

T4. Program Specifications

English Program

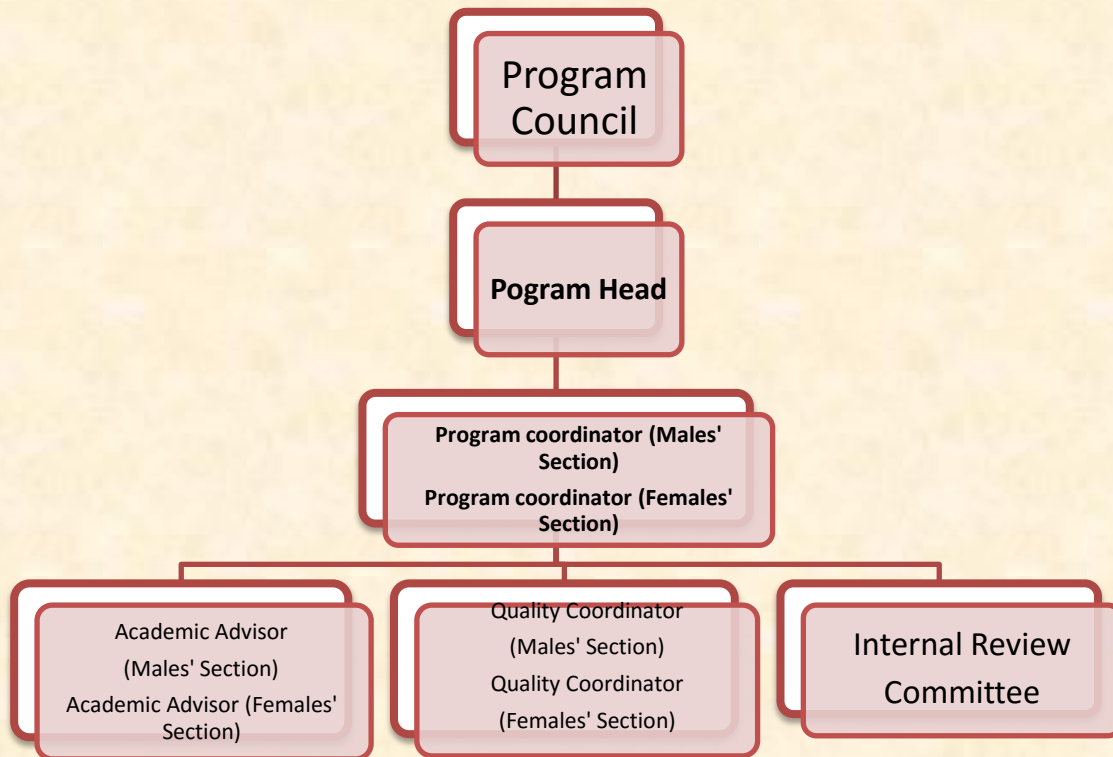
Arts Track

For guidance on the completion of this template, please refer to Chapter 2, of Part 2 of Handbook 2 Internal Quality Assurance Arrangement and to the Guidelines on Using the Template for a Program Specification in Attachment 2 (b).

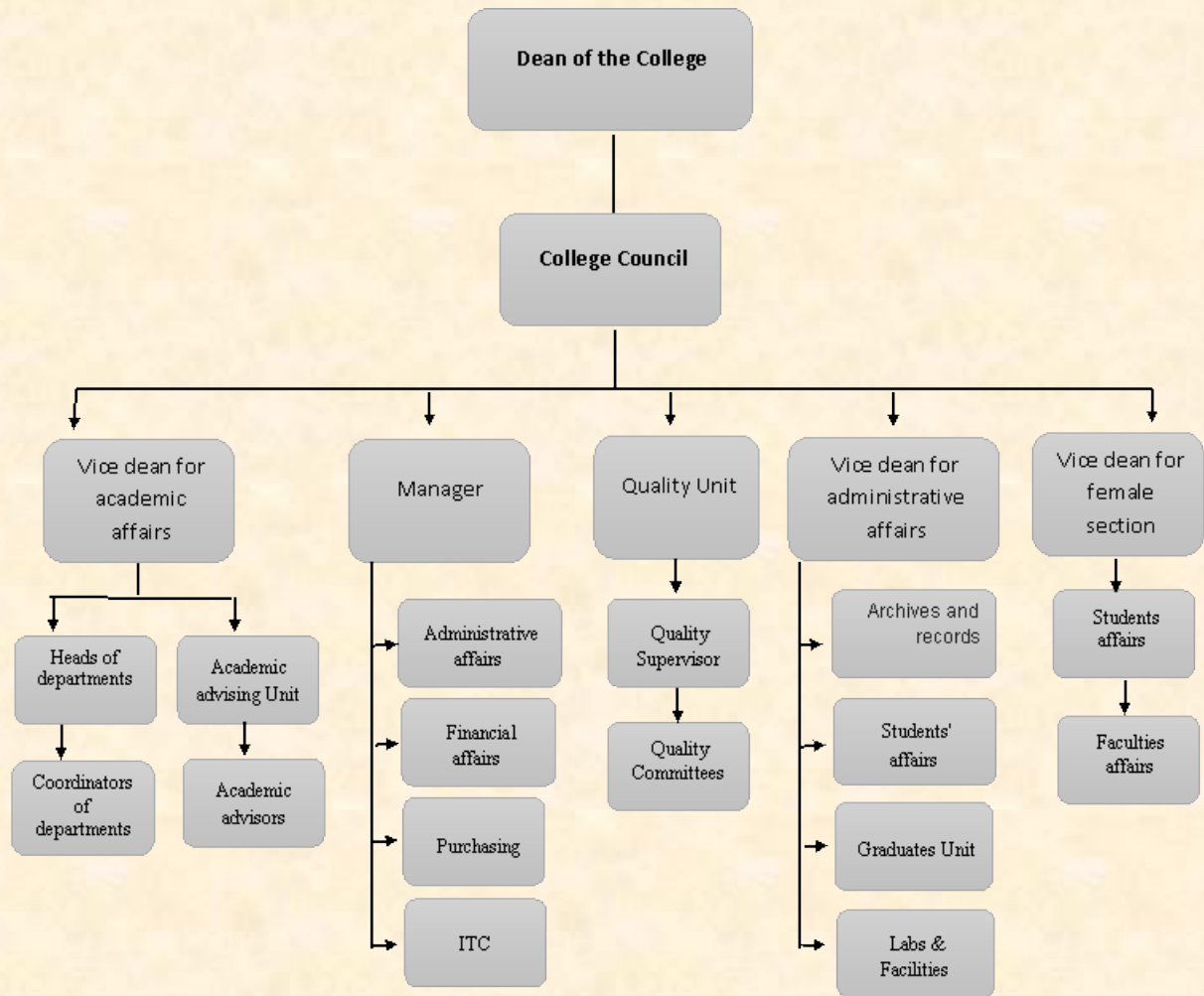
| | |
|---|--------------------------|
| 1. Institution: Najran University | Date of Report: 1/2/1439 |
| 2. College/Department: College of Sciences & Arts / English Language | |
| 3. Dean: Dr. Abdul-Rahman Al-Ma'ady Department Head: Dr. Samy Al-Quizy | |

4. Insert program and college administrative flowchart

A. Program administrative flowchart



B. College administrative flowchart



5. List all branches/locations offering this program

Branch/Location 1. Males' Branch/ College of Sciences and Arts / Main Campus (Najran) _

Branch/Location 2. Females' Branch/ College of Sciences and Arts / Main Campus (Najran)

Branch/Location 3. Females' Branch/ College of Sciences and Arts / Sharoura

A. Program Identification and General Information

| |
|---|
| 1. Program title and code: English Language- Arts 3402022 |
| 2. Total credit hours needed for completion of the program: 130 |
| 3. Award granted on completion of the program: Bachelor's Degree. |
| 4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program) 1. Arts Track. |
| 5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program) None |
| 6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point) English teachers at the general/ academic educational phases. |

| | | | |
|------------------------|-------------------------------------|--|----------------------|
| 7. (a) New Program | <input type="checkbox"/> | Planned starting date | <input type="text"/> |
| (b) Continuing Program | <input checked="" type="checkbox"/> | Year of most recent major program review | 1434 |

| <p>Organization involved in recent major review (eg. internal within the institution,</p> <p>Accreditation review by: Dr. Rafiq Ali Muhammad Al-Shemari</p> <p>Other: None</p> | | | | | | | | | | | | | | | |
|---|-----------------------------|-------------|------|--------------|-----------------------------|------------|-------------------|-----------------------------|------------|---------------------|-----------------------------|------------|---------------------|-----------------------------|------------|
| <p>8. Name of program coordinator or chair. If a program coordinator or chair has been appointed for the female section as well as the male section, include names of both.</p> <p><u>Head of the Program:</u> Dr. Samy Al-Quozy</p> <p><u>Males' section:</u> Dr. Al-Khier Attamna. (English program coordinator)</p> <p><u>Females' Section:</u> T/ Looloo Al-Raimy (English program coordinator)</p> <p><u>Sharoura Branch:</u></p> <p><u>Males' section:</u> Dr. Hassan Al-Fadhl. (English program coordinator)</p> <p><u>Females' Section:</u> T/Andelin Hassan Al-Khateeb (English program coordinator)</p> | | | | | | | | | | | | | | | |
| <p>9. Date of approval by the authorized body (MoHE for private institutions and Council of Higher Education for public institutions).</p> <table border="1"> <thead> <tr> <th>Campus Branch/Location</th> <th>Approval By</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>Main Campus:</td> <td>Council of Higher Education</td> <td>10/10/1427</td> </tr> <tr> <td>1: Males' section</td> <td>Council of Higher Education</td> <td>10/10/1427</td> </tr> <tr> <td>2: Females' Section</td> <td>Council of Higher Education</td> <td>10/10/1427</td> </tr> <tr> <td>3: Sharoura Branch:</td> <td>Council of Higher Education</td> <td>10/10/1427</td> </tr> </tbody> </table> | Campus Branch/Location | Approval By | Date | Main Campus: | Council of Higher Education | 10/10/1427 | 1: Males' section | Council of Higher Education | 10/10/1427 | 2: Females' Section | Council of Higher Education | 10/10/1427 | 3: Sharoura Branch: | Council of Higher Education | 10/10/1427 |
| Campus Branch/Location | Approval By | Date | | | | | | | | | | | | | |
| Main Campus: | Council of Higher Education | 10/10/1427 | | | | | | | | | | | | | |
| 1: Males' section | Council of Higher Education | 10/10/1427 | | | | | | | | | | | | | |
| 2: Females' Section | Council of Higher Education | 10/10/1427 | | | | | | | | | | | | | |
| 3: Sharoura Branch: | Council of Higher Education | 10/10/1427 | | | | | | | | | | | | | |

B. Program Context

1. Explain why the program was established.

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

- English Program was established to offer an integrated academic program that trains students academically, professionally and educationally to work in English language fields. Courses have been developed to lead the student in the systematic and programmed steps to a high degree of language proficiency and academic achievement. The study in the Program, to obtain the bachelor's degree for the students of the program in the Faculty of Science and Arts, took serious training in independent thinking and self-expression fully in fluent spoken and written language.
- Students are specialized in linguistics and education and are prepared to fulfil the society and labor market needs of teachers, translators and linguists.
- The opportunity is given to distinguished graduates to meet the universities' needs of instructors who are given the opportunity to study master and Ph.D. abroad.

The reasons for establishing the Program also include: -

- Coping with the social and cultural progress, and translating and making use of English literary and artistic works
- The increasing need of the community to professionals in English language and literature.
- Meeting development requirements and labor market needs.
- Community's increasing needs to large numbers of teachers/instructors for general/academic education phases due to cultural Changes.

b. Explain the relevance of the program to the mission and goals of the institution.

| University mission | Program mission | Program objectives |
|--|--|--|
| Offering teaching and learning that address the needs of society and the labor market, | (Arts Stream) Our mission is to deliver a distinctive teaching in English language and literature | Developing the students' linguistic and literary skills in listening, speaking, reading, and writing |
| and contribute effectively to the sustainable development | which fulfils the academic standards of the programme | Doing applied linguistic and literary research specialized in English language and conducting comparative studies between English and other languages. |
| through conducting applied research and optimal use of modern technologies, | in applying current teaching methods and technologies to generate academically and pedagogically qualified graduates | Manipulating student's acquired cognitive skills in interacting with the surrounding environment. |
| and establishing partnerships at the local, regional and global levels. | who meet the labour market demands. | Preparing a generation of specialists in English language in the different majors needed by labor market. |

Obviously, the program is closely connected to all items of the institution mission through:

1. **Providing distinctive education through applying current teaching methods and technologies.**
2. **Preparing highly qualified graduates and enhancing the students' varied skills to meet labor market requirements.**

2. Relationship (if any) to other programs offered by the institution/college/department.

a. Does this program offer courses that students in other programs are required to take? **Yes**

☒

No

If yes, what has been done to make sure those courses meet the needs of students in the other programs?

- 1- Surveying the opinions of students' benefiting from the course.
- 2- Activating the matrices pointing out the percentage of these courses learning outcomes participation in achieving the learning outcomes of other Programs.
- 3- Having accredited course specifications drafted according to the program/courses relationships matrix.
- 4- The courses instructors are committed course reports to English Program immediately after the exams.

b. Does the program require students to take courses taught by other departments? **Yes**

☒

No

☐

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

- 1- Surveying the opinions of students' benefiting from the course.
- 2- Activating the matrices pointing out the percentage of these courses learning outcomes participation in achieving English Program learning outcomes.

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).

Yes ☐ **No** ☒

Having at least minimum knowledge of English language and information technology.

3. What modifications or services are you providing for special needs applicants

For students having physical/ visual disabilities:-

- Selecting a special academic advisor to be responsible for them.
- Having lifts inside the building and passages specialized for physical disabilities students.
- If needed a special exam committee is held.
- For students facing visual disabilities, in addition to the previous services, s/he is allowed to have a female companion inside the college.

C. Mission, Goals and Objectives

1. Program Mission Statement (insert)

(Arts Stream)

Our mission is to deliver a distinctive teaching in English language and literature which fulfils the academic standards of the programme in applying current teaching methods and technologies to generate academically qualified graduates who meet the labour market demands.

2. List goals and objectives of the program within to help achieve the mission. For each goal and objective describe the major strategies to be followed and list the indicators that are used to measure achievement.

| <u>Measurable Objectives</u> | <u>Measurable Performance Indicators</u> | <u>Major Strategies</u> |
|--|---|---|
| 1- Developing the students' linguistic and literary skills in listening, speaking, reading, and writing. | <ul style="list-style-type: none"> - Increasing the number of students' who completed the Program at the minimum period to meet the accredited indicator, not less than 80% each semester. - Raising the level of students' achievement in exit exams to reach 60%. - Increasing the students' satisfaction with the overall courses and teaching staff performance to meet the approved indicator, not less than 80% each semester. | <ul style="list-style-type: none"> - The early four studying levels focus mainly on mastering listening, speaking, reading, and writing skills. - Modifying some course specifications to improve these skills. - Conducting exit exams to evaluate students' achievement of learning outcomes related to these skills. - Holding an intensive course to improve conversational skills of students. |

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| 2-Manipulating the students' acquired cognitive skills in interacting with surrounding environment. | <ul style="list-style-type: none"> - Students' achievement of performance indicators of the cognitive and interpersonal skills learning outcomes, the second and third domains, identified by the Program & approved by the Department Council (60%). | <ul style="list-style-type: none"> - Diverse learning outcomes in the different courses as well as in the Program are set to achieve the cognitive domain. - The third domain in learning outcomes focuses on developing students' interaction with the surrounding environment by using English Language. - Activating modern teaching strategies that help in developing cognitive, interpersonal, and communicative skills |
| 3- Conducting applied linguistic and literary research and comparative studies between English and other languages (Arabic). | <ul style="list-style-type: none"> - Increase of students' participation in these conferences by conducting researches supervised by some teaching staff. | <ul style="list-style-type: none"> - Some courses are selected to develop research skills like Research Methods. - Encouraging students to participate in the University's annual scientific researches conferences for students. |
| 4- Preparing a generation of specialists in English language in the different majors needed by labour market. | <ul style="list-style-type: none"> - Increasing labour market employers' satisfaction with the Program graduates compared to the accredited indicator 80%. - Increasing employment rates from the Program graduates as shown in related questionnaires. | <ul style="list-style-type: none"> - Surveying labour market needs from the graduates. - Regularly revising & modifying course specifications to meet labour market needs. - Conducting activities' plans to develop students and graduates' curricular & extracurricular skills and directing them to serve language skills for the students in addition to following-up and updating them annually. |
| 5- Improving the students' skills to use the computer, education technology, and modern communication means beneficial to language learning and teaching. | <ul style="list-style-type: none"> - Providing more computers for students to meet the targeted indicator 1:2 (1 computer for 2 students.) - Students' satisfaction with computer labs available in the Program should not be less than 85%. | <ul style="list-style-type: none"> - Specifying a computer lab with internet access for English Program students to practically be trained on courses for developing the students' use of computer, education technologies and modern communication means. - Allowing the students to use |

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| | | computer labs anytime during the studying day. - Using methods of teaching in all courses including e-learning and self-learning through the introduction of black-board system in teaching. |
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D. Program Structure and Organization

1. Program Description:

List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch/location offers a different study plan).

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

Curriculum Study Plan Table

* Prerequisite – list course code numbers that are required prior to taking this course.

| Year | Course Code | Course Title | Required or Elective | * Pre-Requisite Courses | Credit Hours | College or Department |
|---------------------------------------|-------------|-----------------------------------|----------------------|-------------------------|--------------|-----------------------|
| Prep Year | NA | ----- | ----- | | ----- | ----- |
| | | | | | | |
| 1st Year Semester 1 | | | | | | |
| 1. | 111س | Introduction to Islamic Culture-1 | Required | | 2 | Department |
| 2. | Eng111 | English Grammar-1 | Required | | 3 | Department |
| 3. | Eng112 | Listening & Speaking-1 | Required | | 3 | Department |
| 4. | 113أرب | Foundations of Education | Required | | 2 | Department |
| 5. | Eng113 | Writing-1 | Required | | 3 | Department |
| 6. | Eng114 | Reading-1 | Required | | 3 | Department |
| 7. | 201عرب | Language Skills | Required | | 2 | Department |
| 1st Year | | | | | | |

| Semester 2 | | | | | | |
|---------------------------------|---------|--------------------------|----------|------------------------------------|---|------------|
| 1 | 112 سلم | Islamic Culture-2 | Required | | 2 | Department |
| 2 | Eng121 | English Grammar-2 | Required | Eng111 English Grammar-1 | 3 | Department |
| 3 | Eng122 | Listening and Speaking-2 | Required | Eng112 Listening & Speaking-1 | 3 | Department |
| 4 | Eng123 | Writing-2 | Required | Eng113 Writing-1 | 3 | Department |
| 5 | Eng124 | Reading-2 | Required | Eng114 Reading-1 | 3 | Department |
| 6 | وسل143 | Computer in Education | Required | | 2 | Department |
| 7 | عرب202 | Arabic Composition | Required | | 2 | Department |
| 2 nd Year Semester 1 | | | | | | |
| 1 | 113 سلم | Islamic Culture-3 | Required | | 2 | Department |
| 2 | Eng211 | English Grammar-3 | Required | Eng121 English Grammar-2 | 3 | Department |
| 3 | Eng212 | Listening & Speaking-3 | Required | Eng122 Listening and Speaking-2 | 3 | Department |
| 4 | Eng213 | Writing-3 | Required | Eng123 Writing-2 | 3 | Department |
| 5 | Eng214 | Reading-3 | Required | Eng124 Reading-2 | 3 | Department |
| 6 | Eng215 | Vocabulary-1 | Required | | 3 | Department |
| 2 nd Year Semester 2 | | | | | | |
| 1 | 114 سلم | Islamic Culture-4 | Required | | 2 | Department |
| 2 | Eng221 | Pronunciation of English | Required | | 3 | Department |
| 3 | Eng222 | Listening & Speaking-4 | Required | Eng212 Listening & Speaking-3 | 3 | Department |
| 4 | Eng223 | Writing-4 | Required | Eng213 Writing-3 | 3 | Department |
| 5 | Eng224 | Reading-4 | Required | Eng214 Reading-3 | 3 | Department |
| 6 | Eng225 | Vocabulary-2 | Required | Eng215 | 3 | Department |

| | | | | | | |
|---------------------------------------|--------|---------------------------------|-----------------|------------------------------------|---|-------------------|
| | | | | Vocabulary-1 | | |
| 3rd Year Semester 1 | | | | | | |
| 1 | Eng311 | Introduction to Linguistics | Required | | 3 | Department |
| 2 | Eng312 | Introduction to Literature | Required | | 3 | Department |
| 3 | Eng313 | Advanced Composition | Required | Eng223 Writing-4 | 3 | Department |
| 4 | Eng314 | Phonetics & Phonology | Required | | 3 | Department |
| 5 | Eng315 | Introduction to Translation | Required | | 3 | Department |
| | | | Required | | | Department |
| 3rd Year Semester 2 | | | | | | |
| 1 | Eng321 | Applied Linguistics | Required | | 3 | Department |
| 2 | Eng322 | Poetry | Required | Eng312 Introduction to Literature | | Department |
| 3 | Eng323 | Language Testing | Required | | 3 | Department |
| 4 | Eng324 | Approaches to Language Teaching | Required | Eng311 Introduction to Linguistics | | Department |
| 5 | Eng325 | Translation-2 | Required | Eng315 Introduction to Translation | 3 | Department |
| 4th Year Semester 1 | | | | | | |
| 1 | Eng411 | Language Acquisition | Required | | 3 | Department |
| 2 | Eng412 | Drama | Required | | 3 | Department |
| 3 | Eng413 | Novel | Required | | 2 | Department |
| 4 | Eng414 | Morphology and Syntax- 1 | Required | | 3 | Department |
| 5 | Eng415 | History of English | Required | | 3 | Department |

| | | | | | | |
|---------------------------------------|-------------------------------------|--------------------------|----------|--|---|------------|
| 6 | Eng416 | Research Methods | Required | | 2 | Department |
| 4th Year Semester 2 | | | | | | |
| 1 | Eng421 | Semantics | Required | | 3 | Department |
| 2 | Eng422 | Sociolinguistics | Required | | 3 | Department |
| 3 | Eng423 | Language & Culture | Required | | 3 | Department |
| 4 | Eng424 | Morphology and Syntax- 2 | Required | | 3 | Department |
| 5 | Eng425 | Research Project | Required | | 3 | Department |
| | Include additional years if needed. | | | | | |

2. Required Field Experience Component (if any, e.g. internship, cooperative program, work experience).

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|--|
| Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification |
| a. Brief description of field experience activity Not Applicable |
| b. At what stage or stages in the program does the field experience occur? (eg. year, semester) Not Applicable |
| b. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester) Not Applicable |
| d. Number of credit hours (if any) Not Applicable |

3. Project or Research Requirements (if any)

| |
|--|
| Summary of any project or thesis requirements in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.) Advanced Composition (Eng 313) |
| a. Brief description Each student is asked to conduct a research project at a relatively independent level (with regular |

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| guidance by the academic supervisor) on a specialized topic related to the field of study covered in the B.A. level. The students and teacher must meet for at least three hours per week, and by the end of the course each student must produce a significant final written product of 20 to 25 pages. It is to be presented to the concerned teacher (usually the person who guides the student(s). |
| <p>b. List the major intended learning outcomes of the project or research task.</p> <p>The course is set to help the students to practically gain experience/get acquainted with the different aspects of doing academic research: scientific reasoning, scholarly communication, research methods, theoretical principles and their implications for actual research.</p> |
| <p>c. At what stage or stages in the program is the project or research undertaken? (e.g. year, semester)</p> <p>4th Year, Level 8</p> |
| <p>d. Number of credit hours (if any)</p> <p>3 credit hours</p> |
| <p>e. Description of academic advising and support mechanisms for students.</p> <p>The students and instructor must meet at least for 3 hours per week. The supervisor is required to help the student through advising, providing references if possible, and correction.</p> |
| <p>f. Description of assessment procedures (including mechanism for verification of standards)</p> <p>Correction by at least 2 faculties and a presentation by the student.</p> |

4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column. For Program Accreditation there are four learning outcomes required for knowledge and cognitive skills. The other three domains require at least two learning outcomes. Additional learning outcomes are suggested.

First, insert the suitable and measurable learning outcomes required in each of the learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

| | NQF Learning Domains and Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|--|--|---|
| 1.0 | Knowledge | | |
| 1.1 | Mention the modern trends of literature and linguistics. | - Lecturing - Presentations - Discussion | Midterm Exams Final Exams Achievement tests Oral Tests |
| 1.2 | Define grammatical, morphological, and syntactic rules of English language | - Lecturing - Presentations - Discussion - Self-learning | |
| 1.3 | Recognize linguistic and literary styles and expressions used in English language. | - Lecturing - Presentations - Discussion | |
| 1.4 | Mention the historical and cultural aspects of English-speaking communities | - Lecturing - Presentations - Discussion | |
| 1.5 | Specify the different aspects of other human disciplines that help them in their majors. | - Lecturing - Presentations - Discussion | |
| 2.0 | Cognitive Skills | | |
| 2.1 | Analyse and appreciate linguistic and literary English texts, and locate aesthetics. | - Lecturing - Problem solving - Discussion - Cooperative learning - Presentations - Role play | Midterm Exams Final Exams Achievement tests Oral Tests |
| 2.2 | Compare linguistic and cultural heritage of both English and Arabic languages. | - Lecturing - Problem solving - Discussion - Cooperative learning - Presentations | |
| 2.3 | Infer linguistic, grammatical, and literary connotations. | - Lecturing - Problem solving - Discussion - Cooperative learning - Presentations - Role play | |
| 2.4 | Translate texts from English into Arabic and vice versa. | - Lecturing | |

| | | | |
|-----|--|---|--|
| | | <ul style="list-style-type: none">- Problem solving- Discussion- Cooperative learning- Presentations | |
| 2.5 | Use correct English grammatical rules when writing different topics and reports. | <ul style="list-style-type: none">- Lecturing- Problem solving- Discussion- Cooperative learning- Presentations | |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | Appreciate others' points of view and show his own when participating effectively in team work | <ul style="list-style-type: none">- Cooperative learning- Presentations- Self-learning strategies | <ul style="list-style-type: none">- Observation cards- Online Participation & Quizzes- Field training assessment |
| 3.2 | Bear responsibility and lead a team | <ul style="list-style-type: none">- Cooperative learning- Presentations- Self-learning strategies | |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | Use modern methods of technology in learning English language skills and literature. | <ul style="list-style-type: none">- Cooperative learning- Presentations- Self-learning strategies | <ul style="list-style-type: none">- Observation cards- Online Participation & Quizzes- Field training assessment |
| 4.2 | Communicate with others in spoken and written English. | <ul style="list-style-type: none">- Cooperative learning- Presentations- Self-learning strategies | |
| 5.0 | Psychomotor | | |
| 5.1 | NA | | |
| 5.2 | | | |

Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to teach the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale. Levels: I = Introduction P = Proficient A = Advanced

| Levels | | Level 1 | | | | | | | Level 2 | | | | | | | Level 3 | | | | | |
|--------|---|---------|--------|--------|--------|---------------|---------------|------------|---------|--------|--------|--------|---------------|---------------|------------|---------|--------|--------|--------|----------------------|---------------|
| | Course Offerings NQF Learning Domains and Learning Outcomes | Eng111 | Eng112 | Eng113 | Eng114 | الاسلم 111 | الاسلم 113 | عرب 201 | Eng121 | Eng122 | Eng123 | Eng124 | الاسلم 112 | الاسلم 143 | عرب 202 | Eng211 | Eng212 | Eng213 | Eng214 | Eng215 Vocabulary | الاسلم 113 |
| 1.0 | Knowledge | | | | | | | | | | | | | | | | | | | | |
| 1.1 | Mention the modern trends of literature and linguistics. | | | | | | | | | | | | | | | | | | | | |
| 1.2 | Define grammatical, morphological, and syntactic rules of English language | √ I | | √ I | | | | | | √ P | √ P | √ P | | | | √ P | | √ P | | √ I | |
| 1.3 | Recognize linguistic and literary styles and expressions used in English language. | | √ I | √ I | √ I | | | | | √ P | √ P | √ P | | | | | √ P | √ P | √ P | √ I | |
| 1.4 | Mention the historical and cultural aspects of English-speaking communities | | | | √ I | | | | | | | | | | | | | | | | |
| 1.5 | Specify the different aspects of other human disciplines that help them in their majors | | | | | √ I | √ I | √ I | | | | | | | √ P | √ P | | | | | √ P |
| 2.0 | Cognitive Skills | | | | | | | | | | | | | | | | | | | | |
| 2.1 | Analyse and appreciate linguistic and literary English texts, and locate aesthetics. | | √ I | √ I | | | | | | √ I | √ I | | | | | | | | | √ I | |
| 2.2 | Compare linguistic and cultural heritage of both English and Arabic languages | | | | | | | | | | | | | | | | | | | | |
| 2.3 | Infer linguistic, grammatical, and literary connotations. | √ I | √ I | | | | | | | √ P | | √ P | | | | | √ P | | √ P | √ I | |
| 2.4 | Translate texts from English into Arabic and vice versa. | | | | | | | | | | | | | | | | | | | | |
| 2.5 | Use correct English grammatical rules when writing different topics and reports. | √ I | √ I | √ I | | | | | | | √ P | | | | | √ P | | √ P | | | |
| 3.0 | Interpersonal Skills & Responsibility | | | | | | | | | | | | | | | | | | | | |
| 3.1 | Appreciate others' points of view and | √ | √ | √ | √ | | | | √ | √ | √ | √ | | | | √ | √ | √ | √ | √ | |

| | | | | | | | | | | | | | | | | | | | | | | |
|-----|--|---|---|---|---|--|--|--|--|---|---|---|---|--|--|--|---|---|---|---|---|--|
| | show his own when participating effectively in team work | I | I | I | I | | | | | P | P | P | P | | | | P | P | P | P | P | |
| 3.2 | Bear responsibility and lead a team | | √ | √ | | | | | | | √ | √ | | | | | √ | √ | | | | |
| | | I | I | | | | | | | | P | P | | | | | P | P | | | | |
| 4.0 | Communication, Information Technology, Numerical | | | | | | | | | | | | | | | | | | | | | |
| 4.1 | Use modern methods of technology in learning English language skills and literature. | √ | √ | √ | √ | | | | | √ | √ | √ | √ | | | | √ | √ | | √ | √ | |
| | | I | I | I | I | | | | | P | P | P | P | | | | P | P | | P | P | |
| 4.2 | Communicate with others in spoken and written English. | √ | √ | | √ | | | | | √ | √ | | √ | | | | √ | | | √ | | |
| | | I | I | | I | | | | | P | P | | P | | | | P | | | P | | |
| 5.0 | Psychomotor | | | | | | | | | | | | | | | | | | | | | |
| 5.1 | NA | | | | | | | | | | | | | | | | | | | | | |
| 5.2 | | | | | | | | | | | | | | | | | | | | | | |

| Levels | | Level 4 | | | | | Level 5 | | | | | Level 6 | | | | |
|--------|---|---------|--------|--------|--------|------------|---------|--------|--------|--------|--------|----------------|-------------|-----------------|------------|----------------------|
| | Course Offerings NQF Learning Domains and Learning Outcomes | Eng221 | Eng222 | Eng223 | Eng224 | Eng225Voca | Eng311 | Eng312 | Eng313 | Eng314 | Eng315 | Eng321 Applied | Eng322 Poet | Eng323 Language | Eng324 App | Eng325 Translation-2 |
| 1.0 | Knowledge | | | | | | | | | | | | | | | |
| 1.1 | Mention the modern trends of literature and linguistics. | √ | | √ | | | √ | √ | | √ | √ | √ | √ | √ | | √ |
| | | | | | | | P | | | | | A | P | A | | A |
| 1.2 | Define grammatical, morphological, and syntactic rules of English language | | √ | | | √ | | | √ | √ | | | | √ | √ | |
| | | | A | | | A | | | A | P | | | | A | P | |
| 1.3 | Recognize linguistic and literary styles and expressions used in English language. | √ | √ | √ | √ | | √ | √ | √ | | √ | | √ | √ | | √ |
| | | A | A | A | A | | P | P | A | | P | | P | A | | A |
| 1.4 | Mention the historical and cultural aspects of English-speaking communities | | | | | | | | | | | √ | | | √ | |
| | | | | | | | | | | | | A | | | P | |
| 1.5 | Specify the different aspects of other human disciplines that help them in their majors | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| 2.0 | Cognitive Skills | | | | | | | | | | | | | | | |
| 2.1 | Analyse and appreciate linguistic and literary English texts, and locate aesthetics. | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | √ | |
| | | P | A | A | A | A | P | P | A | P | | | P | | P | |
| 2.2 | Compare linguistic and cultural heritage of both English and Arabic languages | | | | | | | | | √ | | | | | | |
| | | | | | | | | | | A | | | | | | |
| 2.3 | Infer linguistic, grammatical, and literary connotations. | | √ | | √ | √ | | √ | √ | | | √ | √ | | | |
| | | | A | | A | A | | P | A | | | P | P | | | |

| | | | | | | | | | | | | | | | | | |
|-----|--|--------|--------|--------|--------|--|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|
| 2.4 | Translate texts from English into Arabic and vice versa. | | | | | | | | | √ P | | | | | √ A | | |
| 2.5 | Use correct English grammatical rules when writing different topics and reports. | | | | √ A | | | √ A | | | | | | √ A | | | |
| 3.0 | Interpersonal Skills & Responsibility | | | | | | | | | | | | | | | | |
| 3.1 | Appreciate others' points of view and show his own when participating effectively in team work | √ P | √ P | √ P | √ P | | | √ A | √ A | √ A | √ A | √ A | √ A | √ A | √ P | √ A | |
| 3.2 | Bear responsibility and lead a team | | | | | | | √ A | √ A | | √ A | √ A | √ A | | | √ A | |
| 4.0 | Communication, Information Technology, Numerical | | | | | | | | | | | | | | | | |
| 4.1 | Use modern methods of technology in learning English language skills and literature. | | | | √ P | | | √ A | √ A | √ A | √ A | √ A | | √ P | √ A | √ A | |
| 4.2 | Communicate with others in spoken and written English. | √ P | √ P | √ P | √ P | | | √ A | √ A | | √ A | | | √ P | √ A | | |
| 5.0 | Psychomotor | | | | | | | | | | | | | | | | |
| 5.1 | NA | | | | | | | | | | | | | | | | |
| 5.2 | | | | | | | | | | | | | | | | | |

| Levels | | Level 7 | | | | | | Level 8 | | | | | |
|--------|--|----------------|----------|----------|----------------------|------------------|----------------|---------------------|---------------------|----------------|------------------|----------------|--|
| | Course Offerings | Eng411Language | Eng412Dr | Eng413No | Eng414Morphology and | Eng415History of | Eng416Research | Eng421Communication | Eng422Socialization | Eng423Language | Eng424Morphology | Eng425Research | |
| 1.0 | Knowledge | | | | | | | | | | | | |
| 1.1 | Mention the modern trends of literature and linguistics. | | √ P | √ P | | √ P | | √ A | √ A | √ A | √ A | | |
| 1.2 | Define grammatical, morphological, and syntactic rules of English language | √ A | | | √ A | | | | | | √ A | | |
| 1.3 | Recognize linguistic and literary styles and expressions used in English language. | | √ P | √ P | | | √ A | √ A | | √ A | | | |
| 1.4 | Mention the historical and cultural aspects of English-speaking communities | | | | | √ P | | | √ A | | | | |
| 1.5 | Specify the different aspects of other human disciplines that help them in their majors | | | | | | | | | | | | |
| 2.0 | Cognitive Skills | | | | | | | | | | | | |
| 2.1 | Analyse and appreciate linguistic and literary English texts, and locate aesthetics . | √ A | √ P | √ P | √ A | √ P | | √ A | √ A | √ A | √ A | | |
| 2.2 | Compare linguistic and cultural heritage of both English and Arabic languages | √ A | | | | √ P | | | | √ A | | | |
| 2.3 | Infer linguistic, grammatical, and literary connotations. | | √ P | √ P | √ A | | | √ A | √ A | | √ A | | |
| 2.4 | Translate texts from English into Arabic and vice versa. | | | | | | | | | | | | |
| 2.5 | Use correct English grammatical rules when writing different topics and reports. | | | | | | | | | | | | |
| 3.0 | Interpersonal Skills & Responsibility | | | | | | | | | | | | |
| 3.1 | Appreciate others' points of view and show his own when participating effectively in team work | √ A | √ A | √ A | | √ A | √ A | √ A | √ A | √ A | √ A | | |
| 3.2 | Bear responsibility and lead a team | | √ A | √ A | √ A | √ A | | | √ A | √ A | | | |
| 4.0 | Communication, Information Technology, Numerical | | | | | | | | | | | | |
| 4.1 | Use modern methods of technology in learning English language skills and literature. | | √ A | √ A | √ A | √ A | √ A | √ A | √ A | √ A | √ A | | |
| 4.2 | Communicate with others in spoken and written English. | √ A | √ A | √ A | | √ A | √ A | √ A | √ A | √ A | √ A | | |
| 5.0 | Psychomotor | | | | | | | | | | | | |
| 5.1 | NA | | | | | | | | | | | | |

5. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.

1. **Fulfilling Admission & Registration Deanship Requirements.**
2. **Certificate of General Secondary Education Completion**

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- a. Attendance. (75%)
- b. Progression from year to year.
- c. Program completion or graduation requirements.

E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (eg check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

1. **Regulations of Supreme Council of Education in KSA, e.g. A student is considered successful if s/he scores 60 marks in each course.**
2. **Two midterm exams in addition to a final exam.**
3. **Oral Tests (in Listening and speaking courses /levels 1 to 4).**
4. **Assessing exam papers through Assessment & Evaluation Committee.**
5. **Check marking of random samples of exam papers correction in the different courses.**
6. **Independent evaluation of field training students by training bodies (school principals).**

F Student Administration and Support

1. Student Academic Counselling

Describe the arrangements for academic counselling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

- 10 hours academic advising per week for each staff member.
- Selecting an academic advisor for the Program.
- Selecting an academic advisor for each study level in the Program.

Though the academic advisors, the following procedures are implemented:-

- Preparing an academic file including all the student's data.
- Informing the students with courses addendum & deletion timetable and ways of doing that manually &electronically.

- Declaring the teaching schedule for the students including time and place of lectures as well as solving any related problems.
- Being fully acquainted with courses names, codes & prerequisites.
- Declaring the University annual study calendar and study start date for both semesters .
- Following-up the academic progress of students.
- Educationally & academically guiding & helping the students.
- Being acquainted with the students' problems especially those affecting his/her academic progress & working on solving them.
- Informing the student with his/her rights & duties inside the Faculty as well as rules & penalties in case of breaching the University's system and regulations.
- Holding orientation for first-level students.
- Informing the students with rules of postponing study of some courses or semesters.
- Guiding & helping low-grade or academically weak students.
- Urging the students to read the instructions declared by Students' Affairs Deanship and attending related seminars.
- Providing the students with academic advising guidebook.
- Examining, following-up and guiding frequent absentees.
- Setting and following-up a plan by the faculty's Graduates Unit for professional development in the light of beneficiaries virtual needs.
- The Program declares all teaching staff academic advising and office hours to facilitate contacting the teaching staff members at specified times.

2. Student Appeals

Attach the regulations for student appeals on academic matters, including processes for consideration of those appeals.

- *The University & the Program offer many ways for receiving the students' appeals and methods of solving:-*

On the level of the Program:

- Academic advisors are responsible to solve problems of their students within the specified authority.
- Program coordinator directly receives appeals from students.
- There are appeals & suggestions boxes that are to be opened weekly to solve any of the students' appeals.
- There is appeals committee charged with examining any appeals and solving them.
- Filing appeals, if necessary, to the Program Head.
- Each staff member has means of communication with the students through forums for discussion or other social media like what's app., twitter & e-mails.
- Having the ability of direct contact with the Program Head or Faculty Dean by a declared e-mail address, via phone or by sending a male relative to directly meet the Dean.

On the level of the University:-

- There is an appeals icon on the University gate that links students directly with the varied

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| <p>levels of administration to directly solve students' appeals and informing them on line.</p> <ul style="list-style-type: none"> - There is an icon for complaints or appeals directly linking to the University Rector. - University account on twitter comprising any appeals of the varied Programs of the different faculties that are directly answered by the University Spokesman. - E-mail addresses for students' direct contact with the administration. <ul style="list-style-type: none"> • Problems are solved immediately inside the Program (by the academic advisors, Program coordinator, appeals committee and the Program Head). • A collective report is written for these problems, solutions and time span. • In case appeals are filed to the higher administration they contact the student directly. |
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G. Learning Resources, Facilities and Equipment

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| <p>1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?</p> <ol style="list-style-type: none"> 1) A recommended list of textbooks & references by faculties teaching the program courses. 2) Using the Internet databases to determine some learning resources that can be helpful in teaching the program courses and are included in each course specification. <p>1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.</p> <ol style="list-style-type: none"> 1) Conducting surveys to identify teaching staff needs of libraries, learning resources, laboratories and any other teaching resources. 2) In each course specification, these needs are also identified. 3) A list of books needed is sent to a certain bookshop to be prepared for students in advance and students are informed about it. |
| <p>2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <ol style="list-style-type: none"> 1) In course report, the faculty mentions any problems facing him/her in teaching regarding learning resources or any other facilities or resources. 2) Collective reports are sent to the Administration including any needs. 3) Conducting surveys to identify databases and their access. |
| <p>3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <ol style="list-style-type: none"> 1. Conducting surveys through which students evaluate courses taught including teaching materials. |
| <p>4. What processes are followed for textbook acquisition and approval?</p> |

- 1) The course coordinator decides the selected textbook(s).
- 2) Forming a committee to select the needed updated books, references and specialised learning resources that achieve learning outcomes.
- 3) Filing a list of the selected books & references to the Program council for approval.
- 4) A list of books needed is sent to a certain bookshop to be available for students in advance and students are informed about it.
- 5) Electronic versions of all textbooks, references & power point lectures are uploaded for students on the Black Board at the beginning of each semester.
- 6) Taking needed procedures to ensure availability of books before starting the academic semester.

H. Faculty and other Teaching Staff

1. Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

All appointments are made by the University and in accordance with standard regulations , attached is Najran University recruitment list.

Moreover, the program role in the recruitment of teaching staff is summed up in the following:-

- 1- Selecting specialized and highly-qualified teaching staff.
- 2- Balancing between the teaching staff's majors and the courses provided by the Program.
- 3- Selecting teaching staff from academically distinguished universities.
- 4- Conducting interviews to assess the efficiency of applicants for teaching staff positions
- 5- Informing the newly-appointed teaching staff with the regulations and bylaws of both the Dept. and the university.
- 6- Evaluating teaching staff's performance during the first year of practicing his academic responsibilities before renewing her/his contract.

2. Participation in Program Planning, Monitoring and Review

a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

- 1- All Teaching staff participate in completing & developing work related to quality standards in the Program.
- 2- Internal review committees are formed including staff members to participate in reviewing course reports, conducting surveys, writing reports & so on.
- 3- Organizing periodical meetings during the academic year to follow-up applying the Program quality assurance items and review the application of academic plans and students' performance.
- 4- Getting feedback from teaching staff about the program progress.
- 5- Receiving the suggestions and recommendations from teaching staff and students concerning the best methods for developing academic courses and methods of teaching them by the end of every

academic semester.

6- Making a comprehensive review of the program periodically.

b. Explain the process of the Advisory Committee (if applicable)

1. The College council nominates the members from the society's governmental and non-governmental institutions from the labor market, provided that the members be not less than three and not more than ten representing all the College academic Programs and be approved by the College Council.
2. The Advisory Council formation should be as follows:-
 - The College Dean, Head of the Advisory Council.
 - The College Vice-Dean for Development & Quality, Vice-Head.
 - The College Vice-Dean for Academic Affairs, a member.
 - Development & Quality Supervisor, Council Secretary.
 - Members

Three to seven members from the different business sectors related to the college Programs' specializations.

Male staff members from the College.

Female staff members from the College.

 - After approval by the College Council, the College Vice-Dean for Development & Quality issues a decision to form the advisory council with its selected members after the college council approval.
 - The council works for two renewable years.
3. Activating the council work and starting meetings. (the first meeting was held on Monday dated 7/2/1435)

3. Professional; Development

What arrangements are made for professional development of faculty and teaching staff for:

a. Improvement of skills in teaching and student assessment?

- 1- **Holding workshops and training programs for developing faculties' teaching, methods of assessment & research skills.**
- 2- **Organizing workshops and training programs for teaching staff on using modern technology in teaching, scientific research, and other professional development programs.**
- 3- **Giving certificates for attending workshops or conferences.**

b. Other professional development including knowledge of research and developments in their field of teaching specialty?

- 1- Making a report showing how far could be benefitted from teaching staff researches in developing educational processes.
- 2- Inviting teaching staff members to participate in conferences.
- 3- Granting scholarships abroad to Saudi teaching staff.
- 4- Having a report listing each teaching staff participation scientific conferences & seminars as well as his/her scientific contribution through publishing researches.

4. Preparation of New Faculty and Teaching Staff

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

- 1- Having an orientation program for new/visiting teaching staff at the beginning of every semester.
- 2- Distributing orientation booklets of the program for teaching staff.
- 3- Recommending an experienced colleague to the new teaching staff to get advice and exchange experience.
- 4- At the level of faculty, another orientation program is held to all new staff members in the varied Programs through Development & Quality Unit.

5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/College/institution policy on appointment of part time and visiting teaching staff. (ie. Approvals required, selection process, proportion to total teaching staff, etc.)

1. Council for Higher Education Regulations are applied when appointing visiting/ part time teaching staff in the Program
2. After receiving the candidates' documents and applications, the needed part timers are selected.
3. An Interview is held by the Program coordinator & (Head in males' section).
4. If accepted, the candidate's documents are sent to the Dean for approval.
5. The Program relies on staff members from other Programs & Colleges to teach general courses, educational non-specialized courses & field training.

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

- a. What processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning? (eg. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies)

- Following-up learning process assessment achieved through the following:
 - Direct measurement method (achievement exam results and learning outcomes measurement reports at the level of the Program & courses).
 - Indirect method (the results of the surveys of the Program beneficiaries)
 - Course reports and the Program annual report.
 - Peer evaluation.
 - Regular & graduate students' evaluation of the academic courses and program.
 - Reviewing employers' evaluation of graduates' performance.
 - Internal review (self-evaluation) and external review of courses and programs.
 - Teaching staff's comments and opinions.

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?

* Teaching staff skills can be evaluated through the use of the strategies listed in the plan as follows:

- The approved system, unified at the level of the College programs for evaluating the performance of teaching staff.
- Electronic courses evaluation declared on the university website.
- Program evaluation surveys using the standardized form of the NCAAA.
- Evaluating and following up faculty members achievement through course & personal files.
- Peer evaluation reports.

2. Overall Program Evaluation

- a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:

There is a certified system for monitoring and evaluating program performance where all faculty members are involved in its implementation. It includes writing reports depending on surveying the opinions of the program beneficiaries (students - graduates – teaching staff members- administrative staff – external evaluators and advisory committees - employers), analysing the results, writing reports and filing them to the Program Council. Setting improvement plans & recommendations for improvement in the light of evaluation results and providing feedback to the beneficiaries.

- Activating the adopted system for measuring learning outcomes at the level of the Program and courses including matrices showing the relationship between Program learning outcomes and courses learning outcomes and scientific content at the level of courses.
- Direct assessment of the ratio of students' achievement of learning outcomes for knowledge & cognitive domains through the results of accomplishment exams; and indirect evaluation using observation cards to assess the third and fourth domains' learning outcomes.

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| <ul style="list-style-type: none"> • Indirect assessment (self-evaluation) of the students' achievement of the learning outcomes of the Program courses. • (Questionnaires) including (a survey of graduates' evaluation of learning outcomes at the program level) – Surveying labor market employers' satisfaction with graduates' performance and the extent of their achievement of learning outcomes. • Course coordinator report on the achievement of learning outcomes at the level of courses including proposals for improvement based on the achieved results. • Preparing a comprehensive report by the Program coordinator for the achievement of learning outcomes at the Program level and filing them for discussion and approval by the Program Council and giving recommendations for improvement. • Conducting development plan within an implementation time frame based on the pros and cons of the report and filing it to the Program Council. • Determining a system for monitoring the implementation of the plan and writing related reports. |
| <p>(i) From current students and graduates of the program?</p> <ul style="list-style-type: none"> - Exit exam for 8th level students, field training students. - Program learning outcomes achievement questionnaires for 8th level students. - Interviews with the expected graduate-students to identify their points of view regarding the academic courses and Program in general. - Varied surveys to assess different aspects related to the Program overall performance like students' satisfaction with Program Performance, facilities, e-learning, learning resources, extra-curricular activities, academic & professional advising and so on. |
| <p>(ii) From independent advisors and/or evaluator(s)?.</p> <p>-Periodical review of the program through external evaluators (advising committees)</p> <p><i>Independent opinion is depended on in reviewing the following: -</i></p> <ul style="list-style-type: none"> ▪ Evaluation of the Program specification before its approval and adoption. ▪ Evaluation of the annual report of the Program. ▪ Self-evaluation of the Program reports, which are written on a regular basis to assess the status quo. ▪ Independent evaluation of eighth-level students by field training bodies (School principals). |
| <p>(iii) From employers and/or other stakeholders.</p> <ul style="list-style-type: none"> - A questionnaire on the opinions of employers and stakeholders on the Program learning outcomes. - A questionnaire on the opinions of employers and stakeholders on the Program graduates' performance. - Surveying employment rates of the Program graduates. - Organizing periodical meetings with the targeted employers and stakeholders of the program. - Various interviews with all categories working in the field of education. |

Attachments:

1. Admission, registration & study regulations.
2. Course specifications for all program courses.
3. Students' rights & appeals' regulations.
4. Advisory council formation regulations & decision.

Prepared & Updated by:-
Dr. Asmaa Al-Adham

Authorized Signatures

| Dean/Chair | Name | Title | Signature | Date |
|---|---------------------------------------|--------------------|-----------|------|
| Program Dean or Program Chair Main Campus | 1. Dr. Abdul- Rahman Al- Ma'ady | College Dean | | |
| | 2. Dr. Samy Al- Quozy | Department Head | | |
| Sharoura Branch (Males & females' section) | Mohammed Ali Mahdi Al-Shehry | College Dean | | |
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