اعتماد
NCAAA

T3

2020

Program Specification

Program Name: Bachelor of Arts in English Language
Qualification Level : Level 6
Department: English Language
College: Faculty of Arts and Humanities
Institution: Jazan University

VISION رؤية
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

تميز
NCSEE

مسار
MASAR

اعتماد

www.etec.gov.sa

Content

A. Program Identification and General Information

1. Program Main Location:
Main Campus: Faculty of Arts and Humanities (Male), Academic Campus 2, Jazan (Female)

2. Branches Offering the Program:
Branch 1. Samtah University College, Samtah Branch 2. Farasan University College, Farasan Branch 3. Al-Darb University College, Al Darb Branch 4: Al Ardah University College, Al Ardah Branch 5: Al Dayer University College, Al Dayer

3. Reasons for Establishing the Program:
(Economic, social, cultural, and technological reasons, and national needs, development, etc.)

Vision

The English Language Program at Jazan University will be a nationally leading program that promotes high quality education, innovative research and community service.

1. Importance of English as an international language in the fields of linguistics, teaching, technology, media, business, sports, legal studies etc., is immense. Evidently so, as more multinational corporates and companies are mandating English as the common corporate language in an attempt to facilitate communication and enhance performance across diverse functions and business endeavors.
2. There is an unceasing, steady, and ever-increasing demand for qualified English users due to economic growth and infrastructure development within the kingdom especially after the initiation of Saudi vision 2030. Jazan Economic and Industrial cities are good examples in this region of this demand.
3. Besides making Jazan University one of the leading Saudi Universities, there is a need to prepare teachers of the English language for the Jazan Region and neighboring regions.
4. Students have to prepare for higher education inside the kingdom and overseas.
5. Bi-lingual and multi-lingual expertise is necessary for the growing demands in the sectors of community service, tourism, media, health and the culture industry.
6. There is a need to prepare teachers of the English language of excellence for the nation, and internationally.
7. The program should enable students to demonstrate values, creativity, and cutting-edge research skills that will stand them in good stead in the future as torch bearers of ethics, creative writing and scientific research of high quality.
8. The Department of English consisting of male and female campuses has a vital role in educating students and creating awareness among the community regarding the importance of knowing the language to bring about progress and development. The English program also inculcates values such as responding positively to social challenges among the youth of the region, who are the primary stakeholders in the development of the nation.

4**. Total Credit Hours for Completing the Program:**

133 credits

5. Professional Occupations/Jobs:

Possible Jobs for English Language Major Graduates:
- Work in the field of translation including English to Arabic and Arabic to English**.**
- Work in various media- print journalism (e.g. newspapers), audio visual media (radio, tv, films/cinema etc.), online media (blogs etc.)
- Work in the fields of creative writing (fiction, non-fiction, poetry, drama, criticism theory, screen play.
- Work as tourist guides.
- Work in offices like airlines where the knowledge of English is a must.
- Work in the embassies of English-speaking countries.
- Work in the area of interpretation of scientific conferences and international and cultural meetings.
- Work in the area of editing, proof reading, copy writing, copy editing.
- Work in places like call centers.

6. Major Tracks/Pathways (if any): NA

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. NA	NA	NA
2.		
3.		
4.		

7. Intermediate Exit Points/Awarded Degree (if any):

NA	
1.	
2.	
3.	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

The English Language Program aspires to provide graduates with quality education and research skills to master theoretical knowledge and practical skills in fields of English Language and Literature to enable them contribute to community service whilst fulfilling the demands of local labor market.

2. Program Goals:

English language program is compatible with the university mission in its plans to prepare a cadre who can contribute to the development of the country. Furthermore, it seeks to serve the community by conducting research that tackles problems of English Language learning at local and regional schools and colleges.

The objectives of the English program are clearly defined in reference to the major objectives of the College of Arts and Humanities. The enhancement of the English language in the Saudi Community is a nationally desired goal that has been nurtured by the Ministry of Education for years now.

Our Department Values-
- **Citizenship**: cherishing national identity and sensing social responsibility.
- **Affiliation**: A sense of commitment and initiative towards the goals and objectives of the university.
- **Responsibility**: Adherence to ethical standards and business values.
- **Excellence**: application of standard practices and provision of quality services.
- **Building competences**: Investing in Human Capital.
- **Teamwork**: Devoting the principle of cooperation and work in the spirit of one team.

The following are the program goals:
1. Qualify students in the fields of English Language and literature for professional employment
2. Enhance students' abilities to develop research skills through critical and analytical thinking in the fields of Linguistics, English Literature and Literary theory.
3. Qualify students to achieve a high level of competence in both aural and written communication.
4. Involve students to participate in projects that help them serve local community.
5. Facilitate autonomous learning to help students pursue graduate studies and careers.

Alignment of Program and institution mission:

The following strategic directions have been aligned with JU directions
1. Quality of teaching and learning.
2. Efficiency of research and innovation.
3. Effectiveness of community participation.
4. Development and entrepreneurship.

The balanced performance methodology was followed in building the university plan, which contains four perspectives:

1- Institutional capacity and includes the following strategic goals:

- Infrastructure development.
- Developing the IT infrastructure.
- Developing university governance.
- Improve human capabilities.

2- Internal operations, which include the following strategic goals:
- Improving academic programs.
- Development of administrative processes.
- Increase and support scientific research and innovation.

3- Resources and includes the following strategic goals:
- Promote optimum utilization of resources.
- Enhancing investment partnerships.

4- The stakeholders include the following strategic goals:
- Improving students' experience.
- Improving university outcomes.
- Improving community service and quality of life.
- Improving university rankings.

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

English Department's Program Mission is in alignment with the same of the College of Faculty of Arts &Humanities and Jazan University.

Alignment Matrix between program, college and JU vision, mission and values

Matrices of consistency between the vision, mission, and values of the English Program, the Faculty of Arts and Humanities and Jazan University in the strategic planning directions for the next five years (2021/2025)

First: The matrix of consistency between the visions of the English Program, the faculty, and the university in the strategic plan for the next five years (2021/2025).

Vision	
Jazan University	A regionally distinguished university with its educational outcomes, innovative research and community services.
Faculty of Arts and Humanities	Achieving excellence in learning outcomes, research, and innovation in the humanities and literature locally and internationally to contribute the community development.
English Program	The English Language Program at Jazan University will be a nationally leading program that promotes high quality education, innovative research and community service.

Second: The matrix of consistency between the missions of the program, the college, and the university in the strategic plan for the next five years (2021/2025):

Mission				
Jazan University	We educate, research and innovate to contribute to building a vibrant community.			
Faculty of Arts and Humanities	Providing innovative education and research outcomes in the fields of humanities and literature to contribute in building the society.			
English Program	The English Language Program aspires to provide graduates with quality education and research skills to master theoretical knowledge and practical skills in fields of English Language and Literature to enable them contribute to community service whilst fulfilling the demands of local labor market.			
The strategic directions of the program in terms of the mission	The strategic directions of the college and university for achieving the mission			
	Quality of Teaching and Learning	Efficiency of research and innovation.	Effectiveness of community participation.	Development and entrepreneurship.
Quality of Teaching and Learning	√			
Efficiency of research and innovation.		√		
Effectiveness of community participation.			√	
Development and entrepreneurship.				√

Third: The matrix of consistency between the values of program, the college ,and the university in the strategic plan for the next five years (2021/2025)

Values				
Jazan University	Citizenship, Affiliation, Responsibility, Excellence, Building competences, Teamwork			
Faculty of Arts and Humanities	Citizenship, Affiliation, Responsibility, Excellence, Capacity-building, Constructive teamwork			
English Program	Citizenship, Affiliation, Responsibility, Excellence, Building competences, Teamwork			
The strategic directions of the program in terms of the mission	The strategic directions of the college and university for achieving the mission			
	Quality of Teaching	Efficiency of research and	Effectiveness of community	Development and entrepreneurship.

	and Learning	innovation.	participation.	
Quality of Teaching and Learning	√			
Efficiency of research and innovation.		√		
Effectiveness of community participation.			√	
Development and entrepreneurship.				√

4. Graduate Attributes:

> **Communication skills:** Effective written and communicative skills in English.

> **Deep discipline knowledge**: Acquire a good knowledge of English language, linguistics and literature.

> **Creative and critical thinking**: Develop good problem solving, creative thinking and interpretive skills.

> Gain ethical and intellectual research skills.

> **Digital awareness, tolerance and understanding of other cultures:** Learn to accept and cooperate with different cultures.

> Build time management skills, team work, interpersonal abilities and information and technology skills.

Alignment between program and institutional graduate attributes:

S. No	Program Attributes	Institutional Attributes
1.	**Communication skills:** Effective written and communicative skills in English.	Effective communication: Graduates can communicate effectively verbally and in writing
2.	**Deep discipline knowledge**: Acquire a good knowledge of English language, linguistics and literature.	**Research and knowledge inquisitiveness and practical application of knowledge**: Graduates show a comprehensive and extensive knowledge of specialization and an understanding of the link of specialization with other areas through the practical application of knowledge and continuous self-learning.
3.	**Creative and critical thinking**: Develop good problem solving,	**Problem-solving and critical thinking:** The ability to solve problems and make decisions: Identifying problems by critical analytical thinking and solutions using

	creative thinking and interpretive skills.	creative thinking, and is able to evaluate opinions and make informed decisions.
4.	Gain ethical and intellectual research skills.	**Commitment to values, ethics and responsibility:** Committed to professional ethics, Islamic and community values, social responsibility through good citizenship and community service as well as responsibility, appreciation of cultural diversity and respect for other cultures
5.	Build time management skills, team work, interpersonal abilities and information and technology skills.	**Leadership and teamwork:** graduates can lead teams and guide them towards achieving the desired goals, and work to develop entrepreneurial ideas and projects in self-determination and in cooperation with others.
6.	Digital awareness, tolerance and understanding of other cultures	**Digital communication**: The graduate is able to access, evaluate and use information effectively and efficiently and creatively in sustainable learning, scientific research and effective communication.

5.Program Learning Outcomes

By end the program, students will be able to…………………..

Knowledge and Understanding

K1	**demonstrate** considerable knowledge of the basic concepts and terminology of linguistic theory, English language, translation, and research methods.
K2	**display** considerable knowledge of the main areas of English Literature and linguistics.
K3	**relate** cultural differences between Arab and English-speaking nations within a global context.

Skills

S1	**utilize** high competency levels in the four language skills: listening, speaking, reading, and writing as required in both academic setting and working place.
S2	**apply** established methods of enquiry, investigation, and analysis required for research in English language and literature.
S3	**critically evaluate** academic insights to produce analytical and argumentative writing.
S4	**use** computational tools of learning and communication for exploring complex academic challenges of English language and its use.

Values	
V1	**Engage** effectively in different contexts within teams to accomplish common goals and exercise leadership.
V2	**Use** their knowledge and training to contribute to community service and become lifelong critical thinkers and learners in all their endeavors.
V3	**demonstrate** professionalism and ethical behavior in their learning contexts.

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	3	6	4.5%
	Elective			
College Requirements	Required	10	20	15%
	Elective			
Program Requirements	Required	34	92	69.17%
	Elective	4	12	9%
Capstone Course/Project		1	3	2.26%
Field Experience/ Internship				
Others				
Total		**52**	**133**	**100%**

2. Program Study Plan -(New Plan)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	101SLM	Islamic Culture 1	Required	N/A	2	Institution
	TECH101	Computer Application in Humanities	Required	N/A	3	College
	Eng 111	Listening & Speaking 1	Required	N/A	3	Department
	Eng 121	Writing 1	Required	N/A	3	Department
	Eng 131	Grammar 1	Required	N/A	2	Department
	Eng 141	Reading 1	Required	N/A	2	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 2	102SLM	Islamic Culture II	Required	-----	2	Institution
	101 ARB	Arabic Language Skills	Required	-----	2	College
	102 ARB	Arabic Writing	Required	-----	2	Institution
	Eng 112	Listening & Speaking 2	Required	Eng 111	3	Department
	Eng 122	Writing 2	Required	Eng 121	3	Department
	Eng 132	Grammar 2		Eng 131	2	Department
	Eng 142	Reading 2		Eng 141	2	Department
Level 3	Eng 273	Listening & Speaking 3	Required	Eng 112	3	Department
	Eng 283	Writing 3	Required	Eng 122	3	Department
	Eng 233	Grammar 3	Required	Eng 132	2	Department
	Eng 243	Reading 3	Required	Eng 142	2	Department
	Eng 253	Introduction to Linguistics	Required	--	3	Department
	PSY312	Communication Skills	Required	--	2	College
Level 4	101HEDU	Hygienic Culture	Required	--	2	College
	102PSY	Scientific Research Methods	Required	--	2	College
	PSY105	Thinking and Learning skills	Required	--	3	College
	Eng 274	Reading 4	Required	Eng 243	2	Department
	Eng 284	Translation 1	Required	--	2	Department
	Eng 234	Introduction to Literature	Required	--	3	Department
	Eng 244	Phonetics	Required	Eng 253	3	Department
Level 5	Eng 375	Short Story	Required	Eng 234	3	Department
	Eng 325	Phonology	Required	Eng 244	3	Department
	Eng 335	Translation 2	Required	Eng 284	2	Department
	Eng 345	Academic writing	Required	Eng 283	3	Department
	Eng 385	Sociolinguistics	Required	---	2	Department
	103 ARB	Literary appreciation	Required	--	2	College
	ADMN101	Entrepreneurship	Required	--	2	College
Level 6	Eng376	Morphology and Syntax	Required	253 Eng	3	Department
	Eng 326	Literary Criticism	Required	244 Eng	3	Department
	Eng 386	Computer Assisted Language Learning	Required	-	3	Department
	Eng 346	18th Century Novel	Required	234 Eng	3	Department
	Eng 356	Introduction to Applied Linguistics	Required	253 Eng	3	Department
	SOC102	Human Civilization	Required	-	2	College

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 7	Eng 417	Language Acquisition	Required	253 Eng	3	Department
	Eng 427	Shakespeare	Required	234 Eng	3	Department
	Eng 437	American Literature	Required	234 Eng	3	Department
	Eng 447	Research Methodology	Required	---	3	Department
		Elective 1	Required		3	Department
		Elective 2	Required		3	Department
	Eng407	Professional Communication Skills	Elective	345 Eng	3	Department
	Eng457	Discourse Analysis	Elective	253Eng	3	Department
	Eng477	Drama	Elective	234 Eng	3	Department
	Eng487	20th century literature	Elective	234Eng	3	Department
	Eng497	Introduction to Semantic and Pragmatics	Elective	253Eng	3	Department
Level 8	Eng 418	Seminar on Applied Linguistics	Required	356 Eng	3	Department
	Eng 428	Postcolonial Literature	Required	234 Eng	3	Department
	Eng 438	Graduation Project	Required	447 Eng	3	Department
	Eng 448	Poetry	Required	234 Eng	3	Department
		Elective 1	Required	-------	3	Department
		Elective 2	Required	-------	3	Department
	Eng 408	Victorian Literature	Elective	234 Eng	3	Department
	Eng 458	Introduction to psycholinguistics	Elective	253 Eng	3	Department
	Eng 478	Comparative Literature	Elective	234 Eng	3	Department
	Eng 488	Stylistics	Elective	253 Eng	3	Department

3. Course Specifications
Insert hyperlink for all course specifications using NCAAA template

Course Specifications

4. Program learning Outcomes Mapping Matrix
Align the program learning outcomes with program courses, according to the following desired levels of performance (**I = Introduced   P = Practiced M = Mastered). Courses marked with Asterisk * are Capstone Courses**

* Add a table for each track (if any)

S.no	Course Code	Course Name		Program Learning Outcomes (PLOs)									
				K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
1	101SLM	Islamic Culture 1	Level 1						I		I		
2	101TECH	Computer Application				I				I		I	
3	111ENG	Listening & Speaking 1		I			I	I		I		I	I
4	121ENG	Writing 1		I			I	I		I		I	I
5	131ENG	Grammar 1		I			I	I		I			I
6	141ENG	Reading 1		I			I	I		I		I	I
1	102ISLAM	Islamic Culture (2)	Level 2						I		I		
2	101ARAB	Linguistic Skills			I		I		I		I		
3	102ARAB	Arabic Language Editing			I		I			I		I	
4	112ENG	Listening & Speaking 2		I	I		I	I				I	I
5	122ENG	Writing 2		I			I	I		I		I	I
6	132ENG	Grammar 2		I			I	I					I
7	142ENG	Reading 2		I		I	I	I		I		I	I
1	273ENG	Listening & Speaking 3	Level 3	P	P		P	P				P	P
2	283ENG	Writing 3		P			P	P		P		P	P
3	233ENG	Grammar 3		P				P					P
4	243ENG	Reading 3		P		I	P	P				P	P
5	253ENG	Introduction to linguistics			P		P	P				P	
6	312PSY	Communication Skills		I			I			I	I		
1	105PSY	Thinking and Learning skills	Level 4				I		I		I		
2	101HEDU	Hygienic Culture							I		I		
3	102PSY	Scientific Research Methodology			I			I					I
4	274ENG	Reading 4		P		P	P	P					P
5	284ENG	Translation 1		P	P	P	P			P		P	
6	234ENG	Introduction to Literature			P		P	P			P	P	
7	244ENG	Phonetics		P	P		P					P	
1	375ENG	Short Story	Level 5		P	P	P	P			P		P
2	325ENG	Phonology			P		P	P				P	
3	335ENG	Translation 2		P	P	M	P	P				P	
4	345ENG	Academic Writing		P	P		P	P	P	P			P
5	385ENG	Sociolinguistics		P	P	*M	P	P	P	P			P
6	103ARB	Literary Appreciation			I		I	I			I		
7	101ADMN	Entrepreneurship				I					I	P	P
1	376ENG	Morphology and Syntax	Level 6		M		*M	M		M		M	
2	326ENG	Literary criticism			M	M	M		*M			*M	M

#	Code	Course	Level										
3	386ENG	Computer Assisted Language Learning			M		M	M		*M		M	
4	346ENG	18th Century Novel			M	M		M	M	M		M	M
5	356ENG	Introduction to Applied Linguistics			M	M	M	M				M	M
6	102SOC	Human Civilization			I	I			I		I		
		Main Courses-											
1	417ENG	Language Acquisition			*M		M			M			M
2	427ENG	Shakespeare			M		M		M			M	
3	437ENG	American Literature			M	*M		M	M		*M		
4	447ENG	Research Methodology	Level 7	*M	M		M	*M					*M
		Elective Courses-											
5	457ENG	Discourse analysis			M		*M	M				M	
6	407ENG	Professional Communication Skills			M		*M			*M		*M	M
7	477ENG	Drama			M	M	M		M				M
8	487ENG	20th Century Literature			M	M		M	M		*M		M
9	497ENG	Introduction to Semantics and Pragmatics			M	M	*M	M	M			M	
		Main Courses-											
1	418ENG	Seminar on Applied Linguistics*			*M	M	M	M			*M	*M	
2	428ENG	Postcolonial Literature			M		M		M		M		M
3	438ENG	Graduation Project	Level 8	*M	M		M	*M	*M		*M		*M
4	448ENG	Poetry			M	M	M						
		Elective Courses-											
5	408ENG	Victorian Literature			M		M		M			M	M
6	458ENG	Introduction to Psycholinguistics			M	M		M				M	
7	478ENG	Comparative Literature			M		M	M	M		M		
8	488ENG	Stylistics			M		M	M	M	M		M	

Courses marked with Asterisk * are Capstone Courses

<table>
<tr><td>

5. Teaching and learning strategies to achieve program learning outcomes
Describe the policies, teaching and learning strategies, learning experience, and learning activities, including curricular, co-curricular and extra-curricular activities formulated to achieve the program learning outcomes.

See 6. Below for teaching and learning strategies with assessment methods.

6. Assessment Methods for program learning outcomes.
Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

</td></tr>
</table>

Program Learning Outcomes indicate what the students will be able to achieve or do or demonstrate by the end of the program. There are systematic methods in which the PLOs are assessed.

1- **Direct Assessment**- CLOs of every course are assessed through examinations, assignments and presentations. Direct methods for Assessing:

PLO Domains	Teaching Strategies			Assessment Method	
	Skill courses	**Linguistic courses**	**Literature courses**	**Skill courses**	**Linguistic courses**
Knowledge	presentations, explanations, Active learning Collaborative Learning Jigsaw activities Test taking teams Dictation Story telling Think-pair- share Interview Using videos and audios Vocabulary building Problem-based learning Scenarios debates Group Discussion Presentations Project Design Seminars Peer learning Role play	Lecturers, presentations, explanations, Active learning Collaborative Learning Test taking teams Interview Vocabulary building Problem-based learning debates Group Discussion Presentations Project Design Seminars Peer learning	Lecturers, presentations, explanations, Active learning Collaborative Learning Story telling Acting Interview Problem-based learning debates Group Discussion Presentations Project Design Seminars Peer learning Role play	Objective tests (multiple choice, true / false, complete blanks, pairing) Matching questions, Open ended questions Oral Examination Essay tests (using Rubrics) Short / Long articles Writing paragraphs, Reports writing Presentations	Multiple questions subjective questions Fill in the Matching True/Fals assignme short/essa Individua collective observati Presentat Group discussio Project evaluatio Assessme problem Case Stud Evaluatio Research Portfolio Peer asse Oral Examinat Observati

Skills	Simulation Lecturers' presentations, explanations, Active learning Collaborative Learning Jigsaw activities Test taking teams Dictation Story telling Think-pair- share Interview Using videos and audios Vocabulary building Problem-based learning Scenarios debates Group Discussion Presentations Project Design Seminars Peer learning Role play	Lecturers' presentations, explanations, Active learning Collaborative Learning Test taking teams Interview Vocabulary building Problem-based learning debates Group Discussion Presentations Project Design Seminars Peer learning	Lecturers' presentations, explanations, Active learning Collaborative Learning Story telling Acting Interview Problem-based learning debates Group Discussion Presentations Project Design Seminars Peer learning Role play	Multiple choice questions, subjective questions/essays Fill in the blank, Matching, True/False, Subjective answers short/essays Individual and collective observation Presentations Group discussions Project evaluation Assessment of problem solving Case Study Evaluation of Research Portfolio Peer assessment Oral Examination Observation
Values	Role play Cooperative learning Collaborative learning Group discussion Debates Independent learning Continuous learning Presentations	Group discussion Presentations Cooperative learning Collaborative learning Debates Independent learning Continuous learning Seminars	Presentations Group discussion Cooperative learning Collaborative learning Debates Independent learning Continuous learning Seminars	Using Rubrics/checklist: Individual Presentations Group presentations Individual and group assignments, Observation, Group project research Scenarios/role play, classroom participation/ Discipline

2-**Indirect assessment**. It is done through various surveys that students take up periodically on various items pertaining to their learning and experience.

Indirect Methods for Assessing CLOs and PLOs:

- ✓ Surveys
- ✓ Student
- ✓ Alumni
- ✓ Employer
- ✓ Exit interviews
- ✓ Focus groups
- ✓ Job placement rates
- ✓ Course evaluations

Presently in our department Indirect assessment method of PLOs are measured through questionnaires done once every year.

A) Level 5 – University Experience Survey(in all campuses)
B) Level 8 – Program Satisfaction Survey(in all campuses)
C) Faculty Satisfaction Survey(in all campuses)
D) Employee Satisfaction Survey(in all campuses)
E) Employers Satisfaction Survey(Alumni Survey Committee)
F) Alumni Experience Survey(Alumni Survey Committee)

Questionnaires are filled by level 5 and level 8 students at the end of every term in all campuses. The questionnaire has a scale of 5 asking the students to give their level of understanding of the Course and Program. The results and statistics of both questionnaires done, Excel sheets are prepared in all campuses and submitted to the reports committee who prepare the combined PLO excel sheet and graphs .On the basis of the results, strengths, recommendations and action plan are given.

Reports of Employers Experience Survey and Alumni Experience Survey are prepared by the Alumni Survey Committee and submitted to the Department Head and Teaching and Learning Unit for further action and improvement.

This is the first year for conducting Exit Exams for level 8 students. An Exit Exam Committee was formed with Dean as the Head, Vice Dean as Deputy Head and Chairman of the Department.

D. Student Admission and Support:

1. Student Admission Requirements

Admission and registration at Jazan University are central processes carried out by the Deanship of Admission and Registration. All details are available at the Deanship's website at:

https://www.jazanu.edu.sa/adm/

2. Guidance and Orientation Programs for New Students

There is an orientation week for new students. Teachers give introduction in class about the University; college and department policies and the flow of the semester. Students are also given awareness about Course Specification and importance of student surveys. An orientation visit is done by teachers along with their students around the college to know the offices, library, staff rooms etc. Workshops are conducted by the college for Level 1 and Level 2 in the orientation week.

3. Student Counselling Services
(academic, career, psychological and behavioral)

At the start of every semester student counselling is done to guide students during the initial weeks to solve timetable related issues and guidance-
- ➢ Throughout the semester all teaching staff are available for student academic counselling during office hours.
- ➢ Career counselling and workshops are given by staff members to level 8 students.

https://www.jazanu.edu.sa/ar/administration/deanships/deanship-student-affairs

4. Special Support
(low achievers, disabled, gifted and talented)

Low achievers:
- ➢ Teachers assign these students more assignments, help them during office hours an give them more opportunities as and when needed.
- ➢ If any student remains with low GPA on request and appeal they are given an opportunity to study a subject from or out of the study plan.

Disabled:
- ➢ The department, along with the college administrators, tries to create the relevant conditions for the study of students and applicants with special needs without reducing the requirements for their study performance and in accordance with the principles of equal treatment.
- ➢ During an exam, an applicant with special needs shall be, at his request and based on the evaluation of his special needs, department provides full support by the department as per the requirement in coordination with the college administration.

Gifted and talented:
- ➢ There is a Talented Students Committee in the department working with the

students providing them opportunities to participate in competitions, workshops, department activities, career orientations etc.

➢ Winners are given apt awards and rewards.

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		Literature Linguistics		1 	1 1	2 1
Associate Professors		Literature Linguistics		2 2	2 2	4 4
Assistant Professors		Literature Linguistics		- -	2 1	2 1
Lecturers						
Teaching Assistants				5	5	8
Technicians and Laboratory Assistants	Secretary			1		1
Administrative and Supportive Staff						
Others (specify)						

2. Professional Development

2.1 Orientation of New Teaching Staff
Describe briefly the process used for orientation of new, visiting and part-time teaching staff

A clear orientation and road map with the department manual are provided to the newly appointed faculty members.

➢ Orientation meeting is conducted by campus coordinators.

➢ Senior staff are assigned the responsibility of guiding new staff during the flow of the semester

> ➢ New faculty members are welcomed to attend lectures of senior faculty members on mutual consent to gain experience and techniques of class management.
>
> ➢ Workshops are conducted to give them background on teaching and learning practices of the department.
>
> ➢ Quality requirement workshops and meetings are conducted in all campuses including the new staff members.

2.2 Professional Development for Teaching Staff
Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

Quality Assurance Unit in the College of Arts and Humanities organizes many
Workshops regarding teaching staff professional development.

➢ DAD (Deanship of Academic Development) organizes many training programs for the staff members to develop their teaching skills and proficiency.

➢ Curriculum, Examinations and Quality Committees in the English Department hold many meetings with the teaching staff to develop their teaching strategies and assessment methods and provide guidelines for preparing exam paper questions.

➢ Teachers are working on their research papers and presented at various National and International conference.

➢ In-House seminars are conducted by faculty members to share knowledge and experience.

➢ Staff members are also availing opportunities of taking and giving online trainings on Saudi Digital
Library, Oxford University Press webinar online workshops and yet other national and international seminars.(female sections Jazan).

Training System Link

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.
Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

➢ Planning and acquisition of textbooks, reference materials, and other resources fall

under the purview of the Curriculum Committee of the department. The Curriculum

Committee is subdivided into three sub-committees, each responsible for one

stream of the English Studies program, i.e. Language (Skills), Literature, and

Linguistics. Each sub-committee consists of three or four senior faculty members, and reports to the chair of the Curriculum Committee, while the chair in turn reports to the Head of the Department. The committees meet regularly during the semester and prepare detailed reports about their respective curriculums, making recommendations for changes and improvements in course textbooks and reference materials, including electronic resources that may be added to the resource pools of particular courses. Toward the end of the semester, each committee submits its report to the Head of the Department. The contents of the reports are then discussed in meetings between the HOD and the committee members, and the approved reports and recommendations are then forwarded by the HOD to the relevant administrative units of the university, for implementation and follow-up.

➢ A library culture has been allowed to take root in the department and in the university overall, because the university administration has been providing infrastructure and requisite facilities for a university library. Library spaces have been opened in the all the campuses, but its holdings and resource facilities are negligible and effort has been made by the administration to escalate the library to prominence within the campus or to promote library awareness among the student body. Despite this glaring shortcoming, relevant department committees and faculty have time and again made recommendations for lists of books and materials that may be acquired by the library. Steady progress has been noted in this direction.

➢ This function of finalizing text books broadly falls under the scope of the Curriculum Committee of the department, and the sub-committees for Language (Skills), Literature, and Linguistics, each of which evaluates textbooks and materials being used in courses within its field and suggests changes and improvement to them. Individual teachers are also asked for feedback about textbooks that they have used in their courses, in order to gather an experiential assessment of textbooks and materials and envisage the changes accordingly.

➢ Students have the option to comment on the efficacy of textbooks in the course feedback forms that they fill out at the end of each semester. The Curriculum Committee of the department makes recommendations about updates and changes in textbooks, and the Head of the Department forwards these recommendations to the relevant administrative unit of the university. Approval of these recommendations is finalized after detailed discussions, scrutiny, and

revisions within the committees, and between the HOD and the committee members. When the recommendations are approved, the Bookstore is notified about the new textbooks via the relevant administrative department of the university, with details about specific textbook editions, names of publishers, and other relevant information provided in clear and accurate terms.

➢ The Curriculum Committee liaisons with the Bookstore to ensure that the books arrive in time for the beginning of the semester, and that the correct textbooks have been acquired.

Online Library is also available to all faculty members and students which can be accessed through university or college web site. **https://www.jazanu.edu.sa/ar/sdluserguid**

2. Facilities and Equipment
(Library, laboratories, medical facilities, classrooms, etc.).

➢ Printers, desks, cupboards, chairs etc are provided in teachers' staff room and offices.
➢ There is a basic a library culture has been allowed to take root in the department and in the university overall, recently. It has started holdings and resource facilities are developing and effort has been made by the administration to escalate the library to prominence within the campus or to promote library awareness among the student body. Department committees and faculty make recommendations for lists of books and materials that may be acquired by the library and book store in campus.
➢ Classrooms are equipped with proper seats, air conditioners**,** projectors with screens.
➢ One English Lab in every campus has been started to implement and we are hoping for progress in coming years.
➢ Speakers are used for all Listening lectures.
➢ Equipped clinic in the college where students and teachers can approach in time of need .Clinic has a Doctor / Nurse available all days. Also there are first-aid boxes at specific locations for emergency needs
➢ A bookshop is available in every college to support students with basic stationery, books, photocopy facilities etc

3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of the program)
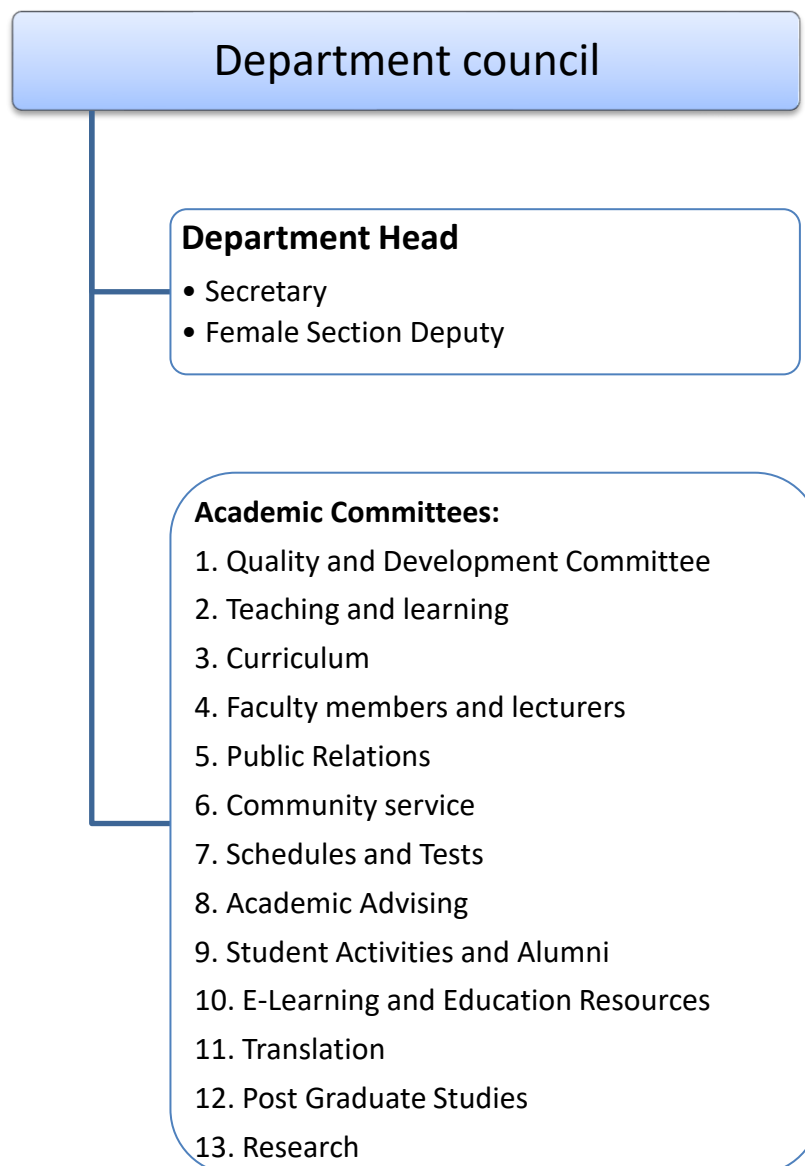
There are well maintained-

> ➤ Cafeteria
> ➤ Fire extinguishers
> ➤ Emergency exits
> ➤ Workshops are given for safety measures to students and faculty members.
> ➤ Campaign on safety cleanliness, manners etc are conducted for students in coordination with other units in college.

G. Program Management and Regulations

1. Program Management
1.1 Program Structure
(including boards, councils, units, committees, etc.)

Department council

Department Head
• Secretary
• Female Section Deputy

Academic Committees:
1. Quality and Development Committee
2. Teaching and learning
3. Curriculum
4. Faculty members and lecturers
5. Public Relations
6. Community service
7. Schedules and Tests
8. Academic Advising
9. Student Activities and Alumni
10. E-Learning and Education Resources
11. Translation
12. Post Graduate Studies
13. Research

1.2 Stakeholders' Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, administrative staff etc.)

- ➤ Students are engaged during the orientation week by giving awareness about the University; college and department policies, flow of the semester, Course Specification and importance of student surveys. Students are also given feedback from Students Advisory Committee for their improvement and development. Course surveys are done from Level 5 onwards and Program surveys are done at Level 8.
- ➤ Faculty members are given feedback in Faculty development workshops, consultations during department council meetings. Faculty members fill in faculty satisfaction surveys by end of every term, Course review meetings are conducted and teachers provide feedbacks for improvement. Annual reports by various committees also provide feedback for program planning and development.
- ➤ Workshops, meetings are conducted with student's alumni and their feedback is taken to improve the program. Database on the student alumni information is maintained for future coordination. Alumni surveys are conducted. Also meetings are done by employers and surveys are done to get their feedback for improvement.
- ➤ Teams from Deanship of Academic Development make evaluation of the program and give suggestions.

- ➤ Surveys are done by the employers and faculty.
- ➤ Questionnaires are filled by alumni.
- ➤ Internal Department committees' meetings and reviews are done and feedback is given and implemented.

2. Program Regulations

Provide a list of related program regulations, including their link to the online version; about admissions, study and exams, recruitment, appeals and complaint regulations, etc.)

- ➤ Admission
- ➤ Students can avail all academic services, do appeals, put up into their students user login portal.
- ➤ Admission requirements
- ➤ Study Plan
- ➤ Students advisory and orientation
- ➤ Exam related instructions
- ➤ Recruitment avenues like Teaching Assistants and others
- ➤ Exam related appeals are taken up by the Review Committee
- ➤ Administrative appeals are taken up by the Administrative Management.

Link For Handbooks

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual "

Program QMS Manual

2. Program Quality Monitoring Procedures

The Department of English, in accordance with the requirement of the Quality Assurance Unit, adheres to the following procedures for the sole purpose of achieving qualitative standards, which are essential for program accreditation:

- ✓ Every course follows a course specification, which clearly outlines the Course Learning Outcomes (CLOs) that, in turn, are in alignment with the Program Learning Outcomes (PLOs).
- ✓ At every campus, the course leader consolidates the course reports to which all course sharing teachers give in their contributions of all sections and prepare one campus report which is sent to the Course
  Coordinator of that subject. Finally, the Course Coordinator consolidates all campus reports to prepare a comprehensive course report.
- ✓ Further, an extensive excel sheet for every course is prepared by every course teacher. This contains a section titled Student Evaluation Survey. It involves the CLO Assessment Survey and the PLO Assessment Survey.
- ✓ At present, as far as assessment of CLOs and PLOs is concerned, direct assessment is done by way of formative and summative assessment methods (quizzes, assignments, midterm exams, and final exams).
- ✓ Course Leader from every campus submits CLO PLO excel to the course coordinator who collects all the data from them and prepares a PLO assessment report for that course.
- ✓ PLO Assessment report is prepared by the Quality Committee and submitted to department Chairman and Teaching and Learning Unit with suggestions for improvements.
- ✓ Annual Report is prepared by quality coordinators of all campuses and submitted to the Reports committee which consolidates them and prepare a Consolidated Annual Report for the department and which is further submitted to the Department Chairman for action.
- ✓ Self-Evaluation Scale and Self-Study Report, Workshop/meeting are conducted by the Quality Head and functioning, responsibilities and process of preparing Self-Study reports are attended by all committee heads. Each committee head conducts meetings to plan, discuss and execute the self-study of each standard. The meetings are documented through minutes of the meeting. Each committee's member in every campus works on collecting evidences which are done throughout the term and then SSR Scale and SSR report are prepared by each campus and sent with evidences to each standard committee head. The Head /main member in every committee prepares the self-study report as per the template of NCAAA. The report is prepared on the basis of the rating obtained from the self-evaluation scales, current practices/processes followed and the availability of data for KPIs. The report contains an illustrative description of the systems followed, strengths, weakness/areas requiring improvements with
  the priorities and the necessary action plans to be taken in the Quality Unit and the College, targeting program development.

The Quality Assurance Unit in the department is continuously striving and working in hand with Teaching and Learning Unit and other department committees in coordination with the Chairman to bring best quality practices and progress.

3. Arrangements to Monitor Quality of Courses Taught by Other Departments.

The quality assurance process is done by reviewing the following **:**
- The course outline or course specifications
-Course Reports
- The teaching pedagogy
- The teaching methodology/procedures
- The learning outcome assessments
- The evaluation system
- The students' evaluation of the teacher
- Direct and indirect assessments

4. Arrangements to Ensure the Consistency between the Centre and its Branches (including male and female sections)
 ➢ Course Coordinators are assigned for all courses who coordinate with all campus Course Leaders.
 ➢ Course Leaders are assigned in every campus for every course who coordinate with the Course Coordinator and all course sharing teachers of that campus.
 ➢ Regular meetings, emails, WhatsApp groups communications are done for the smooth
    flow of the work.
 ➢ Course follow up/workshop/meeting reports are prepared and submitted by all coordinators.
 ➢ Any concerns are raised to Chairman and Head of Coordination Committee who
    look into the matter and resolve them.
 ➢ Regular visits to branch campuses by Chairman and Coordination Committee.

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

Arrangements in case of an educational partnership:
1. On being approached by any educational body or college or university with a proposal for a tie up the same will be studied first by
a. QAU
b. HoD
Then if found to be advantageous to enter into it will be placed before Department Council and if okayed there by democratic discussion and procedure also forwarded to Faculty and University for their knowledge, approval and final clearance.

Arrangements in case of a research partnership.

a. when QAU studies the proposal in detail the finances and infrastructural needs have to be studied more in-depth for the needs of research.

Arrangements for tie-up with an educational institution from our side

a. A proposal and SOP to be created for the same by a committee to be in charge of these matters which can be QAU and vetted by the HoD and also college and university levels if need be.
b. This is to be sent to the institution under consideration and followed up till a concrete result ensues.

Arrangements for tie up with another institution in terms of research
with the onus of first approach being from our side:

A SOP to be done with a proposal. both studied in more detail than if nly with an educational institution especially regarding the exactitude of what is to be hoped for and achieved by this exchange with the stake holders making the decision to be the same as above, meaning QAU, HoD and Department Council with power of veto or passing it to be also then ratified by Faculty and University.

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

The Department of English, in accordance with the requirement of the Quality Assurance Unit, adheres to the following procedures for the sole purpose of achieving qualitative standards, which are essential for program accreditation:

✓ Every course follows a course specification, which clearly outlines the Course Learning Outcomes (CLOs) that, in turn, are in alignment with the Program Learning Outcomes (PLOs).
✓ Every course teacher prepares an individual course report at the end of every semester. At every campus, the course leader consolidates the course reports of all sections and prepares a campus report. Finally, the course coordinator consolidates all campus reports to prepare a comprehensive course report.
✓ Further, an extensive excel sheet for every course is prepared by every course teacher. This contains a section titled Student Evaluation Survey. It involves the CLO Assessment Survey and the PLO Assessment Survey.
✓ At present, as far as assessment of CLOs and PLOs is concerned, direct assessment is done by way of formative and summative assessment methods (quizzes, assignments, midterm exams, and final exams).

Proposed Plan

The department proposes to conduct an indirect PLO Assessment Survey and CLO Assessment Survey in the following way:

- ✓ The course teacher will administer a questionnaire related to CLOs and PLOs. This will be construed as an indirect assessment.
- ✓ The assessment reports will be duly submitted to the Quality Assurance Unit and the Teaching and Learning Unit for further perusal and scrutiny.
- ✓ Since PLOs are best achieved through achievement of CLOs, this plan is sure to be effective qualitatively and quantitatively in terms of data analysis.

6. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Teaching & Assessment	Faculty ,Students	Surveys	Every semester
Leadership	Course Leaders/Course coordinators	Follow up course reports and Course reports	One during the semester and another at the end of the semester
Learning Resources	Students/Curriculum Committee	Surveys and Questionnaire	End of every term
Partnerships			
Administration	Faculty, Students	Survey and questionnaire -Faculty Satisfaction survey - Program evaluation survey	End of every year

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)
Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others
Evaluation Methods (e.g., Surveys, interviews, visits, etc.)
Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve the target, year 2025.

* including KPIs required by NCAAA

KPIs Related to NCAAA Quality Standards

Code	KPI	Measurement method	Measurement Time	2025 Targets
KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	Number of key performance indicators for the goals of the strategic plan that achieved the annual target level / total number of key performance indicators targeted in the same year) * 100	At the end of the year	75%
KPI-P-02	Students' Evaluation of quality of learning experience in the program	Total scores of responses to the last item in the program evaluation survey "I feel generally satisfied with the quality of my educational experience at the university" / Number of respondents to the item.	At the end of every semester	4 out of 5
KPI-P-03	Students' evaluation of the quality of the courses	Total scores of responses to the last paragraph of the course evaluation questionnaire Overall, I am satisfied with the quality of this course. / Number of respondents to the item.	At the end of every semester	4 out of 5
KPI-P-04	Percentage students who graduate in the specified time (NCAAA)	(Number of students who graduated / Number of students admitted to the same cohort) * 100	At the end of every semester	75%
KPI-P-05	First year retention rate (NCAAA)	(Number of students who successfully completed the first year / Number of students accepted from the batch) * 100	At the end of the year	85%
KPI-P-06	Program Results in Professional Tests (NCAAA)	Percentage of students or graduates who succeed in professional exams (Islamic and Arabic sciences, humanities and education, engineering and computer sciences, science and mathematics, health sciences).	At the end of the year	80%
KPI-P-07	Recruiting and enrolling graduates in graduate programs (NCAAA)	graduates who employed or enrolled in postgraduate studies during the first year of their graduation / Total number of graduates in the same year) * 100	At the end of the year	44%

Program Specification

KPI-P-08	Average number of students in the class	Average number of students in the program sections.	At the beginning of every semester	25
KPI-P-09	Employers' evaluation of program Graduates Qualification (NCAAA)	Total scores of responses to the last item in the employers 'evaluation survey for graduates' performance. (I am generally satisfied with the performance of a graduate of Jazan University and would recommend employing graduates from this institution again "/ number of respondents to the item.	At the end of the year	4 out of 5
KPI-P-10	Satisfaction of Service Provided (NCAAA)	Total scores of responses to item 22 in the student experience survey. "I feel satisfied with other services (restaurants, transportation, sports facilities, etc. / Number of respondents to the item).	At the end of every semester	4 out of 5
KPI-P-11	Student-to-faculty ratio)NCAAA)	(Number of students / numbers of full-time faculty or equivalent) * 100)	At the end of every semester	15:1
KPI-P-12	Percentage of faculty members with PHD, degrees (NCAAA)	Percentage distribution of faculty members in terms of: 1. Sex 1. Branches Academic rank	At the end of every semester	70%
KPI-P-13	Proportion of teaching staff leaving the program	(Number of teaching staff who leave the program annually for reasons other than reaching retirement age / total number) * 100	At the end of every semester	5%
KPI-P-14	Percentage of scientific faculty members publication (NCAAA)	The percentage of faculty members who published at least one research during the year from the total number of faculty members	Throughout the semester	64%
KPI-P-15	Average research rate per faculty member	Total number of refereed and / or published research to the number of full-time faculty members or equivalent during the year.	At the end of every semester	0.23
KPI-P-16	Rate of quotations in published research per faculty member (NCAAA)	Number of times faculty publications were cited / total number of published papers.	At the end of every semester	0.95
KPI-P-17	Student Satisfaction with Learning Resources (NCAAA)	Average scores of responses in the program evaluation survey on the item "The library resources were appropriate and available whenever I	At the end of every semester	4 out of 5

		needed them." / Number of respondents to the item.			

Strategic Plan KPIs

Code	KPI	Measurement method	Measurement Time	Goal	2025 Targets
KPI-P-18	Satisfaction of faculty and staff with support services	Average rating out of 5 (Likert Scale) on the item related to support services in faculty satisfaction survey	Week 3 Second semester	1	4 out of 5
KPI-P-19	Beneficiary satisfaction about IT services	Average rating out of 5 (Likert Scale) on the item related to IT in faculty satisfaction, and student surveys	Week 3 Second semester	1	4 out of 5
KPI-P-20	Number of research enlisted in Scopus	Research committee	End of second semester	2	50
KPI-P-21	Percentage of awareness of rights and duties	Average rating out of 5 (Likert Scale) on the item related to awareness of rights and duties in faculty satisfaction survey	Week 3 Second semester	3	4 out of 5
KPI-P-22	Satisfaction of faculty members about professional development.	Average rating out of 5 (Likert Scale) on the item related to profession development in faculty satisfaction survey	Week 3 Second semester	3	4 out of 5
KPI-P-23	Average number of professional development activities completed by the faculty	Development committee	End of second semeter	3	4 per year
KPI-P-24	Drop-out rate after secondary education (Ministry of Education	E-register data	End of second semester	4	2%
KPI-P-25	Beneficiary evaluation of administrative services	Average rating out of 5 (Likert Scale) on the item related to administrative services in faculty satisfaction, and student surveys	Week 3 Second semester	4	4 out of 5
KPI-I-26	Beneficiary evaluation of Community	Average rating out of 5 (Likert Scale) from community surveys	Through out the year	5	4 out of 5

				5	
	Service (NCAAA)		with community events		
KPI-P-28	Total number of volunteer hours performed by university students	College data	End of each year		

I. Specification Approval Data

Program specification has been updated on the basis of the new mission for 2021-2025 term in alignment with JU institutional and college missions. It has been prepared by quality committee with the participation of all branches and advisory committee.

Council / Committee	**DEPARTMENT OF ENGLISH**
Reference No.	**25644/54/43**
Date	**29/09/2021**