



Course Specifications

Course Title:	Intensive English Course
Course Code:	Eng-012
Program:	Science, Computer, Engineering, Business Administration & Humanities
Department:	English Language Center
College:	Faculty of Languages & Translation
Institution:	King Khalid University

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A. Course Identification

1. Credit hours:			
2. Course type			
a.	University <input checked="" type="checkbox"/>	College <input type="checkbox"/>	Department <input type="checkbox"/>
			Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
3. Level/year at which this course is offered: Level 2			
4. Pre-requisites for this course (if any): Eng. 011			
5. Co-requisites for this course (if any): N/A			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		85%
2	Blended		
3	E-learning		15%
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	180
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	180
Other Learning Hours*		
1	Study	

2	Assignments	7
3	Library	
4	Projects/Research Essays/Theses	
5	Others(specify)	
	Total	7

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course is designed to develop English language proficiency among students at **A2 and B1 Levels** of the CEFR and to enhance language skills- listening, speaking, reading and writing. It also aims at providing them opportunities to practice English language in real life situations.

2. Course Main Objective

By the end of the course, students will be able to:

- Identify phrases and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Describe the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc, and on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- Recognize the main ideas in very short, simple texts as well as high frequency everyday or job related texts.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- Discuss topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events) and respond to most situations likely to arise whilst travelling in an area where the language is spoken.
- Use phrases and sentences to describe in simple terms family and other people, living conditions, educational background, and present or most recent job.
- Combine phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions and give reasons and explanations for opinions and plans.
- Write short, simple notes, messages, very simple personal letter describing experiences and impressions.
- Use basic sentence patterns, phrases and groups of words in order to communicate in everyday situations.
- Construct simple grammatical structures and speak with a clear enough pronunciation to be understood.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Identify the main points of reading/ listening texts on familiar matters regularly encountered in work, school, leisure, etc.	
1.2	Recognize the sentences and frequently used expressions related to areas of most immediate relevance	
1.3	Recall information on familiar and routine matters.	
1.4	Define in simple terms aspects of their background, immediate environment and matters in areas of immediate need.	
1.5	Describe simple connected text on topics that are familiar or of personal interest.	
1.6	Discuss experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	
2	Skills :	
2.1	Express themselves in everyday situations.	
2.2	Use lexical items related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)and the vocabulary that is regularly encountered in work, school, leisure, etc.	
2.3	Describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.	
2.4	Compose simple connected text on topics that are familiar or of personal interest.	
2.5	Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	
3	Competence:	

CLOs		Aligned PLOs
3.1	Apply reading strategies - Previewing/ Skimming/ Scanning texts on familiar matters regularly encountered in work, school, leisure, etc.	
3.2	Write simple connected text on topics that are familiar or of personal interest.	
3.3	Talk about topics that are familiar, of personal interest or pertinent to everyday life.	
3.4	Construct grammatically correct paragraphs.	

C. Course Content

1. Topics to be covered	
Listening and Speaking	Contact hours
<p>Book 2- Unit 5 - SPORTS AND COMPETITION</p> <p>Listening 1: A student presentation on unusual sports (Sports science) Listening 2: A discussion about money in sports (Sports science) Vocabulary: Vocabulary for sport and competition (e.g. competition, score, prize, fan, champion, compete) Grammar: Conditionals • The zero conditional and the first conditional Adverbs of degree Speaking: Speaking skills: Emphasizing a point Asking for and giving clarification Speaking task: Have a discussion about money in sport. Discuss arguments for and against high salaries of athletes</p>	4
<p>Book 2- Unit 6- BUSINESS</p> <p>Listening 1: A conversation between a business student and a professor about a project (Business studies) Listening 2: A conversation between a business owner and a consultant (Business, Marketing) Vocabulary: Phrasal verbs Grammar: Comparative and superlative adjectives Speaking: Speaking skill: Giving advice Speaking task: Give advice to a failing business</p>	4

<p>Book 2 - Unit 7 - PEOPLE</p> <p>Listening 1: A student presentation on creative people (History) Listening 2: A student conversation about a project (Industrial design)</p> <p>Vocabulary: Adjective endings -ed and -ing</p> <p>Grammar: The past continuous • Forming the past continuous • The past continuous and the past simple</p> <p>Speaking: Speaking skills: Time order Examples and details Speaking task: Give a presentation about a remarkable person and his or her work</p>	4
<p>Book 2-Unit 8 - THE UNIVERSE</p> <p>Listening 1: A radio programme about space travel (Space studies)</p> <p>Listening 2: A discussion on funding for space exploration (Space studies)</p> <p>Vocabulary: Vocabulary for problems and solutions</p> <p>Grammar: The second conditional</p> <p>Speaking: Preparation for speaking: Using body language to show interest Phrases to invite others to speak, interrupt or continue speaking;</p> <p>Speaking task: Speaking skills: Turn-taking Showing levels of agreement Speaking task: Discuss how to get children interested in space exploration</p>	4
<p>First Progress Test (FPT)</p>	
<p>Book 3- Unit 1 -ANIMALS</p> <p>Listening 1: A debate about using animals for work (Biology / Zoology)</p> <p>Listening 2: A presentation about the human threats to polar bears (Biology / Zoology / Environmental science)</p> <p>Vocabulary: Word families</p> <p>Grammar: Modals for obligation, prohibition and advice</p> <p>Speaking: Preparation for speaking: Using signposting language Introducing examples Expressing general beliefs Pronunciation for speaking: Signposting phrases Speaking task: Give a two-minute presentation about the human threats to an endangered species.</p>	4

<p>Book 3- Unit 2- THE ENVIRONMENT</p> <p>Listening 1: A lecture about hydroponic agriculture (Ecology / Environmental science)</p> <p>Listening 2: A debate about nuclear power (Environmental science / Political science)</p> <p>Vocabulary: Negative prefixes</p> <p>Grammar: Modal verbs to express future possibility</p> <p>Speaking: Preparation for speaking: Linking ideas with transition words and phrases Talking about advantages and disadvantages Giving counter-arguments Speaking task: Take part in a debate about allowing a new wind farm near your town.</p>	4
<p>Book 3- Unit 3- TRANSPORT</p> <p>Listening 1: A radio programme about the fear of flying (Psychology / Sociology)</p> <p>Listening 2: A presentation about cycling to work (Sociology / Civil engineering)</p> <p>Vocabulary: Talking about problems and solutions</p> <p>Grammar: Comparative and superlative adjectives</p> <p>Speaking: Preparation for speaking: Giving recommendations Expanding on an idea Speaking task: Give a presentation on a transport problem and suggest solutions to solve the problem.</p>	4
<p>Book 3- Unit 4 – CUSTOMS AND TRADITIONS</p> <p>Listening 1: A podcast about changing customs in the modern world (Anthropology / Cultural studies)</p> <p>Listening 2: A discussion about gift giving customs (Sociology / Cultural studies)</p> <p>Vocabulary: Suffixes</p> <p>Grammar: Dependent prepositions</p> <p>Speaking: Preparation for speaking: Being polite in a discussion Using adverbs for emphasis Phrases with that Pronunciation: Stress patterns in phrases for agreeing and disagreeing Speaking task: Take part in a discussion about whether special occasions have become too commercial.</p>	4

<p>Book 3: Unit 5: HEALTH AND FITNESS</p> <p>Listening 1: A radio programme about why some people live a long life (Health Science)</p> <p>Listening 2: Four presentations about programmes to improve your health (taekwondo, team sports, cycling, acupuncture) (Health Science / Sports management)</p> <p>Vocabulary: Adjectives to describe well-being</p> <p>Grammar: Phrasal verbs</p> <p>Speaking: Preparation for speaking: Problem–solution organization Presenting persuasively Speaking task: Give a presentation to a group of students about an idea for a health product or programme.</p>	4
Second Progress Test (SPT)	
<p>Book 3: Unit 6: DISCOVERY AND INVENTION</p> <p>Listening 1: A museum tour about inventions from the Middle Ages (History)</p> <p>Listening 2: A lecture about the history of smartphone apps (Art and design)</p> <p>Vocabulary: Uses of the verb make</p> <p>Grammar: Passive verb forms</p> <p>Speaking: Preparation for speaking: Previewing a topic Organizing ideas Explaining how something is used Speaking task: Give a presentation about an invention or discovery which has changed our lives.</p>	4
<p>Book 3: Unit 7: FASHION</p> <p>Listening 1: A discussion about clothes of the future (Fashion design / Business)</p> <p>Listening 2: An interview with a fashion designer (Fashion design / Business / Marketing)</p> <p>Vocabulary: Idioms</p> <p>Grammar: Predictions and expectations about the future</p> <p>Speaking: Preparation for speaking: Asking for opinions and checking information Asking follow-up questions Speaking task: Take part in an interview to find out attitudes about uniforms and dress codes.</p>	4

<p>Book 3: Unit 8: ECONOMICS</p> <p>Listening 1: A podcast about millionaire lifestyles (Sociology / Economics / Business)</p> <p>Listening 2: A discussion about whether college students should be paid for good grades (Sociology / Economics)</p> <p>Vocabulary: Collocations with pay and money</p> <p>Grammar: Conditional sentences</p> <p>Speaking: Preparation for speaking: Using gerunds as subjects to talk about actions Presenting reasons and evidence to support an argument Using paraphrases Speaking task: Take part in a discussion about whether young people should be allowed to have credit cards.</p>	4
<p>Reading and Writing</p>	<p>Contact hours</p>
<p>Book 2- Unit 5: SPORTS AND COMPETITION</p> <p>Reading 1: Five unusual sports (Sports Science)</p> <p>Reading 2: Tough guy: a race to the limit (Sports Science)</p> <p>Vocabulary: Vocabulary to describe sport</p> <p>Grammar: Prepositions of movement Grammar for writing: • Subject and verb agreement</p> <p>Writing: Academic writing skills: Ordering events in a process Removing unrelated information Writing task type: Write a process paragraph Writing task: Describe the Sydney Triathlon.</p>	8
<p>Book 2: Unit 6: BUSINESS</p> <p>Reading 1: Are you ready for the world of work? (Human Resources)</p> <p>Reading 2: The story of Google (Business)</p> <p>Vocabulary: Collocations with business, Business vocabulary</p> <p>Grammar: Grammar for writing: • The present simple and the past simple • Time clauses with when to describe past events</p> <p>Writing: Academic writing skills: Adding detail to main facts Writing task type: Write a narrative paragraph Writing task: Write a narrative paragraph about the history of a business.</p>	8

<p>Book 2: Unit 7: PEOPLE</p> <p>Reading 1: Incredible people: Ben Underwood (Sociology) Reading 2: More incredible people (Sociology)</p> <p>Vocabulary: Adjectives to describe people</p> <p>Grammar: Noun phrases with of Grammar for writing: • Modals of necessity</p> <p>Writing: Academic writing skills: Concluding sentences Writing task type: Write an explanatory paragraph Writing task: Who do you think is a good role model? Why? Write a paragraph explaining the qualities that make that person a good role model.</p>	8
<p>Book 2: Unit 8: THE UNIVERSE</p> <p>Reading 1: The rise of commercial space travel (Space Science) Reading 2: Life on other planets (Space Science)</p> <p>Vocabulary: Vocabulary for giving evidence and supporting an argument</p> <p>Grammar: Grammar for writing: • That clauses in complex sentences • Infinitives of purpose • Because and so</p> <p>Writing: Academic writing skills: Essay organization Writing task type: Complete an opinion essay Writing task: Should governments spend more money on space exploration? Give reasons and examples to support your opinion.</p>	8
<p>First Progress Test (FPT)</p>	
<p>Book 3: Unit 1: ANIMALS</p> <p>Reading 1: Endangered species (Ecology / Zoology)</p> <p>Reading 2: Losing the battle for survival (Ecology / Zoology)</p> <p>Vocabulary: Academic verbs</p> <p>Grammar: Comparative adjectives Grammar for writing: Word order Combining sentences with and, or, but, whereas, both, neither</p> <p>Writing: Academic writing skill: Writing topic sentences Writing task: Complete a comparison-and-contrast essay.</p>	8
<p>Book 3: Unit 2: THE ENVIRONMENT</p> <p>Reading 1: Our changing planet (Environmental science / Natural science)</p> <p>Reading 2: The causes and effects of deforestation (Environmental science / Natural science)</p> <p>Vocabulary: Academic vocabulary Environment collocations</p> <p>Grammar: Grammar for writing: Verbs of cause and effect Because and because of</p> <p>Writing: Academic writing skills: Understanding paragraph unity Writing supporting sentences and details Giving examples Writing task: Complete a cause-and-effect essay.</p>	8

<p>Book 3: Unit 3: TRANSPORT</p> <p>Reading 1: Masdar: City of the future (Transport management / Urban planning)</p> <p>Reading 2: An essay about traffic congestion (Transport management / Urban planning)</p> <p>Vocabulary: Transport collocations Synonyms for verbs</p> <p>Grammar: Making suggestions Grammar for writing: First conditional If ... not and unless</p> <p>Writing: Academic writing skill: Writing a concluding sentence Writing task: Complete a problem–solution essay.</p>	8
<p>Book 3: Unit 4: CUSTOMS AND TRADITIONS</p> <p>Reading 1: Customs around the world (Cultural studies / Sociology)</p> <p>Reading 2: Protecting our intangible cultural heritage (Cultural studies / Sociology / Anthropology)</p> <p>Vocabulary: Topic vocabulary (e.g. culture, relationship, belief, ceremony, tradition)</p> <p>Grammar: Avoiding generalizations Adverbs of frequency to avoid generalizations Grammar for writing: Paraphrasing</p> <p>Writing: Academic writing skill: Writing a summary and a personal response Writing task: Write a summary paragraph and a response paragraph.</p>	8
<p>Book 3: Unit 5: HEALTH AND FITNESS</p> <p>Reading 1: An article about exercise and keeping fit (Health science)</p> <p>Reading 2: An essay about whose responsibility it is to fight obesity (Nutrition)</p> <p>Vocabulary: Health and fitness collocations</p> <p>Grammar: Verb and noun forms Grammar for writing: Stating opinions Stating a purpose Linking contrasting sentences</p> <p>Writing: Academic writing skills: Structuring an essay (introductory, body and concluding paragraphs) Writing task: Write a balanced opinion essay.</p>	8
<p>Second Progress Test (SPT)</p>	

<p>Book 3: Unit 6: DISCOVERY AND INVENTION</p> <p>Reading 1: The magic of mimicry (Mechanical engineering / Industrial design)</p> <p>Reading 2: The world of tomorrow (Mechanical engineering / Industrial design)</p> <p>Vocabulary: Prefixes</p> <p>Grammar: Making predictions with modals and adverbs of certainty</p> <p>Grammar for writing: Relative clauses Prepositional phrases with advantages and disadvantages</p> <p>Writing: Academic writing skill: Writing an introductory paragraph (hook, background information, thesis statement) Writing task: Write an explanatory essay</p>	8
<p>Book 3: Unit 7: FASHION</p> <p>Reading 1: Is fast fashion taking over? (Fashion design / Retail management / Business)</p> <p>Reading 2: Offshore production (Fashion design / Retail management / Business)</p> <p>Vocabulary: Vocabulary for the fashion business</p> <p>Grammar: Grammar for writing: Multi-word prepositions to combine information</p> <p>Writing: Academic writing skills: Using body paragraphs in point–counterpoint essays Using counter-arguments Using cohesion Writing task: Write a point–counterpoint essay</p>	8
<p>Book 3: Unit 8: ECONOMICS</p> <p>Reading 1: How should you invest your money? (Business / Economics)</p> <p>Reading 2: Falling income, rising expenditure (Business / Economics)</p> <p>Vocabulary: Vocabulary for economics and economic trends</p> <p>Grammar: Grammar for writing: Describing graphs using noun and verb phrases Prepositions and conjunctions to add data Approximations</p> <p>Writing: Academic writing skills: Writing a description of a graph Writing a concluding paragraph Writing task: Write an analysis essay.</p>	8
Total	180

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
	<ul style="list-style-type: none"> Identify the main points of reading/ listening texts on familiar matters regularly encountered in work, school, leisure, etc. Recognize the sentences and frequently used expressions related to areas of most immediate relevance Recall information on familiar and routine matters. Define in simple terms aspects of their background, immediate environment and matters in areas of immediate need. Describe simple connected text on topics that are familiar or of personal interest. Discuss experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. 	<ul style="list-style-type: none"> Applying PPP (Presentation, Practice and Product) method; Lectures in classroom; Demonstrations; Buzz Group Activity; Role Play Activity; In – class discussion (student participation); Activity-based teaching; 	<ul style="list-style-type: none"> Homework Assignments; Quizzes; Class Tests; Online (Blackboard/ Cambridge Learning Management System (CLMS)) assignments, blogs, discussion forums; e-quizzes; First/ Second Progress Tests; Final examination.
2.0	Skills		
2	<ul style="list-style-type: none"> Interpret the main points of reading/ listening texts on familiar matters regularly encountered in 		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>matters regularly encountered in work, school, leisure, etc.</p> <ul style="list-style-type: none"> • Distinguish the sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Illustrate in simple terms aspects of their background, immediate environment and matters in areas of immediate need. • Produce simple connected text on topics that are familiar or of personal interest. • Describe experiences and events, dreams, hopes and ambitions <p>Give reasons and explanations for opinions and plans.</p>	<ul style="list-style-type: none"> • Using scaffolding approach; • Applying PPP (Presentation, Practice and Product) method; • Lectures in classroom; • Demonstrations; • Buzz Group Activity; • Role Play Activity; • In – class discussion (student participation); • Activity-based teaching; • Free, Guided, and Controlled Writing Strategies. 	<ul style="list-style-type: none"> • Homework Assignments; • Quizzes; • Class Tests; • Online (Blackboard/ Cambridge Learning Management System (CLMS)) assignments, blogs, discussion forums; e-quizzes; • Speaking & Writing Projects; • First/ Second Progress Tests; • Final examination.
3.0	Competence		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> Develop language skills: listening, speaking, reading and writing. Apply reading strategies - Previewing/ Skimming/ Scanning texts on familiar matters regularly encountered in work, school, leisure, etc. Write simple connected text on topics that are familiar or of personal interest. Talk about topics that are familiar, of personal interest or pertinent to everyday life. Construct grammatically correct paragraphs. 	<ul style="list-style-type: none"> Pair Activity. The Buzz group activity Role play activity; In-class discussion among students Students presentations and free writing strategy. 	<ul style="list-style-type: none"> Interviews Presentations Homework Assignments Group assignments Blackboard/ Cambridge Learning Management System (CLMS): Discussion forums/wikis/ Blogs; Tests Speaking & Writing Projects First/ Second Progress Tests Final examination.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	First Progress Test	Week 6	17%
2	Second Progress Test	Week 12	18 %
3	Online Activities	Throughout the Semester	15%
4	Speaking Exam (If number of students are less than 30 in a class.) (If there are more than 30 students in a class, there will not be any speaking exam due to the large number of students. Speaking marks should be included in the online activities.)	Throughout the Semester	50 %
5	Final Examination	Week 16	50%

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

Marks Distribution Chart

Skills	First Progress Test (FPT) Total Marks= 17	Second Progress Test (SPT) Total Marks= 18	Final Examination (FE) Total Marks = 50
Reading & Writing (including grammar)	FPT = 12 marks	SPT =12 marks	FE = 30 marks
Listening	FPT = 5 marks	SPT = 6 marks	FE= 20 marks
Speaking (If number of students in a class are less than 30.)	5 marks		N/A
Online Activities (If number of students in a class are more than 30, the 5 marks of Speaking skill will be included in the online activities.)	10 marks		N/A
Total	FPT + SPT + Online Activities/ Speaking= 50 marks		FE= 50
Grand Total	100 marks		

Remarks: Grades out of 100 marks

A+ = 95 - 100

A = 90 - 94

B+ = 85 - 89

B = 80 - 84

C+ = 75 - 79

C = 70 - 74

D+ = 65 - 69

D = 60 - 64

E. Student Academic Counseling and Support

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

7 office hours are allocated.

F. Learning Resources and Facilities

1. Learning Resources

<p>Required Textbooks</p>	<ul style="list-style-type: none"> Stephanie Dimond-Bayir, Kimberley Russell, with Chris Sowton. (2019) Unlock Level 2 Listening, Speaking & Critical Thinking Student’s Book. (Units 5-8). 2nd Edition. Cambridge University Press. ISBN: 9781108567299. Sabina Ostrowska, Nancy Jordan, with Chris Sowton. (2019) Unlock Level 3 Listening, Speaking & Critical Thinking Student’s Book. Cambridge University Press. ISBN 9781108659109. Richard O’Neill, Michele Lewis, with Chris Sowton (2019) Unlock Level 2 Reading, Writing, & Critical Thinking Student’s Book. (Units 5-8). 2nd Edition. Cambridge University Press. ISBN: 9781108690270. Carolyn Westbrook, Lida Baker, with Chris Sowton. (2019). Unlock Level 3 Reading, Writing & Critical Thinking Student’s Book. Cambridge University Press. ISBN 9781108686013.
<p>Essential References Materials</p>	<p>Cambridge Advanced Learner's Dictionary</p>
<p>Electronic Materials</p>	<p>Cambridge Learning Management System (CLMS) https://www.cambridgelms.org/main</p>
<p>Other Learning Materials</p>	<p>N/A</p>

2. Facilities Required

Item	Resources
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<ul style="list-style-type: none"> Projector with speakers fixed above the white board in ELC classrooms Or TV/ screen display HDMI wifi connection. High speed Internet connections in class Listening Labs
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment; Achievement of course learning outcomes; Quality of learning resources	Faculty members, students, course coordinator	<ul style="list-style-type: none"> • Survey • Interviews

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

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	