



## Program Specification

**Program Name: Bachelor of Arts in English Language (ENGL)**

**Qualification Level: LEVEL 6**

**Department: English**

**College: Arts**

**Institution: Jouf University**

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## A. Program Identification and General Information

<b>1. Program Main Location:</b>
Main Campus in Sakaka (Male- Female), Jouf University
<b>2. Branches Offering the Program:</b>
Tabarjal (Male- Female)
<b>3. Reasons for Establishing the Program:</b>
<b><u>Economic reasons:</u></b>
To meet the needs of labor market (ministry of education, universities, companies, general and private institutions). Public and private sectors demand graduates specialized in English to work in a number of fields such as English language teaching, translation agencies, tourism agencies and administrative jobs in hospitals and government bodies.
<b><u>Cultural reasons:</u></b>
To bridge the cultural gap between not only the American and British, but also worldwide cultures and the Saudi culture through identifying norms, traditions and life styles which will highly contribute in the cultural knowledge among graduates. Graduates will be able to explore and understand English and American cultures as well as other international cultures.
<b><u>Social reasons:</u></b>
Although the program was established before issuing the 2030 Vision, some of its aspects were modified to go along with Vision 2030. The programme is closely aligned with the 2030 mission and its objectives which include: building a life-long learning journey, ensuring equal access to education, and improving fundamental learning outcomes. It is also aligned with the objectives of ministry of Education which highlight eliminating the significant gap between the educational outcomes and the requirements of the Saudi market. Our program is also closely consisted with the Ministry of Culture mission which has recently identified and lunched 16 sub-sectors of focus within the cultural scholarship program (one of them is Language and Translation) to enable culture to effectively support kingdom's cultural sector and to enable this sector to contribute to economic growth
<b>4. Total Credit Hours for Completing the Program:</b>
(132) in eight levels
<b>5. Professional Occupations/Jobs:</b>
1- A teacher of English in public schools 2- A teacher of English in private and international schools 3- A translator 4- A teaching assistant at college level 5- A researcher in research centers

- 6- An employee in tourism agencies
- 7- An employee in public relations in hospitals
- 8- An employee in public relations in companies
- 9- A presenter in media
- 10- An employee in the ministry of culture

**6. Major Tracks/Pathways (if any): Not Applicable**

**7. Intermediate Exit Points/Awarded Degree (if any): Not Applicable**

**B. Mission, Goals, and Learning Outcomes**

**1. Program Mission Statement:**

Providing high quality teaching, research and community services in the fields of linguistics, literature and translation.

**2. Program Goals:**

- 1. Achieve excellence in the field of English language teaching.
- 2. Enhance students' critical thinking, communication and interpersonal skills.
- 3. Achieve social partnership.
- 4. Provide labor market with highly qualified graduates in the field of English language.
- 5. Enrich scientific research in the field of English language.

**3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.**

**The alignment of the missions:**

Institution Mission	College Mission	Program Mission
Providing distinguished educational and research outputs for the development of society	Providing distinguished outcomes in education and research for the development of society in the fields of arts and sports sciences through competent cadres	Providing high quality teaching, research and community services in the fields of linguistics, literature and translation.

**Alignment:** It is clear that the three missions are aligned together. The institution mission is to provide the community with distinguished graduates and researchers; the college of Arts took the same mission but specified it in the field of Arts; the program mission took the same perspective but in the fields of linguistics, literature and translation.

**The alignment of the goals:**

Institution Goals	College Goals	B.A. Program Goals
1-1 Compatibility of University performance with NCAAA standards	Achieving conformity between college performance and the standards of the NCAAA	Achieve excellence in the field of English language teaching
1-4 Availability of a complete strategic plan of the university	Implementing the strategic plan of the college successfully	Enhance students' critical thinking, communication and interpersonal skills.
2-1 Compatibility of specializations with market demands	Achieving a match between college programs and the job market	Provide labor market with highly qualified graduates in the field of English language.
3-2 Compatibility of research according to scientific standards	Achieving conformity of scientific research and postgraduate studies in the fields of arts and sports sciences with scientific standards	Enrich scientific research in the field of English language
4-2 Enhancing community partnership	Promoting community partnership in the various fields of the college	Achieve social partnership

The program has five goals each one of them aligns with one of the five strategic goals of the college as stated in the table. The college strategic goals match with five strategic goals of the 16 strategic goals of Jouf University.

**4. Graduate Attributes\***

<u>Jouf University Graduate attributes</u>		<u>College of Arts Graduate attributes</u>	<u>BA English Language program Graduate attributes</u>
Knowledge and understanding	1. Possess a comprehensive and reliable structure of knowledge and understanding of the underlying theories,	<ul style="list-style-type: none"> <li>Knowledgeable of theories, principles and concepts in the fields of Arts and sports sciences that enable them to meet requirements of labor market</li> </ul>	<ul style="list-style-type: none"> <li>Knowledgeable of theories, principles and concepts in the field of English language that enable them to meet requirements of labor market</li> </ul>

		principles and concepts in the field of specialization.		
		2. Mastering accurate and advanced knowledge in the field of specialization, which qualifies graduate to meet the requirements of the labor market.		
		3. Knowing and understanding the research methodology and survey methods.	<ul style="list-style-type: none"> <li>• Knowledgeable of research methodologies and research instruments in the fields of Arts and sports sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledgeable of research methodologies and research instruments in the field of English language</li> </ul>
Skills	Perceptual skills	4. Possess the ability to apply the knowledge, concepts and theories that graduate studied in his/her major to address issues and problems.	<ul style="list-style-type: none"> <li>• Able to critically analyze, evaluate and apply theories, principles and concepts related to different aspects of Arts and sports sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Able to critically analyze, evaluate and apply theories, principles and concepts related to different aspects of English Language</li> </ul>
		5. Critical evaluation of complex knowledge and its use to provide		

		innovative solutions to contemporary issues and problems.		
		6. Practicing methods of investigation, verification and research on issues and problems.	<ul style="list-style-type: none"> <li>• Able to conduct simple research projects addressing different issues and problems related to Arts and sports sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Able to conduct simple research projects addressing different issues and problems related to English language</li> </ul>
	Practical and physical skills	<p>7. The use of advanced and specialized tools, machines, materials and devices in dealing with practical activities related to specialization, work and profession.</p> <p>8. Performing a set of complex practical tasks and procedures in a specific field, related to the field of specialization, work or profession.</p>	<ul style="list-style-type: none"> <li>• Able to perform physical tasks necessary for the specialization</li> </ul>	
	Communication and IT skills	9. Communicate in different ways with individuals and groups	<ul style="list-style-type: none"> <li>• Able to communicate in different ways with individuals and groups to</li> </ul>	<ul style="list-style-type: none"> <li>• Able to communicate in different ways with individuals and groups to complete required tasks related</li> </ul>

		to share knowledge of specialized skills.	complete required tasks related to studying and researching in the fields of Arts and sports sciences	to studying and researching in the field of English language
		10. The ability to choose and use various technological tools and applications to serve the field of specialization and support and promote research and specialized projects.	<ul style="list-style-type: none"> <li>• Able to use various technological tools and applications in studying and researching in the fields of Arts and sports sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Able to use various technological tools and applications in studying and researching in the field of English language</li> </ul>
Values		11. Representation of integrity, professional and academic ethics, and commitment to responsible citizenship.	<ul style="list-style-type: none"> <li>• Aware of the professional and academic ethical considerations related to the fields of Arts and sports sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of the professional and academic ethical considerations related to the field of English language</li> </ul>
		12. Self-evaluation of the level of learning and way of thinking and dealing with issues related to aspects of specialization and society.	<ul style="list-style-type: none"> <li>• Aware of self-evaluation techniques and autonomous learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of self-evaluation techniques and autonomous learning strategies</li> </ul>



	13. Mastering self-learning skills, and taking responsibility for professional development in the field of specialization		
	14. Ability to socially adapt and work in a team flexibly and effectively	<ul style="list-style-type: none"> <li>• Active participator in community services through team work</li> </ul>	<ul style="list-style-type: none"> <li>• Active participator in community services through team work</li> </ul>
	15. Serving the community through active involvement in community issues, which consolidate state values and its principles.		

The graduate attributes of BA English language program is aligned with both college of Arts and Jouf University graduate attributes as clarified in the table above. The graduate attributes of the program cover all the domains mentioned in the college and university graduate attributes except the practical and physical skills as they are not applicable to the nature of the program.

<b>5. Program learning Outcomes*</b>	
<b>Knowledge and Understanding</b>	
<b>K1</b>	Explain the main concepts and terminology related to different aspects of English language.
<b>K2</b>	Describe the different theoretical perspectives related to different aspects of English language.
<b>K3</b>	Relate the new trends in different aspects of English language to the real language use.
<b>Skills</b>	
<b>S1</b>	Use the four language skills for purposes of effective communication.
<b>S2</b>	Analyze English sounds, syllables, morphemes, words, structures, meanings, and functions effectively
<b>S3</b>	Evaluate literary works critically.
<b>S4</b>	Translate efficiently from Arabic into English and vice versa
<b>S5</b>	Deduce solutions for language problems using traditional and electronic resources.
<b>Values</b>	
<b>V1</b>	Develop a language product through teamwork.
<b>V2</b>	Report reflections on their own learning
<b>V3</b>	Demonstrate respectful effective relationships with classmates and staff.
<b>V4</b>	Use autonomous learning strategies
<b>V5</b>	Apply ethical considerations in assignments and projects

## C. Curriculum

### 1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
University Requirements	Required	7	16	12.2%
	Elective	3	6	4.5%
College Requirements	Required	1	2	1.5%
	Elective	1	2	1.5%
Program Requirements	Required	35	100	75.8%
	Elective	2	6	4.5%
Capstone Course/Project	N/A			0
Field Experience/ Internship	N/A	0	0	0
<b>Total</b>		<b>49</b>	<b>132</b>	<b>100%</b>

## 2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	101ISL	Principles of Islamic Culture	Required	NO	2	University
	EDU101	Skills of University life	Required	NO	2	University
	CIS101	Computer Skills	Required	NO	3	University
	ENGL111	Basic English Grammar 1	Required	NO	3	Department
	ENGL 112	Reading Comprehension 1	Required	NO	3	Department
	ENGL113	Listening and Speaking 1	Required	NO	3	Department
Level 2	ARB 100	Arabic Language Skills	Required	NO	2	University
	ISL 110	Moderation and balance	Required	NO	2	University
	ENGL 114	Basic English Grammar 2	Required	ENGL 111	3	Department
	ENGL 115	Reading Comprehension 2	Required	ENGL 112	3	Department
	ENGL 116	Listening and Speaking 2	Required	ENGL 113	3	Department
	ENGL 117	Writing 1	Required	NO	3	Department
Level 3	ARB 102	Writing Skills (Arabic)	Required	NO	2	College
	ISL 105	Human Rights	Elective	NO	2	University
	ISL 108	Contemporary Issues				
	ISL 109	Woman and Her Developmental Role				
	ISL 111	The Holy Qur'an	Required	NO	3	University
	ENGL 211	Writing 2	Required	ENGL 117	3	Department
	ENGL 221	Introduction to Linguistics	Required	NO	3	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	ENGL 231	Introduction to Literature	Required	NO	3	Department
	ENGL 241	Introduction to Translation	Required	NO	2	Department
Level 4	ISL 105	Human Rights	Elective	NO	2	University
	ISL 108	Contemporary Issues				
	ISL 109	Woman and Her Developing Role				
	ENGL 242	Practical Translation	Required	ENGL 241	3	Department
	ENGL 212	Writing 3	Required	ENGL 211	3	Department
	ENGL 222	Phonetics	Required	ENGL 221	2	Department
	ENGL 223	Morphology	Required	ENGL 221	3	Department
	ENGL 232	British Literature	Required	ENGL 231	2	Department
	ENGL 233	American Literature	Required	ENGL 231	2	Department
Level 5	ISL 100	Studies in the Prophet's Biography	Required	NO	2	University
	BUS 101	Entrepreneurship	Elective	NO	2	University
	EDU 102	Voluntary Work				
	ENGL 321	Phonology	Required	ENGL 222	2	Department
	ENGL 322	Syntax	Required	ENGL 221	3	Department
	ENGL 331	Introduction to Drama	Required	ENGL 231	2	Department
	ENGL 332	19 <sup>th</sup> Century Novel	Required	ENGL 231	3	Department
	ENGL 334	Interpreting	Required	ENGL 241	3	Department
	ISL 107	Professional Ethics	Elective	NO	2	College

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 6	ARB 132	Literary Appreciation				
		Elective required course (from the table below)	Elective	NO	3	Department
	ENGL 323	Semantics	Required	ENGL 221	3	Department
	ENGL 324	Language Acquisition	Required	ENGL 221	3	Department
	ENGL 333	Shakespeare	Required	ENGL 331	3	Department
	ENGL 334	Romantic Poetry	Required	ENGL 231	3	Department
Level 7		Elective required course (from the table below)	Elective	NO	3	Department
	ENGL 421	Discourse Analysis	Required	ENGL 221	3	Department
	ENGL 422	Sociolinguistics	Required	ENGL 221	3	Department
	ENGL 423	Research Methods	Required	Completing 100 credit hours	3	Department
	ENGL 431	20 <sup>th</sup> Century Novel	Required	332 ENGL	3	Department
	ENGL 432	Literary Criticism	Required	ENGL 231	3	Department
Level 8	ENGL 424	Applied Linguistics	Required	ENGL 221	3	Department
	ENGL 433	Modern poetry	Required	ENGL 334	3	Department
	ENGL 434	Modern Drama	Required	ENGL 333	3	Department
	ENGL 451	Practicum in Language	Required	COMPLETING 119	4	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
				CREDIT HOURS		

**Department Elective Courses (6 hours) to select two of the following**

No	Course Code	Course Title	Required or Elective	Pre- Requisite Courses	Type of requirements (Institution, College or Department)
1	325ENGL	Syntax theories	Elective	ENGL 322	Department
2	425ENGL	Pragmatics	Elective	ENGL 221	Department
3	426ENGL	Psycholinguistics	Elective	ENGL 221	Department
4	427ENGL	Language testing	Elective	ENGL 221	Department
5	428ENGL	Teaching English as a Foreign Language	Elective	ENGL 221	Department
6	435ENGL	Literary theories	Elective	ENGL 231	Department
7	436ENGL	Short story	Elective	ENGL 231	Department
8	437ENGL	Comparative literature	Elective	ENGL 231	Department
9	438ENGL	World literature	Elective	ENGL 231	Department
10	441ENGL	Computer-Assisted Translation	Elective	ENGL 241	Department

### 3. Course Specifications

Hyperlink for all course specifications using NCAAA template

[Course Specifications](#)

#### 4. Program learning Outcomes Mapping Matrix

(I = Introduced P = Practiced M = Mastered)

Course code & No.	Program Learning Outcomes												
	Knowledge			Skills					Values				
	K.1	K.2	K.3	S.1	S.2	S.3	S.4	S.5	V.1	V.2	V.3	V.4	V.5
ENGL 111	I			I				I		I		I	
ENGL112	I			I				I			I		I
ENGL 113	I			I				I	I			I	
ENGL 114	I			I				I		I			I
ENGL 115	I			I				I			I	I	
ENGL 116	I			I				I	I				I
ENGL 117	I			I				I	I	I			
ENGL 211	P			P				P	I	I			
ENGL 221		I			I			P		I		I	
ENGL231		I				I					I		P
ENGL241		I					I	P	I			I	
ENGL 242		P					P	P	P			P	
ENGL 212			P	P				P	P	P			P
ENGL 222		P			P			P		P		P	
ENGL 223		P			P			P		P			P
ENGL 232			P			P		P			P	P	
ENGL 233			P			P		P	P				P
ENGL 321		P			P			P		P		P	
ENGL 322		P			P			M		P			P
ENGL 331	P					P			P			M	
ENGL332		P				P		M		P			M
ENGL 341			M				M	M	M			M	
ENGL (Elective Dept. course)			M					M		M			
ENGL 323		P			P			M		P			M

Course code & No.	Program Learning Outcomes												
	Knowledge			Skills					Values				
	K.1	K.2	K.3	S.1	S.2	S.3	S.4	S.5	V.1	V.2	V.3	V.4	V.5
ENGL 324			P					M		P		M	
ENGL 333		P				P		M			P		M
ENGL 334		P				P		M	P			M	
ENGL (Elective Dept. course)			M					M		M			
ENGL 421	M				M			M		M			M
ENGL422	M		M					M			M		M
ENGL 423			M					M	M			M	
ENGL 431			M			M		M			M		M
ENGL 432		M				M		M	M			M	
ENGL 424		M						M		M			M
ENGL 433			M			M		M			M	M	
ENGL 434			M			M		M	M				M
ENGL 451			M	M				M			M	M	

### 5. Teaching and learning strategies to achieve program learning outcomes

- Lectures
- Open discussions
- Group discussion and pair work
- Discovery learning
- Electronic discussions
- Task-based learning
- Project-based learning
- Cooperative learning
- Problem solving
- Peer teaching
- Game-based learning
- Brain storming



- Think- Pair – Share
- Role play

#### **6. Assessment Methods for program learning outcomes.**

- Oral presentations
- Portfolio
- Structured Oral Exams
- Midterm tests
- Quizzes
- Rubrics
- Questionnaires
- Observation sheets
- Assignments
- Final tests
- Term papers

### **D. Student Admission and Support:**

#### **1. Student Admission Requirements**

1. The applicant must submit an application of enrollment to the Deanship Admission and Registration (electronic application process apply). Deadlines are announced in each academic year.
2. University board determines the number of students to be admitted in the next academic year according to the suggestions of colleges' boards and related bodies.
3. The Deanship of Registration & Admission coordinates with colleges' deanships to prepare an offer letter to be submitted to the university board indicating the number of students to be admitted in the next academic year.

##### **Admission Conditions are:**

- a. Holders of general secondary certificate or its equivalents within last five years (Exceptions can only be decided by the university board).
- b. Applicants must be of good conduct.
- c. Applicants must pass any interviews or test decided by the university board.
- d. Applicant must be fit.

1. Selection of admitted students will be in light of those who comply with admission requirements and according to their general secondary certificate grades, personal interviews and admission tests (if any).
2. Admission of new students will be also decided in light of their weighted rate of their general secondary certificate and any other admission tests required by university.

## **2. Guidance and Orientation Programs for New Students**

English department always holds a guiding session for the new students who admit the program at the beginning of first week of every semester. One experienced staff member meets the students to illuminate them about courses, levels, registration and such stuff. S/he introduces them to the academic life and the teaching- learning process which is somehow different from prep and secondary school.

Then, came the role of academic counseling to complete the task of guiding and helping those students all through their academic career in the university.

## **3. Student Counseling Services**

English Program's Student Advising and Counselling under the supervision of Jouf University's Student Advising and Counselling Centre the and Vice President of Academic Affairs offers comprehensive counselling services to all students. The counselling services include:

- Academic counselling
- Career & Professional counselling
- Psychological & Social counselling

Specific procedures are followed:

- 1 Each student enrolled in the program shall be assigned an academic advisor, whose task shall be to monitor the academic performance of the student until his / her graduation. Moreover, the academic advisor provides learners with professional and social advising services in coordination with specialized personnel at the university level when necessary.
- 2 **As for Academic counselling**, each academic advisor at the beginning of each semester advises his students in the selection of courses, the method of deletion and addition of the courses, and provides them with the advice they need.
- 3 Every academic advisor sets office hours every week to meet his students to advise them and help them to overcome the difficulties they face.

- 4 Electronic communication with students through e-mail / social networking sites / e-learning systems contributes to academic, professional, psychological and social counselling.
- 5 Each academic advisor prepares at the beginning of each semester a special file for each student.
- 6 Each academic advisor helps students with their academic difficulties, study skills, and how to prepare study plans and schedule. Also he provides them with skills that increase their academic achievement.
- 7 Encourage outstanding students to gain more and direct them to invest their abilities and potential in areas commensurate with their interests and scientific interests
- 8 **As for social counselling**, each academic advisor helps students to build positive social relations with their colleagues, faculty members and university employees, and build successful responses to academic problems encountered in different situations throughout the period of study at the university.
- 9 **As for psychological counselling**, the academic advisor communicates with specialist at the university level to deal with any psychological problem faced by any of this students.
- 10 **As for professional counselling**, the academic advisor provides his students with all necessary information about possible future career opportunities. Besides, he encourages his students to attend all professional development activities conducted at the program level or institutional level and follows this up with discussion sessions with students.

[The counselling guide provided to students has sufficient info about these aspects](#)

[Besides, students' handbooks on the program website provide sufficient details about these aspects.](#)

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#### **4. Special Support**

(low achievers, disabled, gifted and talented)

- 1- The program management is applying a system to meet the needs of those students who achieve low in their study by providing them with extra hours to improve their language skills; a prerequisite for studying the specialized courses in the program.

- 2- The program management has started English Language Club to cater the remedial and professional needs of the students. It also helps them to solve their specific language difficulties in order to meet the requirements of everyday life.
- 3- The program management also encourages talented students to gain more in their study and direct them to invest their abilities and potential in areas commensurate with their interests and scientific interests.
- 4- Disabled students (if any) are assigned to special counsellor of staff members to follow their academic, psychological, social and professional development.

[The counselling guide provided to students has sufficient info about these aspects](#)

[Besides, students' handbooks on the program website provide sufficient details about these aspects.](#)

## **E. Teaching and Administrative Staff**

### **1. Needed Teaching and Administrative Staff**

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
Professors	English	Literature / Linguistics/ Applied Linguistics/ Translation	NO	6	6	12
Associate Professors	English	Literature / Linguistics/ Applied Linguistics/ Translation	NO	8	8	16
Assistant Professors	English	Literature / Linguistics/	NO	15	15	30

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
		Applied Linguistics/ Translation				
Lecturers	English	Literature / Linguistics/	NO	8	8	16
Teaching Assistants	English	Applied Linguistics/ Translation	NO	2	2	4
Technicians and Laboratory Assistants	Information Technology	NO	NO	2	2	4
Administrative and Supportive Staff	English	NO	NO	2	2	4

## 2. Professional Development

### 2.1 Orientation of New Teaching Staff

- The program prepares an annual program for orienting new staff members that includes a variety of workshops and training courses related to different aspects of their responsibilities.
- Workshops are organized for new teaching staff to familiarize them with the system of study in the program.
- Each new teaching staff is assigned to an experienced teaching staff as a mentor for two months to answer all questions and provide guidance for the new member.
- New faculty members are provided with booklets prepared by the university.

### 2.2 Professional Development for Teaching Staff

- 1- Arrangements made for professional development of faculty and teaching staff for:
- a. Improvement of skills in teaching and student assessment?

- The program administration prepares an annual plan for training faculty members on the teaching and assessment methods described in the program specification.
- The program administration prepares an annual plan for training faculty members on other areas such as developing research skills and quality assurance skills.
- The program administration encourages and assigns faculty members to attend workshops held by the deanship of quality and the university center for professional development.

b. Other professional development including knowledge of research?

- The faculty members of the department are also engaged in the research projects funded by the university.

2- 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.

- The deanship of quality and academic accreditation organizes workshops for new faculty.

## **F. Learning Resources, Facilities, and Equipment**

### **1. Learning Resources:**

The program follows the following procedures in identifying and providing students with suitable and sufficient learning resources, facilities and equipment:

- The department is preparing a questionnaire to get feedback from the students about the course books at the end of the each semester.
- The faculty members submit their suggestions for textbooks and references.
- The concerned departmental committee reviews the suggestions and prepares a report.
- The report is discussed in the department council.
- The department council takes decisions and seeks approval of higher authorities for implementation.
- Authentic electronic learning resources and supportive information on the internet are also provided to students and stated in courses specifications.
- Extra-curricular Activities are designed to provide students with opportunities for learning.

- **Extra-curricular Activities:** The findings of different studies conducted on the importance of extracurricular activities to students demonstrate that involvement in activities; whether it is sports, cultural, or college-based programs, generally has a positive impact on the student's competencies. There are two types of extra-curricular activities; the first type is activities on the level of Students Affairs Deanship (e.g. sports such as football, table tennis, etc., cultural activities such as symposiums, sessions, etc.). The program is very careful to participate in these activities as they have an essential role in achieving the program learning outcomes (especially the domain of values), the second type is activities on the program level. They are planned and executed by the program itself (e.g. Students' Scientific Meeting, participations of male and female students in different national events). These activities help the program achieve the three domains of learning outcomes (knowledge, skills, and values).

## **2. Facilities and Equipment**

- Language labs
- Libraries
- Smart boards
- White boards
- Markers
- Projectors
- laptops
- Activities Rooms
- Video conference rooms

## **3. Arrangements to Maintain a Healthy and Safe Environment**

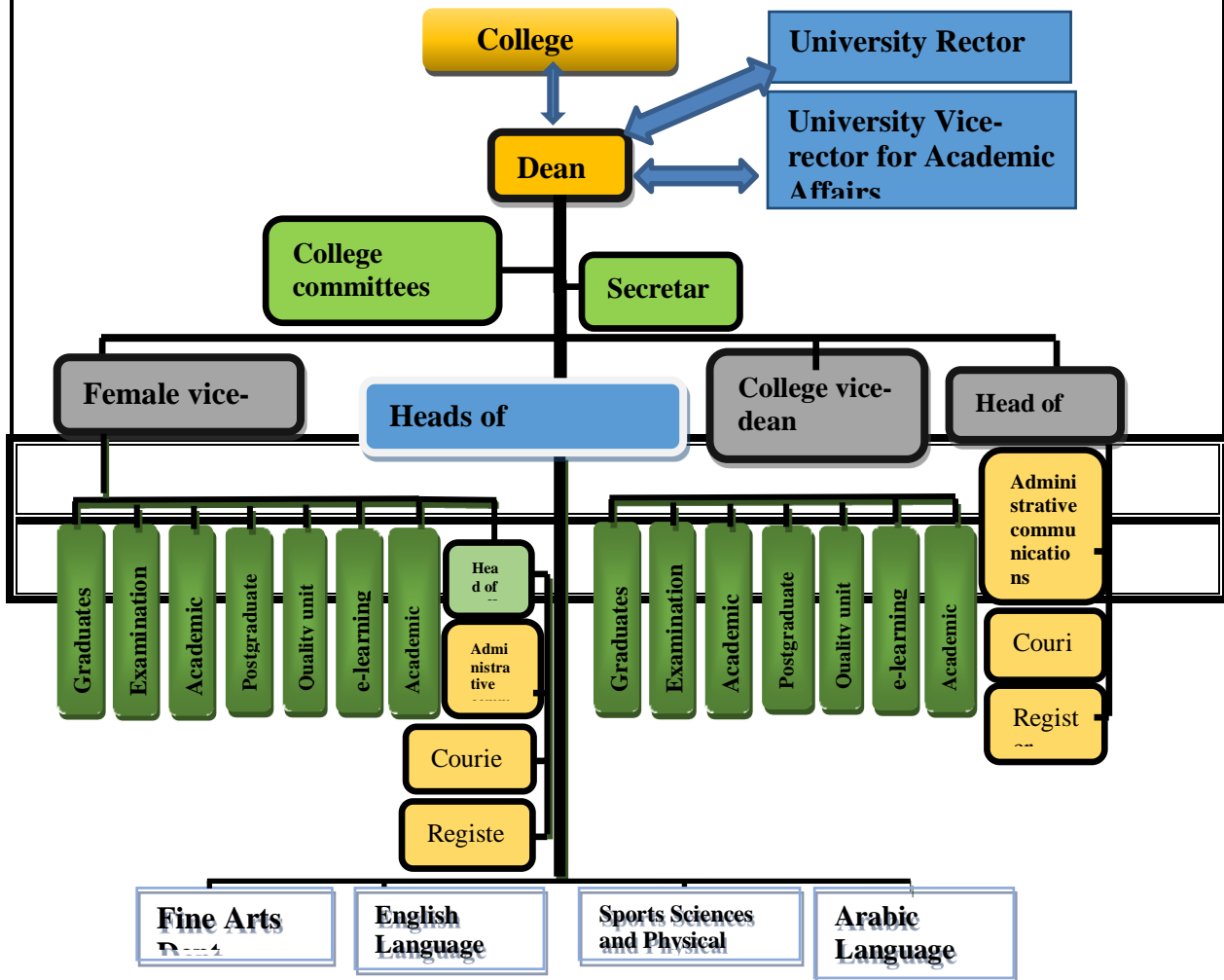
- Technicians make sure that all equipment is in safe places.

## G. Program Management and Regulations

### 1. Program Management

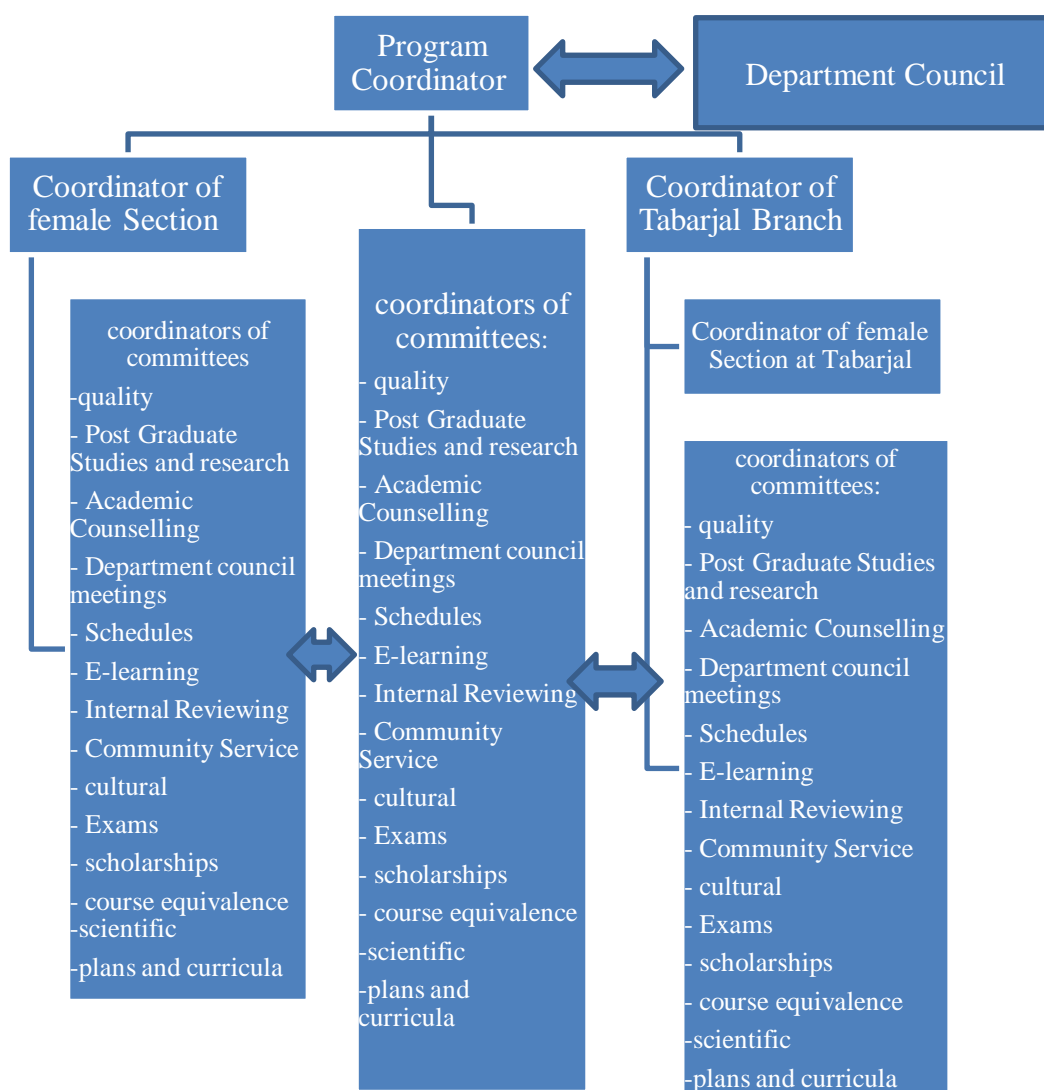
#### 1.1 Program Structure

Program and college administrative flowchart:  
a- college administrative flowchart





**b- Program administrative flowchart:**



**1.2 Stakeholders Involvement**

This program has been structured in light of the feedback obtained from the following:

- Teaching staff members (English Department)
- Teaching staff members (Faculty of education)

- Different groups of English Dep. Students
- Representatives of the ministry of Education in Sakaka
- The different deanships in Jouf University
- The Private Section of Education in Sakaka (private schools –international schools)
- Different employers in the fields of translation, tourism, and trade

Periodical assessment of the program will be carried out by sending questionnaires to the above stakeholders.

## 2. Program Regulations

**A. General regulations:** The Bachelor of Arts in English Program is 132 Credit hours consisting of 8 Levels / Semesters. Students are expected to finish the 132 credit hours of the program within 8 semesters (4 years) when following the level credit hours load as suggested in the study plan. The following are the general regulations:

- 1- Credit hours load apply to regular students.
- 2- Credit hours load per semester: 12
- 3- Maximum credit hours load per semester: 20
- 4- Maximum credit hours load in final semester: 24
- 5- Program Duration: 8 Semesters

**B. Attendance:** All courses described in Curriculum Study Plan Table are required with attendance level of no less than 75%.

**C. Graduation Requirements:** Successful Completion of the required credit hours of the program.

**For more information see**

[Student Guide](#)

## H. Program Quality Assurance

### 1. Program Quality Assurance System

[Quality System Manual for English Language Program](#)

The English Language program administration seeks to achieve the vision, mission and objectives of the quality deanship as a step in achieving quality measures in all its aspects.

A policy is a tool which QA team can use to inform current and prospective learners of what they can expect from program. To be translated into practice, a policy must be broken down into

one or more clear and coherent processes. The statements of how these processes are carried out are the procedures, and their development will be informed by the relevant policy.

Once policies and procedures are developed and implemented, the next phase of the quality assurance process is to monitor the learning effectiveness on an ongoing basis. Internal monitoring can be done in various ways, some formal, others less so; Internal monitoring must be systematic and consistent. Internal monitoring should identify areas of provision which are successfully implementing policy and those which are not. To recognize what is successful implementation, a provider will need to identify a tangible form of evidence. Where the evidence is not present, then remedial action needs to be identified and taken. This might mean the relevant procedure needs to be applied more consistently or that the procedure or policy needs to be updated. In this way continuous improvement becomes a reality.

**For more information see**

[Quality System Manual for English Language Program](#)

## **2. Program Quality Monitoring Procedures**

**There are some procedures that have been followed for monitoring quality:**

1. Preparing Course Specification, taking into consideration the compatibility of course Specification with the mission and goals of the program.
2. Making sure that student are informed about the specifications by sending all course specifications to them via blackboard.
3. Preparing the course report every semester. Improvements and additions to course Specification can be made based on the feedback from the course report in each semester.
4. Preparing the program report annually, improvements and amendments can be made to the Courses and Program Specification based on the feedback from the program report annually.
5. Making sure that student are receiving proper counseling, providing them the necessary means of communication with their instructors and academic counselors.
6. Every five years, a self-study report for the program is prepared, and the program's mission, goals, learning outcomes are reviewed.

### **Internal verification methods**

The internal verification of student achievement standards is carried out in one of the following ways:

**1- Correction Review:** The correction of the students' assignments and tests is reviewed by a faculty member who is not teaching the course from the same program, to make sure that all parts of the work have been awarded grades, and that the grades have been collected Correctly.

**2- Exchange of test scores:** Exchange of test correction or sample assignments with another faculty member.

**3- Verify the accuracy of the correction:** It is performed on a random sample, as the exams and evaluation committee of the academic program selects a random sample not less than 10% of the courses for each semester from the students' answers, with an emphasis that they include (the highest and lowest grades and failure cases). The names of students are hidden from the papers, photocopied, and then handed over to the reviewing member. Research, projects and oral tests are not re-corrected if more than one faculty member participates in their conduct.

**3. Arrangements to Monitor Quality of Courses Taught by other Departments.**

They are:

- 1- **The Courses Specifications** that are taught by other scientific departments are reviewed by the program management to ensure its compatibility with the program's mission and goals.
- 2- **Program management** is provided with courses reports taught by other scientific departments. Improvements to course specification can be made based on feedback from the course report in each semester

**4. Arrangements Used to Ensure the Consistency between Main Campus and Branches**

1. All branches follow the same program specification and courses specifications.
2. Preparing the course report for all the courses in a collective manner, including male and female sections.
3. Preparing the program report in a collective manner.
4. Preparing the performance indicators report for the program.
5. Preparing an improvement plan to achieve consistency between Main Campus and Branches.

**5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).**

- A plan has been prepared to establish educational and research partnerships.
- These partnerships will be governed by the university policies in this regard.

**6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes**

- Learning outcomes are measured at the program level annually by
  - Direct method (all kinds of tests)
  - Indirect method (questionnaires).
- Calculating performance indicators of learning outcomes annually.

- Based on the results of measuring learning outcomes and performance indicators of learning outcomes, an improvement and development plan is prepared and applied in the following year and a report of this plan is written in the program report for the following year (appendices).

## 7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	Employers, students, graduates, alumni, faculty Staff, administrative staff,	Surveys Scores given on the academic files of leaders of the program	End of Academic Year
Effectiveness of Teaching	students, graduates, alumni, program leaders	Surveys, visits Average scores of students in different exams	Mid and End of Academic Year
Assessment	students, graduates, alumni, faculty Staff, program leaders, independent reviewers,	Surveys, interviews, visits, independent reviewers	End of Semester
Learning Sources	students, graduates, alumni, faculty Staff	Surveys reports on the number of different learning resources available	End of Semester

## 8. Program KPIs\*

The period to achieve the target is ONE year.

### First, KPIs required by NCAAA

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-P-01:	Percentage of achieved indicators of the program operational plan objectives.	80%	Questionnaire	End of the year
2	KPI-P-02:	Students' Evaluation of quality of learning experience in the program	4	Questionnaire	End of the year
3	KPI-P-03:	Students' evaluation of the quality of the courses.	4	Questionnaire	End of semester
4	KPI-P-04:	Completion rate	50%	Statistics	End of semester
5	KPI-P-05:	First-year students retention rate	90%	Statistics	End of semester
6	KPI-P-06:	Students' performance in the professional and/or national examinations.	60%	Questionnaire	End of semester
7	KPI-P-07:	Graduates' employability and enrolment in programs.	employability =65% postgraduate =5%	Questionnaire	End of semester
8	KPI-P-08:	Average number of students in the class.	25	Statistics	End of semester

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
9	KPI-P-09:	Employers' evaluation of the program graduates' proficiency.	4	Questionnaire	End of semester
10	KPI-P-10:	Students' satisfaction with the offered services.	4	Questionnaire	End of semester
11	KPI-P-11:	Ratio of students to teaching staff.	15-1	Statistics	End of semester
12	KPI-P-12:	Percentage of teaching staff distribution.	-	Statistics	End of semester
13	KPI-P-13:	Proportion of teaching staff leaving the program.	0	Statistics	End of the year
14	KPI-P-14:	Percentage of publications of faculty members.	50%	Statistics	End of the year
15	KPI-P-15:	Rate of published research per faculty member.	1	Statistics	End of the year
16	KPI-P-16:	Citations rate in refereed journals per faculty member.	4	Statistics	End of the year
17	KPI-P-17:	Satisfaction of beneficiaries with the learning resources.	4	Questionnaire	End of semester

## Second, Operational Plan KPIs

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-OP-1	The number of training courses that the program faculty members receive annually	3	Statistics	End of the year
2	KPI-OP-2	Completion rate	50%	Statistics	End of the year
3	KPI-OP-3:	First-year students retention rate	90%	Statistics	End of the year
4	KPI-OP-4:	Average number of students in the class.	25	Statistics	End of the year
5	KPI-OP-5:	The percentage of students participating in extra-curricular activities	60%	Statistics	End of the year
6	KPI-OP-6 :	Students' Evaluation of quality of learning experience in the program	4	Questionnaire	End of semester
7	KPI-OP-7:	Students' evaluation of the quality of the courses.	4	Questionnaire	End of semester
8	KPI-OP-8:	The number of community programs provided by the program to the community	2	Statistics	End of the year
9	KPI-OP-9:	Graduates' employability.	65%	Statistics	End of the year
10	KPI-OP-10:	Employers' evaluation of the program graduates' proficiency	4	Questionnaire	End of semester



No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
11	KPI-OP-11:	Percentage of publications of faculty members.	50%	Statistics	End of the year
12	KPI-OP-12:	Citations rate in refereed journals per faculty member.	4	Statistics	End of the year
13	KPI-OP-13:	The number of subsidized research projects that the program complete annually.	2	Questionnaire	End of semester

### I. Specification Approval Data

<b>Council / Committee</b>	English Department Council
<b>Reference No.</b>	16/42
<b>Date</b>	20/9/1442