



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

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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

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. Jazan Economic and Industrial cities are good examples in this region of this demand.

3. There is an urgent need to educate students and develop their English language skills needed in all fields of study and cultural competence, so they can share their expertise and contribute professionally to the development of the nation.

4. 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.

5. Students have to prepare for higher education inside the kingdom and overseas.

6. 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.

7. There is a need to prepare teachers of the English language of excellence for the nation, and internationally.

8. 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.

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:

128 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 (eg; 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.
- Work in the field of education

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):

Intermediate exit points/awarded degree	Credit hours
1. NA	NA
2.	
3.	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

The mission of the English Language Program is to provide quality education and innovative research for students to fulfill the demands of the community.

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.

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 .			
The strategic directions of the program in terms of the vision	The strategic directions of the college and university for achieving the vision			
	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.				

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 (2020/2025):

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 (2020/2025)

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 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.				√

Alignment of Program goals with college and institution goals

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 of Program graduate attributes with the institution ones:

S. No	Program Attributes	Institutional Attributes
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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, creative thinking and interpretive skills.	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 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

On successful completion of the program, students will be able to:

Knowledge and understanding

K1	display considerable understanding on the principles required for English language learning
K2	demonstrate significant knowledge and understanding related to the texts, terminologies, theories, and practices in literature, linguistics, research methods and translation studies

K3	appraise academic relevance of linguistics and literature to the current and emerging trends
Skills	
S1	produce and revise texts with the help of theories and applications in English language, linguistics and literature
S2	practice established methods of enquiry, investigation, and analyze required for research in English language and literature
S3	critically evaluate academic insights for problem solving
S4	utilize the tools of learning and communication for exploring complex academic challenges of English language and its use
Values	
V1	adapt positively to social challenges and take responsibility
V2	engage in continuous, independent and collaborative learning and team work
V3	practice professionalism, ethical behavior, and capacity building

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	3	6	4.7%
	Elective			
College Requirements	Required	8	19	14.8%
	Elective			
Program Requirements	Required	36	103	80.5%
	Elective			
Capstone Course/Project				
Field Experience/ Internship				
Others				
Total		47	128	100%

* Add a table for each track (if any)

2. Program Study Plan -Current Plan)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	101HEDU	Hygienic Culture	Required	N/A	2	College
	101CSC	Introduction to Computer	Required	N/A	3	College
	101SLM	Islamic Culture I	Required	N/A	2	University
	101ARB	Arabic Language Skills	Required	N/A	2	College
	117ENG	English Language 1	Required	N/A	3	College
Level 2	102SLM	Islamic Culture II	Required	N/A	2	University
	102ARB	Arabic Writing	Required	N/A	2	University
	118ENG	English Language 2	Required	117ENG	3	Department
	101PSY	Developing of Thinking Skills	Required	N/A	3	College
	102PSY	Methods of Scientific Research	Required	N/A	2	College
Level 3	103SLM	Islamic Culture III	Required	N/A	2	College
	211ENG	Listening & Speaking 1	Required	N/A	3	Department
	212ENG	Reading 1	Required	N/A	3	Department
	213ENG	Writing 1	Required	N/A	3	Department
	214ENG	Grammar 1	Required	N/A	3	Department
	215ENG	Vocabulary	Required	N/A	3	Department
Level 4	104SLM	Islamic Culture IV	Required	N/A	2	College
	221ENG	Listening and Speaking 2	Required	211ENG	3	Department
	222ENG	Reading 2	Required	212ENG	3	Department
	223ENG	Writing 2	Required	213ENG	3	Department
	224ENG	Grammar 2	Required	214ENG	3	Department
	235ENG	Introduction to Literary Arts	Required	N/A	3	Department
Level 5	313ENG	Translation 1	Required	N/A	2	Department
	314ENG	Academic Writing	Required	223ENG	3	Department
	315ENG	Speaking	Required	221ENG	3	Department
	316ENG	Language Acquisition	Required	N/A	2	Department
	337ENG	Poetry	Required	235ENG	3	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	351ENG	English Phonetics	Required	N/A	3	Department
	352ENG	Introduction to Linguistics	Required	N/A	3	Department
Level 6	324ENG	Discourse & Context Analysis	Required	N/A	2	Department
	331ENG	Shakespeare	Required	N/A	3	Department
	332ENG	Short Story	Required	235ENG	3	Department
	336ENG	Literary Criticism	Required	N/A	3	Department
	353ENG	Morphology and Syntax	Required	352ENG	3	Department
	355ENG	Applied Linguistics	Required	N/A	3	Department
Level 7	415ENG	Translation 2	Required	313ENG	2	Department
	416ENG	Preparation for International Tests	Required	N/A	3	Department
	433ENG	Prose and Stylistics	Required	N/A	3	Department
	434ENG	Drama	Required	235ENG	3	Department
	461ENG	Phonology	Required	352ENG	3	Department
	462ENG	Sociolinguistics	Required	N/A	3	Department
Level 8	421ENG	Computer Assisted Language	Required	N/A	3	Department
	422ENG	Culture Dialogue	Required	N/A	2	Department
	426ENG	Research Project	Required	N/A	3	Department
	443ENG	Modern Novel	Required	235ENG	3	Department
	444ENG	Victorian Literature	Required	N/A	3	Department
	455ENG	Seminar on Applied Linguistics	Required	355ENG	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	101HEDU	Hygienic Culture	Level 1						I		I		
2	101CSC	Introduction to Computer								I		I	
3	101SLM	Islamic Culture I							I		I		I
4	101ARB	Arabic Language Skills				I				I		I	
5	117ENG	English Language 1		I			I					I	
1	102SLM	Islamic Culture II	Level 2						I		I		I
2	102ARB	Arabic Writing			I				I				I
3	118ENG	English Language 2		I			I					I	
4	101PSY	Developing of Thinking Skills				I			I		I		
5	102PSY	Methods of Scientific Research			I				I		I		I
1	103SLM	Islamic Culture III	Level 3						P		P		P
2	211ENG	Listening & Speaking 1		I	I		I	I				I	I
3	212ENG	Reading 1		I			I	I		I			I
4	213ENG	Writing 1		I	I			I		I			I
5	214ENG	Grammar 1		I				I					I
6	215ENG	Vocabulary		I	I		I	I	P			I	
1	104SLM	Islamic Culture IV	Level 4						P		P		P
2	221ENG	Listening and Speaking 2		I	P		P	P		P		P	P
3	222ENG	Reading 2		I			P	P					P
4	223ENG	Writing 2		I	P		P	P		P			P
5	224ENG	Grammar 2		I				P					P
6	235ENG	Introduction to Literary Arts			I	I	P	I	P		P	I	
1	313ENG	Translation 1	Level 5	I	I		P			I		I	
2	314ENG	Academic Writing		P	P	P	P	P	P	P			P
3	315ENG	Speaking		P	P		P	P		P		P	P

4	316ENG	Language Acquisition		P	P		P			P			P	
5	337ENG	Poetry			P	P	P						P	
6	351ENG	English Phonetics			P		P	P					P	
7	352ENG	Introduction to Linguistics			P	I	P	I	I				I	
1	324ENG	Discourse & Context Analysis		Level 6	P	P		P	P				P	
2	331ENG	Shakespeare				P		P		P			P	
3	332ENG	Short Story				P	P	P	P			P		P
4	336ENG	Literary Criticism*			P	*M	P		P				P	
5	353ENG	Morphology and Syntax			P		P	P		P		P		
6	355ENG	Applied Linguistics			P	M	M	M					M	
1	415ENG	Translation 2*	Level 7	P	M		M	*M				M		
2	416ENG	Preparation for International Tests			M		M			*M		*M	M	
3	433ENG	Prose and Stylistics*			*M		M	M				M		
4	434ENG	Drama*			M	M	M		*M				M	
5	461ENG	Phonology*			M		M	M				*M		
6	462ENG	Sociolinguistics *			M		*M	M	M	M	*M		M	
1	421ENG	Computer Assisted Language	Level 8		*M		M	M		*M		M		
2	422ENG	Culture Dialogue			M	*M	M	M			*M	M		
3	426ENG	Research Project*			*M	*M		*M	*M		*M		*M	
4	443ENG	Modern Novel*			M	*M		M	M				M	*M
5	444ENG	Victorian Literature				M		*M	M				M	M
6	455ENG	Seminar on Applied Linguistics*			*M	M	M	M	*M				*M	

Courses marked with Asterisk * are Capstone Courses

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.

Policies:

- Implementation of quality measures for first year students as part of the English language and literature under graduate program.
- Implementation of quality measures for same program in all university campuses, including male and female sections
- Preparation of program and course portfolios for the current program specification
- Completion of program self-evaluation according to the National Commission for Academic Accreditation and Assessment
- Spreading of quality assurance culture within department staff and students
- Improve department's readiness for incoming students
- Preparing the incoming students for the department
- Enhance the students' performance
- Improve the performance of faculty members
- Accelerate the adoption of blended learning, e-learning and distance learning programs
- Improve the learning environment and resources
- Promote independent thinking and the culture of innovation among students and faculty.
- Better communication between research unit and the department.
- Enhancing research culture in the college and the community
- Supporting researchers in the department with available logistic and financial resources

Teaching and Learning Strategies -

- Lecture on campus and online
- PowerPoint presentations
- Videos
- E-learning Discussion Forums
- Research Project
- Group Work
- Peer group presentation
- Assignment
- Group Discussion
- Online classroom created by teachers
- Using Blackboard.

Extra- curricular activities

- Library visits
- Workshops by staff members for students
- Students visit to bookshops and exhibitions
- Using English Labs.
- Workshops for Faculty development concerning curriculum, coordination and examinations etc.
- Competitions in campus like Spelling Bee, Debates, Translation, Sports etc.
- Online competitions using Blackboard, Microsoft Team and Zoom, etc.

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.

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:

- ✓ Locally developed tests/test questions
- ✓ Rubrics for evaluating:
- ✓ Essays/Papers
- ✓ Exam questions
- ✓ Capstone projects
- ✓ Exhibits
- ✓ Performances/Presentations
- ✓ Portfolios of student work
- ✓ Comprehensive exams
- ✓ Standardized tests (step, TOEFL, IELTS)
- ✓ PLO CLO Excel sheet
- ✓ EXIT exams

The CLOs of every course are aligned with the PLOs of the program. **Direct measurement of PLOs** is performed by relating each question in examinations, assignments/presentations and quiz in the direct assessment of CLOs excel sheet. Assessment policy changes as per the teaching process which can be on campus or online in emergency situations. Overall marks obtained by each students from the assessment of attendance / participation; assignment /presentation, quiz, discussion, mid-semester examination, presentations, short research etc .All Semester work is calculated on 40 % , final examination is given 60% weightage and then the total of each CLO is calculated and reflected in the CLO PLO Excel sheet. Course Coordinators calculate the average of PLO from the combined CLO PLO EXCEL files sent by all campuses course leaders of that subject where all the assessment marks of students are uploaded.

All the Course Coordinators submit their average PLO report to the Report Committee Head who prepares PLO excel sheet showing combined PLO excel sheet with graphs. Based on combined PLO reading achieved strengths, recommendations and action plan are suggested by the committee and the report is submitted to the Head of the Department and to Teaching and Learning Unit for further improvement and actions.

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 have 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/stuservices-2-2>

4. Special Support

(low achievers, disabled, gifted and talented)

Low achievers:

- Teachers assign these students more assignments, help them during office hours and 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:

- The students activity 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-

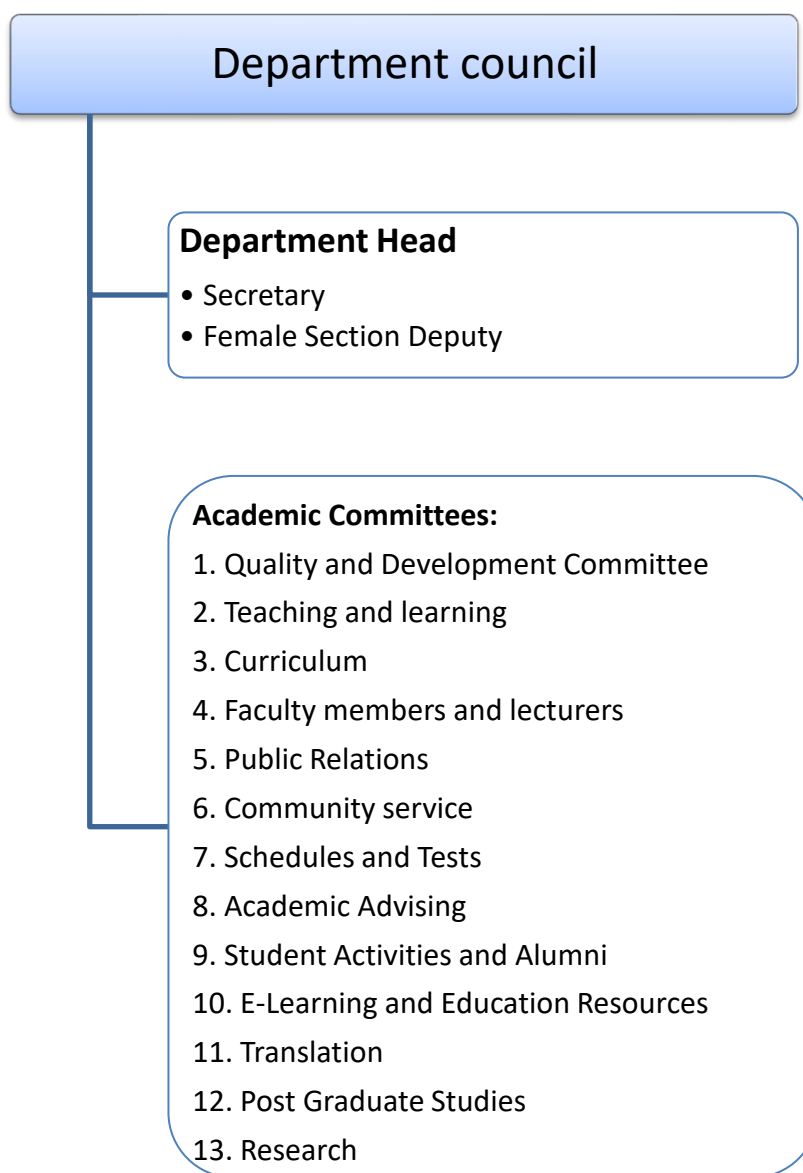
- Cafeteria
- Fire extinguishers
- Emergency exits
- Workshops are given for safety measures to students and faculty members.
- Campaign on safety cleanliness, manners etc are conducted for students in coordination with other units in college.

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

(including boards, councils, units, committees, etc.)



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.

https://www.jazanu.edu.sa/arts/manuals_of_english_program/

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
Administration	Administrative staff	Survey and questionnaire	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-7	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%
KPI-P-8	Average number of students in the class	Average number of students in the program sections.	At the beginning of every semester	25
KPI-P-9	Employers' evaluation of program Graduates	Total scores of responses to the last item in the employers' evaluation survey for graduates' performance. (I	At the end of the year	4 out of 5

	Qualification (NCAAA)	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.		
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 needed them." / Number of respondents to the item.	At the end of every semester	4 out of 5

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 semester	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 Service (NCAAA)	Average rating out of 5 (Likert Scale) from community surveys	Through out the year with community events	5	4 out of 5
KPI-P-28	Total number of volunteer hours performed by university students	College data	End of each year	5	

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 discussed by advisory committee. PLOs have been updated for the new plan.

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