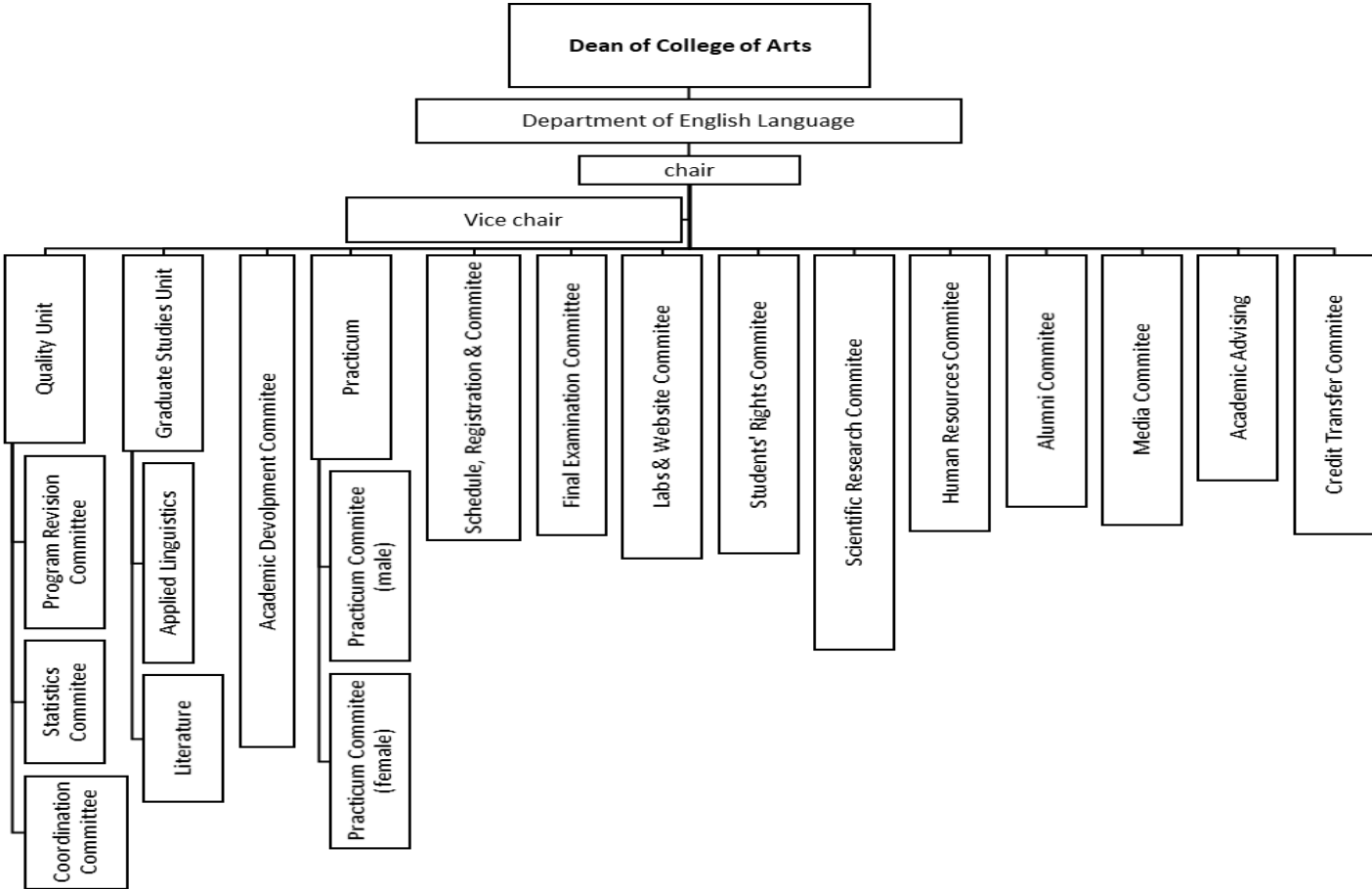


National Commission for Academic Accreditation & Assessment

T4. Program Specifications

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 King Saud University	Date Last Update: November 11, 2018
2. College/Department College of Arts / Department of English Language and Literature	
3. Dean/Department Head Prof. Naif Al Saud/ Dr. Mufleh Salem Alqahtani	
4. Insert program and college administrative flowchart signature.	



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graph TD
    Dean[Dean of College of Arts] --> Dept[Department of English Language]
    Dept --> Chair[chair]
    Chair --> Vice[Vice chair]
    Vice --> Quality[Quality Unit]
    Vice --> Grad[Graduate Studies Unit]
    Vice --> Dev[Academic Development Committee]
    Vice --> Pract[Practicum]
    Vice --> Reg[Schedule, Registration & Committee]
    Vice --> Exam[Final Examination Committee]
    Vice --> Labs[Labs & Website Committee]
    Vice --> Rights[Students' Rights Committee]
    Vice --> Res[Scientific Research Committee]
    Vice --> HR[Human Resources Committee]
    Vice --> Alumni[Alumni Committee]
    Vice --> Media[Media Committee]
    Vice --> Adv[Academic Advising]
    Vice --> Credit[Credit Transfer Committee]
    
    Quality --- QRC[Program Revision Committee]
    Quality --- QSC[Statistics Committee]
    Quality --- QCC[Coordination Committee]
    
    Grad --- GL[Applied Linguistics]
    Grad --- Lit[Literature]
    
    Pract --- PM[Practicum Committee (male)]
    Pract --- PF[Practicum Committee (female)]
    
    Reg --- RegSub[ ]
    RegSub --- Reg1[ ]
    RegSub --- Reg2[ ]
    RegSub --- Reg3[ ]
    RegSub --- Reg4[ ]
    
    Exam --- ExamSub[ ]
    ExamSub --- Exam1[ ]
    ExamSub --- Exam2[ ]
    ExamSub --- Exam3[ ]
    ExamSub --- Exam4[ ]
    
    Labs --- LabsSub[ ]
    LabsSub --- Labs1[ ]
    LabsSub --- Labs2[ ]
    LabsSub --- Labs3[ ]
    LabsSub --- Labs4[ ]
    
    Rights --- RightsSub[ ]
    RightsSub --- Rights1[ ]
    RightsSub --- Rights2[ ]
    RightsSub --- Rights3[ ]
    RightsSub --- Rights4[ ]
    
    Res --- ResSub[ ]
    ResSub --- Res1[ ]
    ResSub --- Res2[ ]
    ResSub --- Res3[ ]
    ResSub --- Res4[ ]
    
    HR --- HRSub[ ]
    HRSub --- HR1[ ]
    HRSub --- HR2[ ]
    HRSub --- HR3[ ]
    HRSub --- HR4[ ]
    
    Alumni --- AlumniSub[ ]
    AlumniSub --- Alumni1[ ]
    AlumniSub --- Alumni2[ ]
    AlumniSub --- Alumni3[ ]
    AlumniSub --- Alumni4[ ]
    
    Media --- MediaSub[ ]
    MediaSub --- Media1[ ]
    MediaSub --- Media2[ ]
    MediaSub --- Media3[ ]
    MediaSub --- Media4[ ]
    
    Adv --- AdvSub[ ]
    AdvSub --- Adv1[ ]
    AdvSub --- Adv2[ ]
    AdvSub --- Adv3[ ]
    AdvSub --- Adv4[ ]
    
    Credit --- CreditSub[ ]
    CreditSub --- Credit1[ ]
    CreditSub --- Credit2[ ]
    CreditSub --- Credit3[ ]
    CreditSub --- Credit4[ ]
    
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5. List all branches offering this program

Main Campus: Department of English Language and Literature, College of Arts, University Campus at Diriya, King Saud University, Men Section

Main Campus: Department of English Language and Literature, College of Arts, University Campus at Diriyah, King Saud University, Women Section

A. Program Identification and General Information

1. Program title and code: English Language and Literature

2. Total credit hours needed for completion of the program: 128 hours

3. Award granted on completion of the program
Bachelor of Arts in English Language and Literature

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)
One track: English Language and Literature

5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program)
Not Applicable

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)

- Teachers
 - Lecturer
 - TESOL teacher
- Governmental and private agencies
 - Interpreter at hospitals, embassies, tourist agencies, banking, etc.
 - Editors and/or copywriters
 - Working in financial institutions such as banks and insurance companies
- Mass media and public relations
 - Working in English media.
 - Creative writers

7. (a) New Program NO Planned starting date

(b) Continuing Program √ Year of most recent major program review 2012

Organization involved in recent major review (e.g. internal within the institution), Accreditation review by? Internal within the institution.

8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both.

Dr. Mufleh Salem Alqahtani, Chairman

Dr. Mona Alqahtani, Vice Chair

9. Date of approval by the authorized body (bv MoE)

Campus Location	Approval By	Date
Main Campus: Male		
Main Campus: Female		

A. 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.

The department provides students with theoretical and practical knowledge of English literature and linguistics, thereby catering to the country's needs for English language professionals. Moreover, the program seeks to bridge the gap between Western and Middle Eastern thoughts and cultures.

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

By combining teaching, research training, critical thinking, and community service, the program enhances the university's mission of offering quality education for students. The program's focus on English contributes to the university's global outreach.

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?

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?

Students are required to take 14 hours of general university requirements (Arabic and Islamic culture courses).

Students are required to take 6 hours credit of free courses from any department in the university.

The Program ensures that the course specifications of the above courses align with the general objectives of the English program's learning outcomes.

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

Yes No

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

- Department's counselors check with faculty members about any special cases or needs of students within their classroom
- The building has elevators and ramps for special needs students to access their classrooms.

B. Mission, Goals and Objectives

1. Program Mission Statement (insert).

The BA program of English Language and Literature seeks to provide its undergraduate and graduate students with well-rounded quality education and rigorous training in the English language, the literature of the English-speaking world, theoretical and applied linguistics. It also aims at developing the students' English language, thinking, and research skills. Through the unique combination of breadth and depth, theory and practice, knowledge and skills, the BA program endeavors to prepare its students to achieve language proficiency, succeed academically and professionally, thrive intellectually, and meet the requirements of the job market. The BA program also emphasizes scholarly research and community outreach and service, and promotes intercultural understanding and exchange

2. List Program Goals (eg. long term, broad based initiatives for the program, if any)

1. Prepare competent graduates who are empowered with technical, social, and professional capabilities enabling them to work in competitive global environment in the fields of English language teaching and learning, linguistics, and literary cultural studies.
2. Prepare graduates to create partnership with the public and private sectors through conducting studies and offering consultations in the fields of English language teaching and learning, linguistics, and literary cultural studies.
3. Develop a competent support to the program to keep pace with changing environment.

3. List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives.

Measurable Objectives	Measurable Performance Indicators	Major Strategies
-----------------------	-----------------------------------	------------------

<p>Strategic Goal 1: Prepare competent graduates who are empowered with technical, social, and professional capabilities enabling them to work in competitive global environment in the fields of English language teaching and learning, linguistics, and literary cultural studies.</p> <p><i>Objective 1:</i> Provide a continuously improved high quality PEL educational program by:</p> <p>(a) Equipping the students with the academic knowledge, technical skills, and practical tools to excel in the workplace.</p> <p>(b) Helping students comprehend the English Language profession, ethics, and responsibilities.</p> <p><i>Objective 2.</i> Provide graduates with leadership attributes and long-life learning capability to compete in a highly competitive job market.</p>	<p>1.Students overall evaluation of the quality of their learning experiences at the program. (Average rating of the overall quality of their program on a five-point scale in an annual survey final year students)</p> <p>2.Stakeholders' awareness ratings of the Mission Statement and Objectives</p> <p>3.Percentage of students entering programs who successfully complete first year;</p> <p>4.Proportion of students entering undergraduate programs who complete those programs in minimum time;</p> <p>5.Proportion of courses evaluated by students surveys during the year.</p> <p>6.The overall rating on the quality of their courses from the average of all courses direct assessments out of 5 (e.g., score of 3.8)</p> <p>7.Stakeholder evaluation of facilities & equipment: a) classrooms, b) laboratories,</p> <p>8.Students' Overall Evaluation of the Quality of their Program</p> <p>9.Proportion of graduates from undergraduate programs who within six months of graduation are:</p> <p>(a)Employed;</p> <p>(b)enrolled in further study; (c) not seeking employment or further study</p>	<ol style="list-style-type: none"> 1. In-class discussions 2. Research assignments 3. Exams 4. Field Experience Training 5. Group projects & assignments 6. Workshops and seminars available by the program
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<p>Strategic Goal 2: Prepare graduates to create partnership with the public and private sectors through conducting studies and offering consultations in the fields of English language teaching and learning, linguistics, and literary cultural studies.</p> <p><i>Objective 1:</i> Produce means of effective oral and written communication targeted toward varied audiences and purposes using appropriate audio visual aids;</p> <p><i>Objective 2:</i> Design lessons appropriate for middle/ high school students.</p> <p><i>Objective 3:</i> Assess the needs of community and establish means to serve it adequately and effectively;</p> <p><i>Objective 4:</i> Acquire interpersonal skills and personal qualities that enable them to interact effectively within the community.</p>	<ol style="list-style-type: none"> 1. Percentage of faculty participated in career development 2. Percentage of Faculty Interactions with the Community 3. Annual expenditure on IT budget, etc. 4. Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities 5. Stakeholder evaluation of Websites; e-learning services; Hardware and software; Accessibility; Learning and Teaching; Assessment and service; Web-based electronic data management system or electronic resources. 	<ol style="list-style-type: none"> 1. Academic Improvement Committee 2. Workshops available at the Deanship of Skills Development
<p>Strategic Goal 3: Develop a competent support to the program to keep pace with changing environment.</p> <p><i>Objective 1:</i> Develop the students' critical thinking skill strongly required to manage professional issues.</p> <p><i>Objective 2:</i> Recruiting high quality faculty members, teaching assistants, and technicians</p> <p><i>Objective 3:</i> Equipping the laboratories with latest educational facilities.</p> <p><i>Objective 4:</i> Promote and strengthen the relation with government, public and private sectors</p>	<ol style="list-style-type: none"> 1. Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five-point scale in an annual survey given to final year students. 2. Ratio of students to administrative staff. 3. Ratio of students to teaching staff. (Based on full time equivalents) 4. Students evaluation of library and media center (Average rating on adequacy of library and media center. 5. Stakeholder evaluation of the digital library. (Average overall rating of the adequacy of the digital library, including a) user friendly website, b) availability of the digital databases, c) accessibility for users, d) library skill training and, e) any other quality indicators of service on a five-point scale of an annual survey.) 6. Proportion of teaching staff with verified doctoral qualification (e.g., 100%). 7. Ratio of faculty left the department without retirement reason 8. Average overall rating of adequacy of facilities and equipment in a survey of teaching staff (e.g., 4.5 out of 5.0). 9. Number of refereed publications in the previous year per full time equivalent teaching staff.) 	<ol style="list-style-type: none"> 1. Community Service Committee on the department level and the college/university level. 2. Regular notifications of community service opportunities from the department.

C. 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 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.

Level 1 (First Common Year)		
Course #	Title	Hrs.
ENGS 100	English	6
CI 101	University Skills	3
CT 102	IT Skills	3
EPH 101	Fitness and Health Education	1
STAT 102	Introduction to Statistics	3
Total:		16

Level 2			
Course #	Title	Pre-Requisite	Hrs.
Eng. 106	Basic English Grammar		2
Eng. 107	Listening & Speaking Skills		3
Eng. 108	English Study Skills		2
Eng. 109	Reading Skills & Vocabulary Building		3
Eng. 110	Basic Writing Skills		3
Arab 140	Arabic Writing Skills		2
Total:			15

Level 3			
Course #	Title	Pre-Requisite	Hrs.
Eng. 210	Introduction to Literature		3
Eng. 211	English Grammar in Use	Eng. 106	3
Eng. 221	Introduction to Linguistic Sciences		3
Eng. 225	Foundations of Rhetoric and Writing	Eng. 110	3
University Core requirement (Islamic Course)			2
Free Course			3
Total:			17

Level 4			
Course #	Title	Pre-Requisite	Hrs.
Eng. 219	Translation (1)		2
Eng. 222	Intro. to Applied Linguistics		3
Eng. 223	Speech & Academic Debate	Eng. 107	2
Eng. 227	Rhetoric and Writing	Eng. 225	3
Eng. 327	English Morphology & Syntax	Eng. 221	3
University Core Requirement (Islamic Course)			2
Total:			15

Level 5			
Course #	Title	Pre-Requisite	Hrs.
Eng. 300	Semantics & Pragmatics		3
Eng. 318	Survey of British Literature		3
Eng. 329	Language Acquisition		3
Eng. 362	Literary Criticism		3
Eng. 414	Composing Research	Eng. 227	3
University Core Requirement (Islamic Course)			2
Total:			17

Level 6			
Course #	Title	Pre-Requisite	Hrs.
Eng. 301	Developments in Language Learning		3
Eng. 307	Language & Society	Eng. 222	3
Eng. 322	English Phonetics and Phonology		3
Eng. 374	A Survey of American Literature		3
Eng. 343	Shakespeare	Eng. 318	2
University Core Requirement (Arabic Course)			2
Total:			16

Level 7			
Course #	Title	Pre-Requisite	Hrs.
Eng. 381	World Literature		3
Eng.	English Elective		3
Eng.	English Elective		3
Eng. 400	Language Assessment		2
Eng. 434	Translation (2)	Eng. 219	2
University Core Requirement (Islamic Course)			2
University Core Requirement (Arabic Course)			2
Total:			17

Level 8			
Course #	Title	Pre-Requisite	Hrs.
Eng. ...	English Elective		3
Eng.	English Elective		3
Eng. 498	Practicum		6
Free Course			3
Total			15

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

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification
a. Brief description of field experience activity The program includes a 6-credit practicum course in one of the following: Education or Administrative work with the purpose of applying their knowledge of English in a work setting.

b. At what stage or stages in the program does the field experience occur? (e.g. year, semester) The practicum course is offered at the last semester.
c. Time allocation and scheduling arrangement. (e.g. 3 days per week for 4 weeks, full time for one semester) 12 hours per week for 12 weeks (a total of minimum 144 hours)
d. Number of credit hours (if any) 6 hours

3. Project or Research Requirements (if any)

Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)
a. Brief description The program does not require a thesis project.
b. List the major intended learning outcomes of the project or research task. Not Applicable
c. At what stage or stages in the program is the project or research undertaken? (eg. level) Not Applicable
d. Number of credit hours (if any) Not Applicable
e. Description of academic advising and support mechanisms provided for students to complete the project. Not Applicable
f. Description of assessment procedures (including mechanism for verification of standards) Not Applicable

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* (NQF) provides five learning domains. Learning outcomes are required in the first four domains and some programs may also require the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable learning outcomes required in each of the learning domains. **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	Knowledge		
1.1	Describe the elements of literature that characterize the different literary genres and periods.	<ol style="list-style-type: none"> Lectures Group discussion Presentations Assigning written works and reading texts Assigning literature / linguistics reviews / analysis Self-learning Research papers. 	<ol style="list-style-type: none"> Written/Oral feedback on assignments Rubric Quizzes/Exams
1.2	Recognize the main principles of the major areas of theoretical linguistics		
1.3	State the basics of academic comprehend aural and written texts.		
1.4	Recognize the main principles of the major areas of applied linguistics		
1.5	Define the basic concepts and approaches of English grammar.		
1.6	Recognize different approaches to translation		
2	Cognitive Skills		
2.1	Criticize literature by interpreting different texts, writers and theories.	<ol style="list-style-type: none"> Class discussion Assigning presentations Assigning written works and reading texts Assigning literature reviews/analysis Assigning journals Assigning research projects and papers Assigning performance tasks. 	<ol style="list-style-type: none"> Written/Oral feedback for assignments Rubrics Quizzes/Exams
2.2	Analyze linguistic data and make appropriate use of the tools provided in the different areas of linguistics.		
2.3	Justify challenging issues involving language in many different contexts.		
2.4	Compose academically acceptable critical ideas, analytical and argumentative writing. To develop different reading strategies effectively.		
2.5	Differentiate between different styles of translation		
3	Interpersonal Skills & Responsibility		
3.1	To illustrate self-professional development commitments.	<ol style="list-style-type: none"> Requiring research papers Group work Group/pair discussions Group/pair presentations Group/peer review/analysis Group/Pair Performance Tasks 	<ol style="list-style-type: none"> Assessing students' ability to work and participate in study/discussion groups. Assessing students' work (assignments, papers, and presentations) produced within the group
3.2	To use the necessary skills in class discussion to communicate, listen, negotiate, evaluate and analyze critically.		
3.3	To demonstrate self-learning skills and strategies and participate in forums and workshops.		

4	Communication, Information Technology and Numerical		
4.1	Demonstrate effective verbal and written communicative performance	1.Group/pair presentations 2.Group/Pair Performance Tasks 3.Project /reports 4.Group work 5.Group/pair discussions	Students will be assessed by means of : 1.Assessing students' ability to work and participate in study/discussion groups. 2.Assessing students' work (assignments, papers, and presentations.
4.2	Use the internet professionally to reach authentic resources, electronic journals and databases.		
4.3	Utilize Microsoft applications in language study.		
5	Psychomotor		
5.1	None	None	None

Program Learning Outcomes Mapping Matrix

Identify on the table below the courses that are required to achieve 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 (see help icon)

Course Offerings/ NQF Learning Domains and Learning Outcomes	ENG 211	ENG 214	ENG 215	ENG 216	ENG 221	ENG 222	ENG 271	ENG 307	ENG 318	ENG 322	ENG 327	ENG 329	ENG 362	ENG 374	ENG 381	ENG 401	ENG 402	ENG 404	ENG 405	ENG 408	ENG 414	ENG 415	ENG 416	ENG 426	ENG 428	ENG 430	ENG 432	ENG 443	ENG 446	ENG 447	ENG 452	ENG 457	ENG 464	ENG 466	ENG 467	ENG 474	ENG 475	ENG 484	ENG 485	ENG 489	ENG 491	ENG 492	ENG 498			
Knowledge																																														
Describe the elements of literature that characterize the different literary genres and periods.		I	I	I			I		P				P	P	P																															
Recognize the main principles of the major areas of theoretical linguistics				I	I		I		P	P	P	P				P		P	P	P			A	A	A	A															P	P	P	P		
State the basics of academic comprehend aural and written texts.	I	I	I	I	I	I	I	P	P	P	P	P	P	P	P			P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P			
Recognize the main principles of the major areas of applied linguistics		I	I	I	I	I		P	P	P	P	P				P	P	P	P	P	P	A	A	A	A																	P	P	P	P	
Define the basic concepts and approaches of English grammar.	I	I	I	I	I	I	P	P	P	P	P	P	P	P		A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	P	P	P
Recognize different approaches to translation																I	I	I	I																											P
Cognitive Skills																																														
Criticize literature by interpreting different texts, writers and theories.		I	I	I			I		P	P	P	P	A	A							P						P	P	P	P	P	P	P	P	P	P	P	P	P	P					P	
Analyze linguistic data making appropriate use of the tools provided in the different areas of linguistics.					I	I		P	P	P	P					P		P	P	P	P	A	A	A	A																		P	P	P	P
Justify challenging issues involving language in many different contexts.			I	I	I	I	P	P	P	P	P	P	P	P	P			P	P	P	P	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	P
Compose academically acceptable critical ideas, analytical and argumentative writing. To develop different reading strategies effectively.	I	I	I	I	I	I	I	P	P	P	P	P	A	A		P		P	P	P	P	A	P	P	P	P	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	P
Differentiate between different styles of translation																																														P
Interpersonal Skills and Responsibility																																														
Illustrate self-professional development commitments.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P			P	P	P	P	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
Use the necessary skills in class discussion to communicate, listen, negotiate, evaluate and analyze critically.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P			P	P	P	P	A	P	P	P	P	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Demonstrate self-learning skills and strategies and participate in forums and workshops.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P			P	P	P	P	A	P	P	P	P	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Communication, Information Technology and Numerical																																														
Demonstrate effective verbal and written communicative performance	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P			P	P	P	P	A	P	P	P	P	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Use the internet professionally to reach authentic resources, electronic journals and databases.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P			P	P	P	P	A	P	P	P	P	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Utilize Microsoft applications in language study.	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P			P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	A	A	A

5. Admission Requirements for the program

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

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- Attendance.
- Progression from year to year.
- Program completion or graduation requirements.

D. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (e.g., verify grading samples of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

- The usual distribution of grades in all the courses, with the exception of the practicum course, is as follows:
 - 60%: assigned to midterm exams, assignments, papers, presentation, etc.
 - 40%: assigned to Final Exam
- In the *practicum course*, formative, rather than summative, assessment is utilized, and the 100 points are distributed among the weekly activities of the students. There is no final examination.

The grading letter system:

A+	100-95
A	95-90
B+	90-85
B	85-80
C+	80-75
C	75-70
D+	70-65
D	65-60
F	below 60

- The department coordinates between instructors of the same course.
- Suggested grading rubrics are provided in course specifications.

F. Student Administration and Support

1. Student Academic Counselling

Describe 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).

- Students are assigned to faculty academic advisors, who are available two hours a week for advising.
- Faculty members are available four office hours a week for students.
- The head of the department is always available for advising.

2. Student Appeals

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

Students' appeals are submitted to the department Chair or Vice-Chair in writing. The Chair/Vice-Chair examines the case, meets the student if needed, and resolves the matter. If a case is beyond the Chair's authority, the department council decides on the issue. This process applies to all cases including those submitted by the Units of Students' Rights.

G. Learning Resources, Facilities and Equipment

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?

All faculty consult course specifications. Faculty who teach the same course coordinate the syllabi and suggest textbooks for the following year.

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

- Faculty reserve lab timeslots throughout the year.
- The registration committee provides faculty with courses and times for the following semester.
- The College of Arts provides classrooms for each department.

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

Teachers of the same course evaluate texts at the end of the academic year and provide suggestions for improving textbook selection. All suggestions are written in course reports submitted at the end of every semester. Changes are decided for the following academic year.

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?
At the end of each semester, students evaluate their courses in order to access their final grade.

4. What processes are followed for textbook acquisition and approval?

Each faculty assigns textbooks approved in course specifications.

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.

- Applicants submit CV and references
- HR committee examines documents
- HR committee conducts interview
- Applicant provides a model lecture
- The HR committee recommends qualified applicants to department council that votes for or against hiring applicants

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.

The department provides a unified course specification for each course in the program. The course specifications meet the “National Qualification Framework” standards.

These specifications guide instructors of sections of the same course. Course coordinators ensure that the course specifications are met.

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

Not Applicable

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?

The Deanship of Skills Development and the department offer pedagogical workshops every semester to enhance the quality of teaching.

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

The University encourages faculty in all departments, including English, to attend workshops and conferences in their fields.

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.

In addition to a brief introduction by the Chair, the department offers program orientation to new faculty. A faculty handbook is also available for all members of the department.

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 of total teaching staff etc.) Department policy on appointing adjunct professors: review CVs, conduct interviews and examine references. The selected candidates have to be approved by the department's council and college.

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What QA processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning?

The main goal of coordination is to ensure that the learning outcomes set out in the course specifications are met. It also minimizes the gap between different sections of the same course, which is equally as important. Coordination is a learning platform which allows instructors to share their knowledge and exchange experiences in order to benefit from one another.

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

- Lesson observation for new TAs and lecturers
- Teacher evaluation surveys by students

V

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:

(i) from current students and graduates of the program?

The program intends to distribute specially designed surveys to current students and graduates.

(ii) from independent advisors and/or evaluator (s)?. The department intends to invite external reviewers to assess the overall quality of the program.
(iii) from employers, Advisory Committee, and/or other stakeholders. The department intends to distribute questionnaires to employers of our graduates.

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Attachments:

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all program courses including field experience specification if applicable.

Authorized Signatures

Dean/Chair	Name	Title	Signature	Date
Program Dean or Program Chair Main Campus/ Male Section	Mufleh Alqahtani	Ph.D		
Main Campus/ Female Section	Mona Alqahtani	Ph.D		