces principles and practices of educational supervision in Arabic language teaching contexts. Participants explore observation techniques, feedback models, and professional development strategies that support instructional quality and teacher growth.

CEFR / ACTFL Alignment:

- Instructional quality assurance
- Teacher performance evaluation
- Standards-based supervision

Code : CDC-003-IT
Title : Developing Digital Instructional Units
Hours : 4

Course Description:

This course focuses on the design and production of digital instructional units for Arabic language learning. Participants integrate multimedia, interactivity, and assessment tools to create standards-aligned digital learning experiences.

CEFR / ACTFL Alignment:

- Digital task-based instruction
- Proficiency-aligned content design
- Technology-mediated learning

Code : CDC-0012-FL
Title : Training of Trainers in TAFL
Hours : 4

Course Description:

This course prepares participants to serve as trainers and instructional leaders in Arabic language education. Participants examine adult learning principles, teacher training models, mentoring strategies, and evaluation practices aligned with international language teaching standards.

CEFR / ACTFL Alignment:

- Teacher development frameworks
- Instructional leadership
- Standards-based professional training

Policies & Procedures



EQUIPMENT / TECHNOLOGY REQUIREMENTS OR COMPETENCIES

(AZ Standards, Catalog checklist item #6d)

The online degree programs of NewEra College use online computer-based learning as the method of course delivery in which the Internet is primarily used as the medium of communication. NewEra College uses Internet-based technologies such as learning management system (LMS), video conference, voice-over-IP (VOIP) calls, electronics mails, videos, and similar technologies to deliver course instructions and instructional materials to students. Students must have access to a computer with an Internet connection, video camera and microphone when required to access course instructions and materials, interact with NewEra College faculty and administration staff, and provide feedback. The computer must be able to run video conferencing software (e.g., Google Meet, Microsoft Team, Zoom), browser, and PDF reader. Students must know how to use a computer, computer software applications (e.g., browser, email, PDF reader, video conferencing software), and access the Internet. NewEra College provides all necessary tutorial instructions materials on how to use its student account and learning management system and these tutorial instructions and materials are available online at NewEra College website.

CLINICAL TRAINING, PRACTICUM, EXTERNSHIPS OR SPECIAL FEATURES

(AZ Standards, Catalog checklist item #6e)

I) Degree Programs

Students enrolled in degree programs are required to complete a supervised clinical practicum as part of the program's applied learning requirements.

The practicum Require completion of a supervised minimum credit-bearing requirement conducted in an approved setting under qualified supervision

Integrated with a field application and/or action research component, where applicable

Completion Requirement:

II) Vocational Programs (Non-Degree)

Students enrolled in non-degree vocational programs are required to complete a supervised practicum as part of the program requirements.

The practicum Require completion of a supervised minimum clock hours-bearing requirement

Conducted in a controlled instructional setting under faculty supervision

Designed to provide introductory, practice-based experience.

Completion Requirement:

Successful completion of the clinical practicum is required for program completion.

Regulatory Statement:

This practicum is training in nature only and does not constitute professional licensure, certification, or authorization.

GRADUATE EMPLOYMENT OPPORTUNITIES

(AZ Standards, Catalog checklist item #6f)

Graduates of the programs can obtain employment in the marketplace with any employer who is willing to hire them. NewEra College *does not offer* job placement for graduating students, nor can it guarantee gainful employment to its graduates. Some countries and states have licensure requirements for graduates of education-related degree programs to practice.

REQUIREMENTS FOR GRADUATE TO PRACTICE

(AZ Standards, Catalog checklist item #6g)

NewEra College offers both degree programs (MA, M.Ed, Ed.D, Ph.D in Education and vocational certificate programs. To graduate, students must successfully complete all required coursework, instructional hours, assessments, and applicable applied learning components (e.g., practicum, microteaching, capstone, or dissertation), and demonstrate achievement of program learning outcomes.

All programs are educational and training programs and do not, by themselves, confer professional licensure, certification, or authorization to practice in regulated occupations. Graduates seeking employment in positions requiring licensure must meet all applicable state or federal requirements, including examinations, background checks, and supervised experience, and must apply directly to the appropriate licensing authority.

Graduates of vocational programs are prepared for entry-level employment in relevant fields, while graduates of degree programs may pursue professional, academic, or research roles in licensed or non-licensed settings. NewEra College does not guarantee employment or licensure, as requirements vary by jurisdiction and are determined by employers and regulatory agencies.

PAYMENT SCHEDULES AND FINANCING OPTIONS

(AZ Standards, Catalog checklist item #7)

Tuition Deposit and Registration Fees

All successful applicants to the NewEra College programs are required to pay the tuition fees and a one-time Registration Fee upon program registration, refund policy applied.

Payment Options

a- Payment in Full for program

Students have the option to pay the full tuition amount for the entire program upfront. This ensures that all financial obligations are met at the beginning of the enrollment period.

b- Payment Plan Options

For students who prefer to make payment in installment, NewEra College provides this option to manage tuition on a finance basis. The payment schedule follows the Gregorian calendar, and due dates are determined accordingly. Current and subsequent schedules of payment will be attached to and made part of the student's Enrollment Agreement (for degree programs).

Payment Selection

Payment option may be selected before the start of the program, provided the student's tuition account remains in good credit standing. Good credit standing means that the student's account is current and all payments have been made on time. Payments are due on the 5th day of each payment period. The student's LMS account will be suspended and a surcharge fee will be added for the late payment(s), which may jeopardize the student's good credit standing and eligibility for future payment plans. If payments are not made by the end of the payment period, the student's account will be subject to closure, where a reactivation charge will be paid for LMS reactivation subject to full late payments paid before term final exams start date. The school may withhold grade reports, records, diplomas and other services if the student fails to pay any amounts due. The school may bar the student from registering for any future programs until the student account is fully current.

Payment Methods and Service Charges

The institution accepts bank transfers and major debit and credit cards with surcharge of 4% applies to cover processing fees, and in case of a wire transfer, a \$50 fee will be added.

Payment Schedules

Payment dates are set by the school, and payment schedules

will be attached to and made part of the student's Enrollment Agreement (for degree programs). Certain student fees are not eligible for payment plans and are due in full by the payment deadline. If the student fails to make any payment on time, the entire unpaid balance including service charges, plus any applicable penalty charges may, at the sole option of the school, become immediately due and payable. The school has the right to change tuition and fees at any time. The amount of tuition and fees is stated in the Catalog in effect for each education year.

Financial Assistance

NewEra College does not offer financial assistance. The school is not eligible for participation in the Federal Student Aid (FSA) programs and cannot process a request or assist with a deferment of a Title IV school loan.

ELIGIBILITY FOR DISCOUNTS, SCHOLARSHIPS AND LOANS

(AZ Standards, Catalog checklist item #8)

NewEra College extends its support to the community as part of its social responsibility, by providing discounts and scholarships to degree / vocational program applicants and students who want to pursue higher education. This makes education more accessible, especially to the families and communities of NewEra College. NewEra College encourages and promotes access to higher education for people who meet the criteria. Students and applicants who are beneficiaries of the discounts or scholarships of NewEra College are required to comply with the school's admission requirements, policies, and procedures.

Discounts

Tuition discounts available to all students who meet the announced eligibility requirements. Tuition discounts for students including:

1. Enrolling as part of a group,
2. Who are similarly situated, or
3. Enrolling under the same program or course schedule.
4. All discounts or special offers identify the specific costs for a course or program.
5. All discounts (excluding those offered to well-defined groups) or special offers designate a specific expiration date and do not extend beyond the expiration date.
6. Employee Discount:
 - NewEra College provides a free registration fee and seventy percent (70%) tuition fee discount to its employees to encourage personal growth and professional advancement which can be beneficial to NewEra College in return.
 - The discount applies to all degree program applicants and students who are employees of NewEra College.
 - The discount does not apply to fees not covered by the registration fee and tuition, such as software licenses,

books, and other learning materials required to complete the program.

- The discount does not apply, or is automatically terminated, when the employment contract of the employee in NewEra College is terminated.
7. Employee Children Discount
- NewEra College provides a free registration fee and fifty percent (50%) tuition fee discount to the children of its employees.
 - The discount applies to all degree program applicants and students who are children of the employees of NewEra College.
 - The discount does not apply to fees not covered by the registration fee and tuition, such as software licenses, books, and other learning materials required to complete the program.
 - The discount does not apply, or is automatically terminated, when the employment contract of the employee in NewEra College is terminated.
 - This discount cannot be combined with the Employee discount.
8. NewEra College Loyalty/Referral Discount
- NewEra College provides a five percent (5%) tuition fee discount to the NewEra College graduates.
 - The discount applies to NewEra College graduates programs only.
 - The discount does not apply to fees not covered by the tuition, such as registration fee, software licenses, books, and other learning materials required to complete the program.
 - This discount cannot be combined with the Employee and Employee Children discount
9. Multiple Discount Entitlement
- Students who are eligible for multiple discounts at the same time will get all the discounts combined, except those discounts that cannot be combined. NewEra College identifies the total discount as the sum of all discounts.
10. Maximum Discount
- NewEra College does not provide a discount that is greater than one hundred percent (100%). If in any case the total discount is greater than 100%, NewEra College adjusts the total discount to 100%.

Discount Application

Applicants and students of NewEra College degree programs who want to apply for discounts must submit a completed Discount Application Form with their recent and duly certified supporting documents upon enrollment every term (semester). Documents are considered recent if they are not older than 3 months. Supporting documents that are submitted every term are reviewed by the NewEra College Admissions team. Discount applicants are notified of their application status through electronic mail or phone within 15 working days from the receipt date of the documents to

inform them if they need to submit more documents, or whether they are entitled to any discounts or not. Discount applicants who are not approved of any discounts may apply for reconsideration within 10 working days from the notification date by completing and submitting a Grievance Form. For information on how to file the Grievance Form, refer to the Grievance Policy section of this document.

Scholarships

Prerequisite Conditions for Scholarship Approval

All scholarships at NewEra College are governed by institutional policy and are awarded on the basis of both eligibility and demonstrated alignment with the purpose of each scholarship program. A scholarship award is not guaranteed upon application; approval depends on the applicant meeting all established conditions.

General Prerequisites for All Scholarships

A student must:

1. Be a Current or Prospective Student
Applicants must either be enrolled in an academic program at NewEra College or have submitted a complete enrollment application and received institutional acceptance.
2. Submit a Complete Scholarship Application
All required documentation must be submitted. Incomplete files will not be considered.
3. Meet Eligibility Standards Established for the Scholarship Category
Each scholarship has defined eligibility criteria. Scholarship applicants must demonstrate alignment with these requirements and provide any supporting documentation requested.
4. Demonstrate Conduct Consistent with Institutional Standards
Scholarship approval is contingent on the student's commitment to NewEra College's values, academic integrity, and expected conduct. All applicants agree to uphold these standards as part of the application process.
5. Qualify through Committee Review
The Scholarship Committee reviews applications and supporting documents. Decisions are based on the applicant's alignment with the scholarship's objectives, demonstrated need or merit, and the availability of scholarship funds.
6. Contribute as Required
Some scholarships may require scholars to contribute to institutional activities, such as research support, training initiatives, administrative tasks, or other activities commensurate with the scholar's skills and potential.
7. The President of NewEra College or their designee may change these conditions, provided that any changes are published on the NewEra College Scholarship webpage at least 60 days before the new application start date to allow reasonable notification to applicants.

8. Applicants may apply online on the NewEra College website Scholarship page where applications are published.

Scholarship Categories Specific Prerequisites and Termination conditions

1. Merit Scholarship

Description:

The Merit Scholarship recognizes outstanding academic achievements, leadership skills, and commitment to extracurricular or community involvement. It rewards students who have demonstrated excellence and the potential to make a positive impact in their field.

Purpose:

Reward outstanding academic achievement, leadership, and community engagement.

Prerequisites:

- Minimum academic performance GPA 3.00 or equivalent
- Evidence of leadership or extracurricular/service activity
- Recommendation letters or portfolio of achievements

Continuation Requirements

Recipients must:

- Maintain a minimum cumulative GPA of 3.00 (or equivalent) each academic term.
- Remain in good academic and disciplinary standing.
- Continue full-time or approved part-time enrollment as defined by the award.

Termination Conditions

The Merit Scholarship may be terminated if:

1. Academic Performance Decline
The student's term or cumulative GPA falls below 3.00 at the end of any academic term.
2. Academic or Disciplinary Probation
The student is placed on academic probation or found in violation of academic integrity policies.
3. Change in Enrollment Status
The student withdraws from courses, changes programs, or reduces enrollment below the scholarship eligibility threshold (approval should be obtained).

2. Financial Need Scholarship

Description:

The Financial Need Scholarship is awarded to students who show academic potential but face financial challenges that may hinder their ability to pursue higher education. This scholarship ensures access to quality education regardless of financial circumstances.

Purpose:

Assist students with financial barriers that may hinder educational access.

Prerequisites:

- Demonstrated financial need (e.g. household income documents, Tax return document)

- Academic record showing capability to succeed
- Supporting documentation for need evaluation

Continuation Requirements

Recipients must:

- Remain enrolled in an eligible academic program at NewEra College.
- Maintain a minimum cumulative GPA of 3.00 (or equivalent) each academic term.
- Maintain satisfactory academic progress as defined by institutional policy.
- Continue to demonstrate financial need as defined at the time of award.

Termination Conditions

The Financial Need Scholarship may be terminated if any of the following occur:

1. Change in Financial Status
The student's household income increases above the established financial need threshold or poverty guideline used at the time of scholarship approval.
2. Failure to Provide Updated Documentation
The student fails to submit updated financial documentation when requested for annual or term-based review.
3. Loss of Enrollment or Academic Standing
The student withdraws, is dismissed, or fails to maintain satisfactory academic progress.
4. Misrepresentation
Any false or misleading financial information is identified during review.

3. Force Majeure Scholarship

Description:

The Force Majeure Scholarship supports students who are applying from regions or countries affected by extraordinary circumstances beyond their control, such as armed conflict, natural disasters, famine, or other similar events. This scholarship aims to provide access to higher education for students facing exceptional hardship, ensuring that such circumstances do not prevent them from pursuing their academic goals at NewEra College.

Purpose:

Provide opportunity to students affected by extraordinary hardship (e.g., natural disasters, conflict).

Prerequisites:

- Evidence of Nationality for Countries Listed Under Hardship Circumstances.
- Personal statement explaining impact on education

Continuation Requirements

Recipients must:

- Remain enrolled and actively pursuing their program.
- Maintain a minimum cumulative GPA of 3.00 (or equivalent) each academic term.
- Maintain satisfactory academic progress.

- Demonstrate that qualifying hardship conditions remain applicable.

Termination Conditions

The Force Majeure Scholarship may be terminated if:

1. Resolution of Hardship Circumstances
The documented extraordinary circumstances that justified the award no longer exist or no longer materially affect the student's ability to pursue education.
2. Failure to Maintain Enrollment or Academic Progress
The student withdraws or fails to meet academic progress requirements.
3. Misrepresentation of Circumstances
4. The hardship documentation is found to be inaccurate, incomplete, or misleading.

4. Special Needs Scholarship

Description:

The Special Needs Scholarship supports students with disabilities by promoting accessibility, inclusion, and equal opportunity in higher education. NewEra College is committed to providing reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) to ensure that all students can participate in our programs.

Purpose:

Support students with disabilities to ensure accessibility and equal opportunity.

Prerequisites:

- Documentation of disability
- Evidence of need for support in higher education
- Proof of ability to adapt within the academic requirements necessary for the program.

Continuation Requirements

Recipients must:

- Remain enrolled in an eligible program.
- Maintain a minimum cumulative GPA of 3.00 (or equivalent) each academic term.
- Continue to require educational accommodations or support as documented.
- Maintain satisfactory academic progress.

Termination Conditions

The Special Needs Scholarship may be terminated if:

1. Change in Eligibility Status
The documented disability or condition no longer requires the level of support for which the scholarship was granted.
2. Failure to Participate in Accommodation Processes
The student does not engage with institutional accommodation procedures or refuses reasonable accommodations.
3. Loss of Enrollment or Academic Standing
The student withdraws or fails to maintain satisfactory academic progress.

5. Entrepreneur Scholarship

Description:

The Entrepreneur Scholarship is designed to support aspiring or current entrepreneurs who demonstrate innovative thinking, leadership potential, and a vision for creating impact in their community. This scholarship helps driven individuals pursue their academic goals while developing the skills to launch or grow their business.

Purpose:

Support entrepreneurial students who demonstrate innovative thinking and leadership potential.

Prerequisites:

- Presentation of a business concept or entrepreneurial project
- Personal statement articulating vision, impact, and goals
- Evidence of leadership potential or entrepreneurial experience

Continuation Requirements

Recipients must:

- Demonstrate ongoing engagement in an approved entrepreneurial project or initiative.
- Maintain a minimum cumulative GPA of 3.00 (or equivalent) each academic term.
- Meet any participation or reporting requirements established by the Scholarship Committee.
- Maintain satisfactory academic progress.

Termination Conditions

The Entrepreneur Scholarship may be terminated if:

1. Failure to Maintain Project Engagement
The student discontinues or fails to demonstrate meaningful progress in the approved entrepreneurial activity.
2. Non-Compliance with Reporting Requirements
The student fails to submit required progress reports, presentations, or evaluations.
3. Academic or Conduct Issues
The student fails to maintain satisfactory academic progress or violates institutional conduct standards.

Loans

NewEra College does not provide any type of loan to students.

If a student receives a loan to pay for an educational program, the student is responsible for repaying the full loan amount plus interest and fees.

CANCELLATION, WITHDRAWAL AND REFUND POLICY

(AZ Standards, Catalog checklist item #9)

Non-Acceptance

An applicant denied by the school is entitled to a refund of all monies paid.

Three-Day Cancellation

An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday and federal

% of the Semester attempted	Tuition refund amount
10% or less	90%
More than 10% and less than or equal to 20%	80%
More than 20% and less than or equal to 30%	70%
More than 30% and less than or equal to 40%	60%
More than 40% and less than or equal to 50%	50%
More than 50%	No Refund is required

and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days of receiving the notice of cancellation, the institution shall provide the 100% refund.

Other Cancellations

- The student requesting cancellation more than 3 calendar days after signing an enrollment agreement, but prior to beginning the program, is entitled to a refund of the payment minus:
 - A transfer credit evaluation fee (if applicable);
 - A one-time registration fee and
 - Library service fees, if provided by a third-party service.
 - Any other third-party service's fees.
- The institution policy dictates a cancellation for the suspended accounts if not full late payments and reactivation action taken before the first day of the final exams, tuition refund policy applied.
- The institution policy dictates a cancellation for the expelled students, tuition refund policy applied.

Refund after the Commencement of Classes

The Institution assumes that all prospective students will have thought long about taking up a program and therefore applying for admission.

However, the Institution understands that there are many reasons for wishing to withdraw from the program, both

before and after the program has commenced.

Consequently, the Institution policy on refund of fees upon withdrawal in the event of cancellation, for whatever reason, the following will apply:

- Cancellations must be made in writing using the form for cancellation and will only be considered to have been made on the date on which the institution received it.
- For a student who is on authorized leave of Absence and provided the form with supporting documents for approval. The withdraw date is 30 calendar days from the date the student was scheduled to return from the LOA and did not return.
- A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 days (For full time programs only).
- All refunds will be issued within 30 days of cancellation request approval.

Tuition charges/refunds

- Before the beginning of classes, the student is entitled to a refund of 100% of the tuition (less the registration fee).
- After the commencement of classes, the tuition refund (less the registration fee) amount shall be determined based on the table below. The tuition refund amount shall be based on the total cost of enrolled semester fees of the student for the current semester.

The percentage of the semester attempted is determined by dividing the total number of days elapsed from the student's start date to the student's last day of attendance, by the total number of days in the semester.

For students enrolled in two or more semesters that award program certificate, NewEra College treats each semester separately for the purposes of calculating the appropriate amount of tuition refund owed to the student.

The institution calculates the refunds based on the discounted costs.

Books, Supplies and Fees

Books, materials, software licenses, library services, and other supplies required for course completion are not provided by the school and are not the responsibility of the school; they are the responsibility of the students to purchase separately. Fees related to these items may be paid directly to outside vendors chosen by the students. NewEra College is not responsible for and does not provide refunds related to these items. Refunds and related fees of these items are subject to the outside vendor policies and agreements with the student.

Refund Issuance Schedule

Refunds will be issued within 30 days from the date of student notification, or date of school determination (withdrawn due to absences or other criteria as specified in the school catalog), or in the case of a student not returning

from an authorized Leave of Absence (LOA), within 30 calendar days from the date the student was scheduled to return from the LOA and did not return.

Collections

Collection procedures used by the institution or third parties reflect sound and ethical business practices. Tuition collection practices and procedures are fair, encourage students' progress, and seek to retain their good will. Collection practices consider the rights and interests of the students and the institution.

IMPACT STATEMENT

The institution discloses its tuition, cancellation, refund, and collection policies and procedures prior to student enrollment. All cancellations and refunds are processed promptly upon notification by the student in any manner. The institution maintains student good will throughout the collections process and assures that students are aware of the responsibilities and obligations of both the institution and the student.

STUDENT SERVICES

(AZ Standards, Catalog checklist item #10)

General Services

NewEra College provides support to students related to the school's methods, policies and procedures; student career path guidance; online learning requirements; administrative support; and all other general services that are beneficial to enhance the experience of the students in NewEra College.

Academic Advisory

Each student is assigned an Academic Adviser, the student's point of contact for support and service requirements, and to assist in resolving issues, from the date of enrollment through graduation. The Academic Advisers are available during office hours through e-mail, video conference, or phone calls to provide support to students in their academic requirements. The Academic Advisers also monitor their assigned students in terms of academic performance and encourage students to achieve their academic goals.

Library Services

Students can access NewEra's Online Library on NewEra College website using their NewEra account. Students may register with third-party online library resources and services, but this is an individual endeavor and may incur additional fees depending on the third-party provider. Some third-party online library provider is The Free Library at www.thefreelibrary.com

Technical Support

Students requiring assistance with installation, setup, access, or navigation of the online classroom can reach out to the college's Technical Support team for detailed help. The team is available to provide step-by-step guidance and resolve technical issues related to the virtual learning environment.

Technical support at NewEra College is available Monday through Friday, from 9:00 AM to 5:00 PM Mountain Standard Time (MST) between the first Sunday in November and the second Sunday in March, and Mountain Daylight Time (MDT) for the remainder of the year, excluding holidays.

PROGRAM AND COURSE DELIVERY

(AZ Standards, Catalog checklist item #11)

Course Format and Access

The degree programs of NewEra College use online as the method of course delivery in which the Internet is primarily used as the medium of communication. NewEra College uses Internet-based technologies such as learning management system (LMS), video conference, voice-over-IP (VOIP) calls, electronics mails, videos, and similar technologies to deliver course instructions and instructional materials to students. Students should have access to a computer with Internet connection when required to access course instructions and materials, assessments, attendance, grades, and others; interact with NewEra College faculty and administration staff; and provide feedback. Before starting a coursework, students are provided with orientation materials, which introduce them to the online learning platform, student resources, and the process for successfully completing online courses. Students can access their course activities and materials at any time and interact with NewEra faculty and administration staff online during office hours. Students should note that some course activities have access expiration dates due to submission deadlines.

Faculty and Instruction

Courses are facilitated by faculty with advanced degrees and practical experience in the field of instruction. Students receive personalized attention and work closely with faculty towards successfully progressing through the courses in the program. Students are monitored and graded on participation, project assignments, and assessments. Individual communication takes place through the online messaging system. Continuous improvement and institutional effectiveness are achieved through course and faculty evaluations conducted with students after the end of each course.

Instructional Model

The goal of NewEra College is to provide a high-quality educational experience to students and faculty through online learning using innovative techniques. The instructional model is as follows:

- Each student progresses through the program within cohorts
- All instruction is provided in English for the programs provided in English language.
- All instruction is provided in Arabic for the programs provided in Arabic language.
- The semester duration is 15 weeks. Students are required to participate in discussion boards, submit assignments, and take exams in an asynchronous manner.
- The final course grade is submitted within seven (7) calendar days from the scheduled end date of each semester.

Participation

Lectures are conducted synchronously, meaning students must be logged into the system at the scheduled lecture time weekly, as per the course timetable. However, the lectures are also recorded, allowing students the flexibility to choose the most convenient days and times to participate and review the content at their own pace. Discussion boards close at 11:59 p.m. on Sunday evenings each week. After this time, students can view all posts but will not be able to add new ones. Only substantive contributions to the discussion boards will count toward a student's participation grade.

Academic Honesty

NewEra College takes academic honesty very seriously. Students are expected to always submit original work, and outside sources should be appropriately credited whenever used. Works that require citation include, but are not limited to, hard copy or electronic publications (copyrighted or not), and communication (verbal or otherwise) originating from identifiable sources. Academic dishonesty occurs when:

- students use words or ideas that are not their original work in assignments;
- citations are not included for all used outside sources;
- work is recycled from another course taken by the same students (unless agreed with the instructor in advance);
- Documents, such as transcripts or diplomas are forged, etc.

Faculty members are trained and encouraged to try and prevent plagiarism in their classes. Some steps in that direction are for a faculty member to make it clear, through announcements or assignment instructions, what constitutes plagiarism (as well as the potential consequences), and how assignments and citations should be formatted. Both students and faculty members are encouraged to check

assignments using a plagiarism checker software. Instances of plagiarism are addressed immediately.

Academic Honesty Procedure

When a faculty member determines that academic dishonesty in an assignment has occurred, the faculty member can address the issue directly with the student by considering one of the following options:

- educating the student on plagiarism (whenever it is unintentional or due to deficiency in understanding of what plagiarism is);
 - allowing a student to resubmit the assignment; or
 - taking steps to report the offence using the procedure outlined below along with a disciplinary action such as issuing a Failing grade on the assignment, reducing the final grade, or issuing a Failing grade for the course
1. If the instructor and student cannot resolve the plagiarism issue, the instructor submits an Academic Dishonesty Complaint form to the Chief Academic Officer or designee, with a copy sent to the student. The student has an opportunity to respond to the allegation.
 2. The Chief Academic Officer or designee assigns an Academic Honesty Committee, which reviews the forms and communications, and determines an appropriate action to address the issue. Some of the possible outcomes include student removal from class, loss of semester credit, documented counseling, or in extreme cases, expulsion from the school. The President of NewEra College is informed of all reported instances and the actions taken.

The student has the right to appeal the decision to the Chief Academic Officer or designee. All actions are based on the severity of the offense.

CALENDAR

(AZ Standards, Catalog checklist item #12a,b)

NewEra College uses a 15-week semester term. An academic year can be broken down into two terms where the fall starts in August and the spring starts in January. Due to the online nature of the degree programs of NewEra College, the school may start cohorts of students at any time that may not necessarily align with the term start dates, if there are demands, subject to the approval of the Chief Academic Officer, President, or designee.

- Fall Term 2025 (August 18 - December 31)
- Spring Semester 2026 (Jan 5 - May 15)

Vacation Periods and Holidays

Students have access to their online courses seven days a week 24 hours including holidays. NewEra College employees will not work on the following holidays for 2025-2026:

Holiday/Observance	Dates	Year	Additional Notes
Labor Day	September 1	2025	Class not in session
Veterans Day	November 11	2025	Class not in session
Thanksgiving Day	November 27	2025	Class not in session
Native American Heritage Day	November 28	2025	Class not in session
Christmas Day	December 25	2025	Class not in session
Hanukkah (Chanukah)	December 14-22	2025	
New Years Day	January 1	2026	Class not in session
Orthodox Christmas	January 7	2026	
Martin Luther King Jr. Day	January 19	2026	Class not in session
Presidents' Day	February 16	2026	Class not in session
Eid al-Fitr	March 20	2026	Date not fixed
Easter	April 5	2026	
Memorial Day	May 25	2026	Class not in session
Eid al-Adha	May 27	2026	Date not fixed
Juneteenth	June 19	2026	Class not in session
Independence Day	July 4	2026	Class not in session

ACADEMIC INFORMATION AND POLICIES

(AZ Standards, Catalog checklist item #13a)

Admission Policy

NewEra College aims to attract applicants who have the potential to excel in their chosen fields. The admission criteria of NewEra College do not put significant weight on the academic performance of its applicants from their previous school as it is not the only measure of success. NewEra College gives applicants equal opportunity to pursue college education, especially those who were not able to get the opportunity to access high-quality education due to constraints in financials, geographical location, and other reasons. NewEra College believes that interest, proper guidance, exposure, and maturity can help students learn and improve performance. Thus, giving applicants the opportunity to join NewEra College to get a degree may help them get better opportunities or further their studies. NewEra College admits students regardless of race, color, national origin, disability, sex, creed, religion, or age.

Enrollment and Status

Due to the NewEra College policies, all applicants are considered as part-time students. Students who enroll in a course after the tuition period covered in their enrollment agreement are required to complete a new enrollment agreement with updated fees and terms, and pay the registration fee again. Students who have withdrawn from a program already have their enrollment agreement on such program cancelled. If they apply for admission on the same program again, they are required to complete a new enrollment agreement with updated fees and terms, and pay the registration fee. Students must settle their outstanding balance to be able to enroll in courses for the next semester. Students must also pay the first installment of each semester based on the payment terms before the semester classes start. NewEra College reserves the right not to enroll students or not to allow students to attend classes due to missed payments based on the terms of payment specified in the enrollment agreement.

Course Load

The NewEra programs are designed to be completed either consecutively in a sequential order (back-to-back), or concurrently (at the same time).

Student enrolled in the Master of Education (M.Ed) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) degree program has to fulfill **30 credit hours** to be completed over 2-3 semesters, Each semester 12-17 credit hours.

Student enrolled in the Master of Arts (MA) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) degree program has to fulfill **32 credit**

hours to be completed over 2-3 semesters, Each semester 12-17 credit hours.

Students enrolled in the Doctor of Education (Ed.D) in Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) degree program has to fulfill **60 credit hours** to be completed over 4 semesters each semester 12-17 credit hours, plus 6 semesters for Complementary Research and independent studies.

Students enrolled in the Doctor of Philosophy (Ph.D) in Education - Applied Linguistics - Teaching Arabic as a Foreign Language (TAFL) degree program has to fulfill **62 credit hours** to be completed over 4 semesters each semester 12-17 credit hours, plus 6 semesters for dissertation and paper publication.

A semester credit typically represents 15 hours of academic engagement and 30 hours of preparation.

Students are expected to spend 1 hour of instruction and 2 hours of outside preparation for every credit hour enrolled.

PROGRAM OR COURSE CANCELLATION

(AZ Standards, Catalog checklist item #13b)

A student has the right to withdraw from the college at any time. The date the college receives a student's withdrawal request is the official withdrawal date for documentation and refund purposes.

Students are required to follow the fixed-semester course schedule as part of their program and cannot drop individual courses. If a student faces exceptional circumstances that require withdrawing from the entire program, they should consult the Cancellation, Withdrawal, and Refund Policy section for further guidance.

Confirmation of receipt of the withdrawal notice is sent via the student portal. If the student does not receive a confirmation within 30 days, the student should contact the administration. Any money due to the student will be refunded within 30 days of the withdrawal request date receipt.

The college will withdraw a student from the program for failure to maintain satisfactory progress, failure to abide by the policies and procedures of the college, absences over the maximum set forth by the college, and/or failure to meet financial obligations to the college.

Changes to enrollment or program status are reviewed on a case-by-case basis, and decisions are made based on the student's situation and academic progress.

NewEra College reserves the right to cancel a program or course due to insufficient student enrollment or necessary modifications to the program structure. In such cases, the College will provide advance notice of the cancellation prior to the scheduled commencement of the program or course.

GRADING POLICY & SATISFACTORY PROGRESS TRACKING

(AZ Standards, Catalog checklist item #13c)

Grading Policy

Assignments and Proctored Exams

NewEra College goal is to ensure academic integrity while accommodating the flexibility needed for distance learners. As part of the program grading, assessments will primarily be assignment-based, each course will include regular assignments, and participation in the course discussions and activities will form the core of the evaluation process. All student work is submitted on the learning management system (LMS), and faculty members assign individual assignment grades, however, to ensure understanding of specific material or for specialized courses the grading will embrace quizzes and final exam as well. The quizzes and final exams are proctored and clearly outlined in the course syllabus.

Students are expected to have a functioning webcam. All students must adhere to the instructions and guidelines for proctored exams to maintain their academic standing at NewEra College.

All grads are available to students on the student LMS Account.

Make-Up Work

Students who miss any classwork are responsible for completing all missed content. Course requirements, including assignments and tests, must be fulfilled regardless of absences. Assignments must be submitted by the specified deadlines, and participation will be measured based on substantive contributions in alignment with the course syllabus. Substantive posts typically include meaningful interactions, such as responding to discussion prompts or engaging in peer feedback, and not merely logging into the course platform.

Term GPA is the Grade Point Average calculated based on the courses completed during a semester.

Cumulative GPA is the Grade Point Average calculated based on all completed courses counted towards the completion of a degree requirement at the school. It does not include grades assigned on transferred credits from other institutions.

Grading Scale

The following grading scale is adopted for use in all courses.

Grading System			
% Range	Grade	GPA	Grade Description
97 - 100	A+	4	Excellent
93 - 96	A	4	Excellent
90 - 92	A-	3.7	Excellent
87 - 89	B+	3.3	Very Good
83 - 86	B	3	Very Good
80 - 82	B-	2.7	Very Good
77 - 79	C+	2.3	Good
73 - 76	C	2	Good
70 - 72	C-	1.7	Good
67 - 69	D+	1.3	Fair
63 - 66	D	1	Fair
60 - 62	D-	0.7	Fair
0 - 59	F	0	Fail
	W		Student-Initiated Withdrawal
	AW		Administrative Withdrawal
	I		Incomplete

Grading Criteria

A = Excellent

The student demonstrates an advanced knowledge of all the content and skills presented in the course and uses professional or personal experience to contribute to class knowledge in a unique and insightful manner. The student has excellent writing skills and participates actively in all aspects of the learning process.

B = Very good

The student demonstrates a solid understanding of all the content and skills presented in the course and frequently applies relevant professional or personal experience to enhance class discussions. The student has strong writing skills and actively engages in most aspects of the learning process.

C = Good

The student demonstrates knowledge of most of the content and skills presented in the course and often uses relevant professional or personal experience to contribute to class knowledge. The student has very good writing skills and participates frequently in the online classroom.

D = Fair

The student demonstrates enough knowledge of the content and skills presented in the course and applies relevant professional or personal experience to class topics. The quality and quantity of work presented by the student on course assignments in participation forums are acceptable.

F = Fail

The quality and quantity of work presented by the student on course assignments in participation forums are unacceptable.

W = Withdrawal

Students receive a grade of “W” if they officially withdraw from the course prior to completing the course, regardless of whether they were determined to be passing or failing the course by the faculty member, at the time of withdrawal. The grade is not calculated in the GPA and the course credits are not assigned for course work ending in a withdrawal. Course withdrawals are included in the student academic record and transcripts.

AW = Administrative Withdrawal

Administrative Withdrawal refers to a student course withdrawal which is initiated by the school for reasons such as: failure to participate, not meeting a course prerequisite, academic conduct issues, etc. Administrative Withdrawal, which occurs after a course has already started, leads to a grade of AW entered on the student’s academic record. The AW grade has no effect on the student’s academic GPA.

I = Incomplete

Students may request an Incomplete (grade of I) status by submitting an Incomplete form, signed, and agreed to between the students and the course instructor. Approval of Incomplete status is at the discretion of the instructor. Students have 4 weeks to complete all course work after being assigned a grade of I. Failure to complete all course work results in the students earning the grade based on the coursework completed. A grade of “I” is not entered into the GPA calculation or the student academic record, but the grade earned after the completion of the extension period is entered into both GPA calculation and the student academic record.

Grade Challenges

A student may challenge a final course grade if there is clear and credible evidence of arbitrary or unprofessional grading. Individual assignment grades shall be handled between the student and the faculty member for the course.

The following policies and procedures apply to all grade challenges:

1. If a student believes that the final course grade is the result of an arbitrary or unprofessional grading by the course instructor, the student may dispute the grade in writing with the instructor within 7 calendar days of the final grade being posted. The student may send the written dispute to the instructor’s official NewEra College e-mail. A copy of the communication shall be preserved.
2. If a satisfactory solution cannot be found, the student may submit a Grade Challenge Form to the Chief Academic Officer or designee within 21 days of the final grade posting date. The Grade Challenge Form can be submitted through the NewEra College website
3. The Chief Academic Officer or designee makes the final determination after reviewing all related documentation

and consulting with both the student and the faculty member

4. The student will be notified, in writing, of the decision within 7 calendar days of the decision being issued by the Chief Academic Officer or designee.

Satisfactory progress tracking

NewEra College maintains strict standards of satisfactory academic progress for all students. To remain in good academic standing and continue their education, students must stay continuously enrolled unless on an approved leave of absence and meet the following criteria:

1. **Qualitative Measurement (GPA Requirement):**
Students must maintain a minimum cumulative grade point average (CGPA) of 2.0 (C average) on all coursework attempted. Failure to meet this requirement may result in academic probation.
2. **Quantitative Measurement (Pace of Completion):**
Students must demonstrate steady progress toward program completion within the published program length. Requests for extensions may be considered on a case-by-case basis.
3. **Attendance Requirement:**
Students must meet the attendance requirement for each term, which is set at a minimum of 80% of the total required instructional days. Failure to meet this standard may impact a student’s academic standing.
4. **Evaluation & Checkpoints:**
 - Coursework grades are made available on the Learning Management System (LMS) immediately upon faculty grading.
 - The course grading is calculated at the end of each course to determine satisfactory progress.
5. **Probation Policy:**
Students who fail to meet the 2.0 CGPA requirement may be placed on academic probation for one term. During this period, students must demonstrate improvement or risk suspension or dismissal from the program.

LEAVE OF ABSENCE POLICY

(AZ Standards, Catalog checklist item #13d)

NewEra College understands that personal circumstances may occasionally necessitate such breaks, and students are encouraged to apply for an LOA to avoid disruption to their academic standing. A student may request a Leave of Absence (LOA), whenever it is necessary to take an academic leave due to mitigating circumstances in the student's life. A Leave of Absence (LOA) is a temporary break from attendance, during which students remain enrolled in their degree program.

Duration: A leave of absence may be granted for absence up to 50% of the semester period. Multiple leaves of absence may be approved provided that the total duration does not exceed the approved limit. In case of exceed the maximum allowed limit, student have the right to submit a request to register in the Credit by Exam.

Conditions: A leave of absence may be requested for serious circumstances, including illness, injury, maternity/paternity, or family emergencies. Other cases will be considered on an individual basis.

Request Procedure: Students must submit a written request for an LOA to the administration in advance, except in emergencies. The request must include the anticipated return date and a valid reason for the leave. The college administration must have reasonable assurance that the student will return within the specified timeframe.

Extension of Leave: If needed, an LOA may be extended, provided the extension request follows the same guidelines up to 50% of the semester period.

Failure to Return: If a student does not return by the specified date on the LOA form, they will be considered withdrawn from the program within 30 calendar days from the date the student was scheduled to return from the LOA and did not return. Student must reapply if they wish to resume their studies.

Communication During LOA: Students on LOA are encouraged to maintain communication with the college for updates on academic guidance. Academic advising is available for students on leave to assist with any concerns regarding their return to the program.

RE-ENROLLMENT POLICY

(AZ Standards, Catalog checklist item #13e)

NewEra College evaluates re-enrollment requests from students who have withdrawn, been expelled, or failed on a case-by-case basis. As part of the re-enrollment process, applicants must submit a written statement explaining the changes in their circumstances that will support their successful completion of the program upon readmission. Re-enrollment is not guaranteed and remains at the discretion of the College.

Students allowed for re-enroll within one calendar year of their withdrawal, expulsion, or failure. Students will

resume their studies from the last successfully completed point in the program while maintaining their previous academic standing. Tuition will be charged at the current published rate at the time of re-enrollment, with adjustments made for any coursework previously completed.

ACADEMIC STATUS

(AZ Standards, Catalog checklist item #13f)

NewEra College upholds academic integrity and student conduct through clearly defined policies regarding probation, suspension, and expulsion. These policies ensure that students maintain satisfactory academic progress, adhere to behavioral standards, and fulfill their financial obligations while providing a structured approach to academic support and disciplinary actions.

Academic probation is imposed on students who fail to meet the minimum GPA requirements for one semester. During this period, students are given the opportunity to improve their academic performance and regain good standing. The probation process may involve mandatory academic advising, a reduction in course loads, or participation in counseling and workshops designed to support student success. If a student does not meet the required academic standards by the end of the probationary period, they may face suspension or dismissal from the College.

Suspension serves as a temporary removal from the College due to academic deficiencies, behavioral misconduct, or financial non-compliance. Students may be suspended if they continue to underperform academically despite prior probationary support, violate the student code of conduct through actions such as plagiarism, harassment, or cheating, or fail to meet financial obligations, resulting in a hold on their enrollment status. The length of a suspension varies depending on the severity of the issue. To be reinstated, students must complete the suspension term and demonstrate their readiness to return, such as by resolving financial obligations or obtaining faculty approval. Additionally, they must submit a reinstatement petition, including a suspension clearance form and any required reinstatement fees. If students fail to meet the reinstatement criteria, they may face permanent expulsion from the College.

Expulsion is the most severe disciplinary action and results in the permanent removal of a student from the College due to major violations or repeated offenses. Expulsion may be imposed for serious academic dishonesty, such as falsifying records or engaging in habitual cheating, as well as for severe behavioral violations, including assault, theft, or harassment. It may also result from a student's failure to comply with probation or suspension conditions. When an

expulsion decision is initiated, the student receives formal notification and is granted a maximum of 30 calendar days from the date of notification to respond. If the student does not respond within this timeframe, they are officially dismissed from the College. However, students have the right to dispute an expulsion decision by following the College's established grievance policies and procedures. By enforcing these policies, NewEra College ensures a fair and structured approach to academic progress and student conduct while maintaining a high standard of integrity and excellence within the institution.

TRANSCRIPTS

(AZ Standards, Catalog checklist item #13h)

Overview

NewEra College considers the academic records and other student-related information as confidential. As per the Privacy Act of 1974 (FERPA), student academic records can only be released if the student personally requests a copy of it.

Coursework grades are made available on the Learning Management System (LMS) immediately upon faculty grading.

The course grading is calculated at the end of each course to determine satisfactory progress.

Official Transcript

An Official Transcript is a certified true copy of a student's permanent academic record that shows all the courses that the student has completed at NewEra College, including grades and other relevant information. An Official Transcript is validated with the Registrar's signature and the school seal.

Transcript Request

Issuance of Official Transcripts requires an official request from the student using the Transcript Request Form online through the NewEra College website to authorize the release of the transcripts. A confirmation Email will be sent to the student.

NewEra College issues one original copy of Official Transcripts to each student free of charge. Request for additional copy costs \$10.00 per set.

MAINTENANCE AND CONFIDENTIALITY OF STUDENT RECORDS

(AZ Standards, Catalog checklist item #13i)

NewEra College shall ensure that the electronic records are not in a proprietary format and are easily searchable by student.

NewEra College shall maintain a complete, accurate, and permanent record for each student ever enrolled. NewEra College shall ensure that the student record includes the following:

1. An enrollment agreement
 2. Copy of the entrance exam, if applicable;
 3. A transcript;
 4. Grades received, where applicable;
 5. Student attendance information;
 6. Counseling records; and
 7. A record of all obligations incurred and all funds paid by or on behalf of the student to the NewEra College.
- NewEra College shall maintain financial aid records for each student for the length of time required by the DE. NewEra College shall make student records available and readily accessible for use and review by an authorized official of the NewEra College or authorized representative of the Board.
- NewEra College that gives credit toward a course based on job experience, training, or life experience shall record that credit in the student's official transcript, which is part of the student record.

NewEra College shall ensure the student's official transcript shows the portion of the course for which the student is given credit based on job experience, training, or life experience.

NewEra College shall include the following information, as applicable, in the record of a student who graduates:

1. Job placement provided, and
2. Place of employment and beginning salary after graduation.

NewEra College shall ensure that records required are:

1. In electronic form, are maintained securely and protected against damage or loss from fire, water, theft, tampering, or other harm;
2. Are maintained in perpetuity or submitted to the Board under R4-39-402; and
3. Are made available and readily accessible for use and review by an authorized representative of the Board.

ATTENDANCE POLICY

(AZ Standards, Catalog checklist item #13j)

NewEra College requires students to meet an attendance requirement for each term, which is set at a minimum of 80% of the total required instructional days. Failure to meet this standard may impact a student's attendance grade.

CREDIT TRANSFER POLICY

(AZ Standards, Catalog checklist item #13k)

Transferability of Credit to NewEra College

1. Policy Overview

NewEra College recognizes the value of students' prior academic achievements and seeks to facilitate the fair and consistent evaluation of transfer credit earned from other recognized institutions of higher education.

This policy establishes the principles and procedures governing the acceptance, evaluation, and application of transfer credit toward academic programs at NewEra College. It is intended to promote transparency, consistency, and alignment with institutional goals, accreditation standards, and federal regulations.

2. Institutional Responsibility

In accordance with quality assurance and accreditation standards and 34 CFR 602.24, NewEra College:

- Determines and applies its own transfer of credit criteria in alignment with institutional learning outcomes and program requirements.
- Publicly discloses transfer of credit policies and criteria, including the evaluation process and articulation agreements.
- Provides clear information to applicants and students regarding transferability and applicability of credits toward degree programs.

The College ensures that transfer evaluations are conducted by qualified academic or registrar personnel, independent of marketing or recruitment functions.

3. Criteria for Evaluation and Acceptance of Transfer Credit

Transfer credit decisions at NewEra College are based on the following criteria:

3.1. Source Institution Accreditation

- Credits are generally accepted from institutions that are accredited by an agency recognized by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA), or state authorized education institution (including exempt and charter schools)
- Transcripts issued by international institutions may be accepted, provided that such institutions are recognized or licensed by a government body or an authorized accreditation agency in their home country.

3.2. Course Comparability and Applicability

- Courses must be comparable in content, level, learning outcomes, and instructional rigor to those offered at NewEra College.
- The applicability of transfer credits depends on the requirements of the degree program and the relevance of the prior coursework to the intended field of study.
- Transfer credit accepted may not always apply toward specific degree requirements.

3.3. Minimum Grade Requirements

- Only courses completed with a grade equivalent to “C” (2.0 on a 4.0 scale) or higher at the graduate level will be considered for transfer.
- Pass/fail courses may be accepted.

3.4. Credit Limits

- A maximum of 75% of the semester credits (or equivalent) may be transferred into a Master’s program.
- A maximum of 75% of the semester credits (or equivalent) may be transferred into a Doctoral program.
- All transferred credits must have been earned within seven (7) years prior to admission to ensure curricular relevance.

3.5. Official Documentation

Students must provide:

- Official transcripts issued directly from the issuing institution, or Pre-qualification Transcript.

- Course syllabi, descriptions, or other supporting materials when requested for comparability evaluation.

4. Credit for Prior Learning and Professional Experience

In accordance with 34 CFR 668.43(a)(11)(iii), NewEra College may consider awarding credit for prior learning experiences, including:

- Military service or training,
- Professional certifications or continuing education,
- Documented work experience or demonstrated competency relevant to program learning outcomes.

Each case will be individually evaluated using written criteria that ensure academic integrity and alignment with course objectives. No more than 50% of total program credits may be earned through prior learning assessment.

5. Articulation Agreements

NewEra College seeks to establish formal articulation agreements with accredited postsecondary institutions to facilitate transfer pathways, credit recognition, and academic progression. The College also pursues partnerships with international universities, research organizations, and professional certification bodies to enhance program quality, workforce alignment, and global engagement.

A list of such institutions, if any, will be publicly available on the NewEra College website and reviewed periodically for currency and accuracy.

6. Decision Makers in Granting Transfer Credit

Transfer evaluations are conducted by the Registrar’s Office in collaboration with appropriate faculty subject matter expert(s).

The Registrar maintains official records of all transfer evaluations and ensures consistency and fairness in decision-making.

Staff engaged in recruitment or marketing are not authorized to make transfer credit determinations.

7. Transparency and Communication

- All transfer credit decisions will be communicated in writing to the student, including the number of credits accepted and their applicability toward degree requirements.
- The College maintains and publishes this policy on its official website under the “Admissions” and “Academic Policies” sections.
- Students are encouraged to request preliminary transfer evaluations before formal enrollment to support informed decision-making.

8. Periodic Review

This policy will be reviewed every three years, or as required by the accreditation body or federal regulatory changes, to ensure ongoing relevance, compliance, and fairness.

9. Appeals Process

Students who wish to appeal a transfer credit decision must submit a written appeal to the Office of the Registrar within

30 calendar days of notification.

The appeal will be reviewed by the Academic Affairs Committee, and a written decision will be issued within 45 days.

Decisions made at that level are final.

10. Policy Dissemination

The Transfer of Credit Policy is:

- Published on the NewEra College website and student catalog;
- Included in admissions materials provided to prospective and current students;
- Updated as needed to reflect changes in institutional partnerships or regulatory requirements.

11. Financial dues

Application fees should be paid in advance, and any other fees and dues should be paid as stated in the enrollment agreement.

Transferability of Credit Earned at NewEra College

NewEra College does not guarantee the transferability of its credits or degree to another college, university, or institution. Any decision on the comparability, appropriateness, and applicability of credits and whether they should be accepted is the decision of the receiving institution.

For this reason, you should make certain that your attendance at NewEra College will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending NewEra College to determine if your credits or degree will transfer. Students should assume that credits earned at NewEra College are not transferable to other institutions.

GRIEVANCE POLICY

(AZ Standards, Catalog checklist item #14a)

NewEra College is responsible for upholding its students' rights and ensuring that the school's non-discrimination policy is applied for students who choose to file a grievance. Grievances may be filed for reasons involving discrimination, harassment, violation of a school policy, or other concerns.

NewEra College aims to minimize all kinds of issues and address them through an established system for receiving and handling complaints. This system provides an opportunity to understand the views of students who have experienced the institution's services, allowing the college to rectify issues and improve its image when corrective actions are taken.

Students must use the following procedure to file a grievance:

1. Initial Communication:

Students should first attempt to address the issue directly

with the responsible party in writing. A copy of the communication should be preserved for reference.

2. Filing a Grievance:

If the issue is not resolved satisfactorily, students may submit a Grievance Form to the Chief Academic Officer or their designee within 21 calendar days of the alleged incident. The Grievance Form can be submitted through the NewEra College website at (URL will be mentioned)

3. Review Process:

The Chief Academic Officer or their designee will appoint an Academic Review Committee to review the grievance and make a recommendation for resolution. The Chief Academic Officer or designee will issue a decision based on the committee's recommendation within 2 weeks of receiving the grievance submission.

4. Appeal:

If the student is not satisfied with the decision, they may submit a written appeal to the Chief Academic Officer or designee within 2 weeks of receiving the committee's decision. The Chief Academic Officer or designee will issue a final decision within 2 weeks of receiving the student's appeal. The appeal can be submitted through the NewEra College website at <https://neweracollege.us/complaints/appeal>

For complaints that cannot be resolved through NewEra College's grievance procedure, see the next important information.

IMPORTANT- GRIEVANCE RESOLUTION

(AZ Standards, Catalog checklist item #14b)

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is:

1740 W. Adams Street, #3008

Phoenix, AZ 85007

Phone: 602-542-5709

Website: <http://ppse.az.gov>

HARASSMENT OR DISCRIMINATION POLICY

NewEra College takes allegations of harassment based on sex, race, color, religion, national origin, age, disability, or sexual orientation very seriously. The school strives to be free of all improper or unlawful harassment.

Conduct on the part of faculty, staff, or students, which violates this policy includes but is not limited to:

- Unwelcome or unwanted sexual advances or requests for sexual favors, or insinuations that a grade or other academic achievement is dependent upon the granting of sexual favors.
- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.
- Offensive conduct, verbal or written, including sexually explicit jokes, comments, innuendo, or other tasteless actions that would offend a reasonably sensitive person
- The display of sexually offensive pictures, posters, illustrations, or objects.
- Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender, or disability.

Individuals who have questions or who experience harassment should immediately report the offense to the Chief Academic Officer or designee through the NewEra College website at <https://neweracollege.us/complaints/>

Conduct Policy

NewEra College communicates directly with students whose conduct was deemed to warrant disciplinary action. Students may respond to the allegations by following the procedures listed under the Grievance Policy.

Americans with Disabilities Act

NewEra College complies with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and State and local requirements regarding students with disabilities. Reasonable accommodation may be granted to qualified students under these regulations. To qualify, generally, students must demonstrate that the disability:

- Is based on documented individual needs
- Does not compromise essential requirements of a course or program.
- Does not impose unusual or unreasonable financial or administrative burdens on NewEra College.

A course or program offered at NewEra College should not be required to undergo modification to accommodate an individual with a disability.

Students are responsible for informing NewEra College of a disability and submitting required documentation prior to starting any activity at the school for which accommodation is sought. Requests for accommodation must be approved prior to registering for courses.

The following procedure must be followed by students who want to request accommodation for a disability.

1. Student submits a request online at <https://neweracollege.us/request/disability>, outlining the disability. All required supporting documentation must be provided by the student and at the student's expense.
2. The Chief Academic Officer or designee decides and advises the student, in writing, of the decision within 15 days of receipt of the request. Further information may be requested if needed.
3. The Chief Academic Officer or designee notifies the faculty member required to make an accommodation, without disclosing the medical information shared by the student.

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(AZ Standards, Catalog checklist item #1)