



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 3.

T4. PROGRAM SPECIFICATIONS

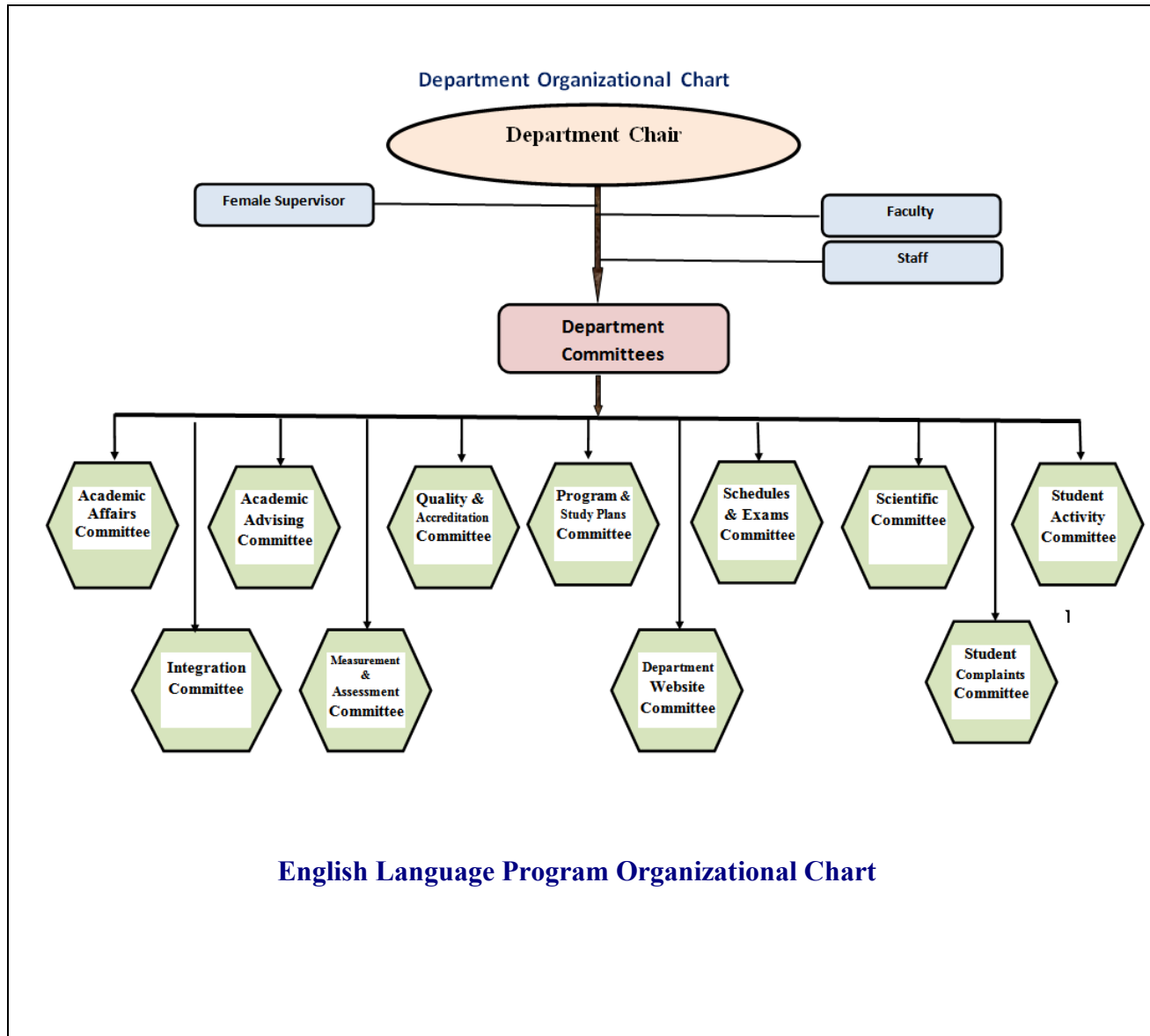
For guidance on the completion of this template, please refer to Chapter 2, of Part 2 of Handbook 2 Internal Quality Assurance Arrangement.



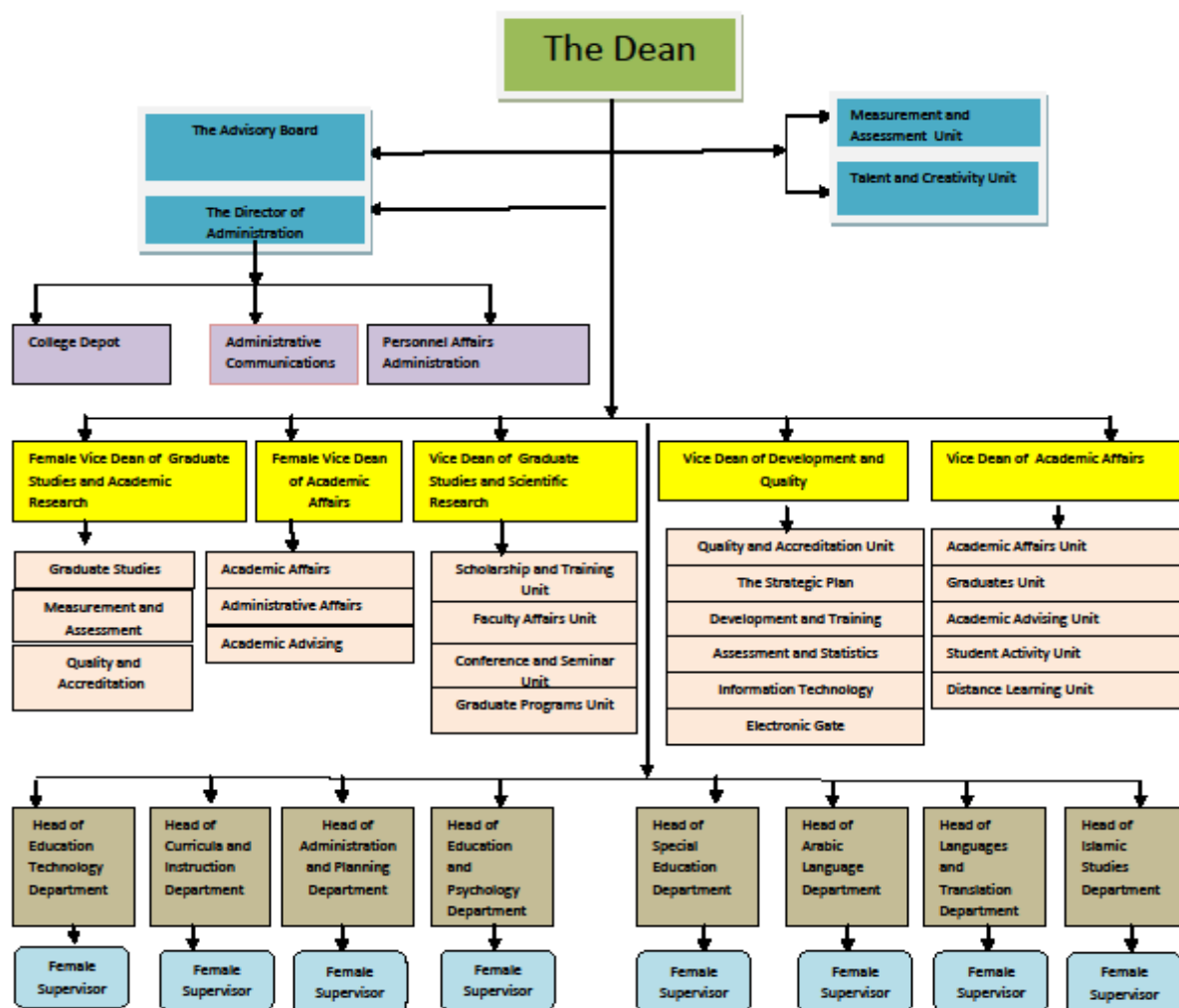
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

Program Specifications

Institution: University of Tabuk	Date: February 2, 2020
College/Department: Faculty of Education and Arts/ Department of Languages and Translation	
Dean/Department Head:	
Dean: Dr. Mohammed Albelehshi	
Department Head: Dr. Nawaf Alsulami	
Insert program and college administrative flowchart:	



Faculty of Education and Arts Organizational Chart



List all branches offering this program:

Main Campus: **University of Tabuk Main Campus, Tabuk City**

Branch 1 **Duba University College, University of Tabuk, Duba City**

Branch 2. **Al-Wajh University College, University of Tabuk, Al-Wajh City**

Branch 3. **Tayma University College, University of Tabuk, Tayma City**

Branch 4: **Haql University College, University of Tabuk, Haql City**

Branch 5. **Umluj University College, University of Tabuk, Umluj City**

A. Program Identification and General Information

1. Program title and code: BACHELOR IN ENGLISH (Engl)
2. Total credit hours needed for completion of the program: 128 hours
3. Award granted on completion of the program: BA Degree in English
4. Major tracks/pathways or specializations within the program (e.g. transportation or structural engineering within a civil engineering program or counseling or school psychology within a psychology program) None
5. Intermediate Exit Points and Awards (if any) (e.g. associate degree within a bachelor degree program) None
6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (e.g. diploma or associate degree) include professions or occupations at each exit point) The program prepares graduates to work in the following occupations: <ul style="list-style-type: none"> ➤ Teaching English at schools (after obtaining an educational diploma). ➤ Teaching English at universities ➤ Translation at hospitals and embassies.

<ul style="list-style-type: none"> ➤ Working in the mass media and public relations ➤ As interpreters in the sector of tourism and other sectors ➤ Working in governmental sectors, including the ministry of foreign affairs. ➤ Working in the private sectors, e.g. banks, companies 																							
7. (a) New Program	<input type="checkbox"/>	Planned starting date <input type="text"/>																					
(b) Continuing Program	<input checked="" type="checkbox"/>	Year of most recent major program review <input type="text" value="2020"/>																					
List recent major review or accreditation contracts.																							
<p>1. Accreditation by The Commission on English Language Program Accreditation (CEA)</p> <p>2. _____</p> <p>3. _____</p>																							
<p>8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both.</p> <ul style="list-style-type: none"> • Dr. Nawaf Almustori Department Chair (Tabuk) • Dr. Amira Alshehri, Female Section Supervisor (Tabuk) • Dr. Shadia A. Sherfi Eltyeb (Duba) • Dr. Mohammed Alameen Othman (Al-Wajh) • Dr. Essam Altaamna (Tayma) • Dr. Ali Abdulla Alanwar (Haql) • Dr. Drar Abdelmonem (Umluj) 																							
9. Date of approval by the authorized body (MOE).																							
<table border="1"> <thead> <tr> <th>Campus Location</th> <th>Approval By</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>Main Campus: University of Tabuk Main Campus,</td> <td>University Permanent Committee for Curriculum and Study Plans.</td> <td>1430/1431 H.</td> </tr> <tr> <td>Branch 1. Duba University College</td> <td>University Permanent Committee for Curriculum and Study Plans.</td> <td>1430/1431 H.</td> </tr> <tr> <td>Branch 2 Al-Wajh University College</td> <td>University Permanent Committee for Curriculum and Study Plans.</td> <td>1430/1431 H.</td> </tr> <tr> <td>Branch 3. Tayma University College</td> <td>University Permanent Committee for Curriculum and Study Plans.</td> <td>1430/1431 H.</td> </tr> <tr> <td>Branch 4. Haql University College</td> <td>University Permanent Committee for Curriculum and Study Plans.</td> <td>1430/1431 H.</td> </tr> <tr> <td>Branch 5: Umluj University College</td> <td>University Permanent Committee for Curriculum and Study Plans.</td> <td>1430/1431 H.</td> </tr> </tbody> </table>			Campus Location	Approval By	Date	Main Campus: University of Tabuk Main Campus,	University Permanent Committee for Curriculum and Study Plans.	1430/1431 H.	Branch 1. Duba University College	University Permanent Committee for Curriculum and Study Plans.	1430/1431 H.	Branch 2 Al-Wajh University College	University Permanent Committee for Curriculum and Study Plans.	1430/1431 H.	Branch 3. Tayma University College	University Permanent Committee for Curriculum and Study Plans.	1430/1431 H.	Branch 4. Haql University College	University Permanent Committee for Curriculum and Study Plans.	1430/1431 H.	Branch 5: Umluj University College	University Permanent Committee for Curriculum and Study Plans.	1430/1431 H.
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1. Explain why the program was established.

- English is the most commonly used language among foreign language speakers as well as it is the official language of 53 countries. Throughout the world, when people with different languages come together they commonly use English to communicate.
- English is also the language of science, film industry, business, social media, aviation, computers, diplomacy, and tourism. Knowing English increases the learners' chances of getting a good job in a multinational company within home country.
- Since English is spoken in so many different countries there are thousands of schools and universities around the world that offer programs in English. There are numerous opportunities for postgraduates with good command of English to find an appropriate university and course to suit their higher studies requirements.
- English is also the language of the Internet. Many websites are written in English – graduates will be able to understand them and to take part in forums and discussions.
- This intellectually rigorous and stimulating program offers students the opportunity to study a wide range of English literature and examine the relationship between literature and culture, language and individual identity.

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

The Kingdom of Saudi Arabia at large, and Tabuk Region as an integral part of it, has become an international hub for various industries which cater for a countless number of services which strongly demand and depend heavily on the use of English as the medium of communication. The Program will allow graduates to enter the job market with well-developed skills in oral communication, research and writing, together with a high level of cultural literacy and critical sophistication. This profile is extremely attractive to employers whereby graduates will regularly move on to successful careers in such fields as publishing, TV and film production, journalism, public relations, law, marketing, and education. Another open door, of course, is postgraduate study. All this is due to the fact the program takes into consideration the economic, social and cultural benefits for the local community in Tabuk region that will help further development of the national policy in this regard.

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

The Faculty of Education & Arts has set up a dedicated team of specialized academics who exert every effort to ensure that the faculty implements the essence of the University of Tabuk mission in such a way to equip its students with the proper knowledge, essential skills and high values that contribute effectively in the development of the local community. The BA Programme is intended to graduate students with a strong command of English language skills together with a wealth of knowledge of English literature that would be their essential asset for a successful future career. In fact, the Department of Languages and Translation has set as its main aim to become a national and regional leader in the provision of excellent instruction and meaningful research in English Language and Literature in the context of an intellectually stimulating and challenging environment. The Department's major task will be to help its students develop the relevant life-long theoretical, practical, and analytic competencies with emphasis on critical thinking, life-long learning, independent judgment, sensible argumentation, and both national and global cultural awareness, which will help them become well-rounded, creative, competent and responsible citizens.

B. Program Context

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

a. Does this program offer courses that students in other programs are required to take? Yes
No

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

b. Does the program require students to take courses taught by other departments? Yes
No

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

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

Yes No

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

The program provides special needs students with all kinds of support and help to guarantee that they can easily have access to lecture rooms, labs and library. Usually such cases are put into consideration when the program prepares the study and exam schedules. Moreover, the university itself provides such students with a monthly allowance to help them in their study.

C. Mission, Goals and Objectives

1. Program Mission Statement (insert).

To offer a distinguished educational and research environment that contributes to the preparation of cadres who are qualified with knowledge and abilities in the field of English language, literature, and translation, and capable of enriching scientific research and meeting the needs of the local labour market.

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

1. **To provide distinctive learning environment in the fields of English language, literature, and translation.**
2. **To prepare students to conduct scientific research, produce creative work, and pursue continuous/life-long learning.**
3. **To meet the needs of the local market by preparing competent graduates.**

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

Measurable Objectives	Measurable Performance Indicators	Major Strategies
1. To facilitate the acquisition of theoretical knowledge about literature, linguistics and translation and their applications.	<ol style="list-style-type: none"> 1. Satisfactory student levels of performance 2. Good command of the four English language skills 3. Good use of educational tools 4. Good advising and counseling services 	<ol style="list-style-type: none"> 1. Discussions 2. Lectures 3. Presentations 4. Handouts 5. Workshops
2. To promote the development of advanced language proficiency and intercultural competence.	<ol style="list-style-type: none"> 1. Interactive learning 2. Good use of educational tools 3. Satisfactory student levels of performance 4. Good command of the four English language skills 5. Good advising and counseling services 	<ol style="list-style-type: none"> 6. Discussions 7. Lectures 8. Presentations 9. Handouts 10. Workshops
3. To enable students to conduct basic research projects in the fields of literature, linguistics and translation.	<ol style="list-style-type: none"> 1. Students' satisfaction about sustaining their achievement 2. Rates of Student Achievement 	<ol style="list-style-type: none"> 1. Discussions 2. Guiding students to the suitable settings to use English off campus
4. To enable students to produce creative and cultural content of value to the community.	<ol style="list-style-type: none"> 1. Creative works written by students 2. Student participation in competitions 	<ol style="list-style-type: none"> 1. Brainstorming 2. Role play 3. Debates 4. Project approaches

	3. Student PowerPoint presentations	
5. To promote life-long learning by instilling its value in students and equipping them with essential skills.	<ol style="list-style-type: none"> 1. Student participation in competitions, forums and workshops 2. Student positive feedback. 3. Well-qualified faculty 	<ol style="list-style-type: none"> 1. Research projects 2. Assignments 3. Team discussions 4. Debates
6. To develop required language and communication skills essential for diverse job market needs.	<ol style="list-style-type: none"> 1. Student voluntary work 2. Student Participation in English training programs provided for society 3. Student involvement in literary and social clubs 	<ol style="list-style-type: none"> 1. Coaching and supervision regarding university regulations for establishing societies on campus. 2. Helping students conduct debate and discussion sessions and poetry groups etc...

D. Program Structure and Organization

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

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

Curriculum Study Plan Table

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

Level	Course Code	Course Title	Required or Elective	* Pre-Requisite Courses	Credit Hours	University, College or Department
Level 1	ELT001	English Language 1	Required	None	5	College
	LTS001	Learning, Thinking, and Research Skills	Required	None	3	College
	PAD001	Principle of General Administration	Required	None	2	College
	MATH106	Principle of Mathematics	Required	None	3	College
	ISLS101	Islamic Culture 1	Required	None	2	College

Level 2	COMM001	Communication Skills	Required	None	2	College
	STAT001	Introduction to Statistics	Required	None	2	College
	CSC002	Computer Application Skills	Required	None	3	College
	ELT002	English Language 2	Required	ELT001	5	College
	ARB101	Language Skills	Required	None	2	College
			Required	Islamic Culture 1		
Level 3	ISLM 201	Islamic Culture 2	Required	None	2	College
	ARB 201	Arabic Writing	Required	None	2	College
	ENGL 201	Essay Writing 1	Required	ELT002	2	Department
	ENGL 203	Phonetics 1	Required	ELT002	2	Department
	ENGL 205	Advanced Grammar 1	Required	ELT002	3	Department
	ENGL 207	Introduction to Linguistics	Required	ELT002	3	Department
	ENGL 208	Introduction to English Literature	Required	ELT002	3	Department
	ENGL 209	Language Acquisition	Required	ELT002	3	Department
Level 4	ISLM 301	Islamic Culture 3	Required	Islamic Culture 2	2	College
	ENGL 202	Essay Writing 2	Required	Essay Writing 1	2	Department
	ENGL 204	Phonetics 2	Required	Phonetics 1	2	Department
	ENGL 206	Advanced Grammar 2	Required	Advanced Grammar 1	3	Department
	ENGL 210	History of English Language	Required	None	3	Department
	ENGL 211	Principles of Translation	Required	None	3	Department
	ENGL 212	Introduction to American Literature	Required	None	3	Department
Level 5	ISLM 401	Islamic Culture 4	Required	Islamic Culture 3	2	College
	ENGL 301	Novel 1	Required	ENGL 208	3	Department
	ENGL 303	Drama 1	Required	ENGL 208	3	Department
	ENGL 305	Poetry 1	Required	ENGL 208	3	Department
	ENGL 307	Syntax & Morphology	Required	ENGL 207	3	Department
	ENGL 309	Translation 1	Required	ENGL 211	2	Department
	ENGL 311	Civilization 1	Required	None	2	Department
Level	ENGL 302	Novel 2	Required	Novel 1	3	Department
	ENGL 304	Drama 2	Required	Drama 1	3	Department

6	ENGL 306	Poetry 2	Required	Poetry 1	3	Department
	ENGL 308	Stylistics	Required	None	3	Department
	ENGL 310	Translation 2	Required	Translation 1	2	Department
	ENGL 312	Civilization 2	Required	Civilization 1	2	Department
Level 7	ENGL 401	Novel 3	Required	Novel 2	3	Department
	ENGL 403	Drama 3	Required	Drama 2	3	Department
	ENGL 406	Poetry 3	Required	Poetry 2	3	Department
	ENGL 407	Semantics	Required	None	3	Department
	ENGL 409	Translation 3	Required	Translation 2	2	Department
	ENGL 411	Theoretical Criticism	Required	None	2	Department
Level 8	ENGL 402	Novel 4	Required	Novel 3	3	Department
	ENGL 404	Drama 4	Required	Drama 3	3	Department
	ENGL 406	Poetry 4	Required	Poetry 3	3	Department
	ENGL 408	Error Analysis	Required	ENGL 407	3	Department
	ENGL 410	Translation 4	Required	Translation 3	2	Department
	ENGL 412	Applied Criticism	Required	Theoretical Criticism	2	Department
Include additional levels if needed (i.e. summer courses).						

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

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

3. Project or Research Requirements (if any)

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

Not Applicable

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

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

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

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

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

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	To list and describe the terms, practices, and theoretical fundamentals relevant to the fields of Literature, literary criticism, Linguistics, and Translation.	<ul style="list-style-type: none"> • Lectures • Reading lists. 	<ul style="list-style-type: none"> • Written essay Exams and oral tests • Assignments – learning tasks undertaken by the students to cover a certain part of the curriculum through independent study (e.g. report, book review).
1.2	To describe the strategies for interacting with academic content and list the conventions of academic writing in English.	<ul style="list-style-type: none"> • Group discussion. 	<ul style="list-style-type: none"> • Individual projects. • Group projects. • Individual and group presentations. • Self and peer assessment

2.0	Cognitive Skills		
2.1	To recognize a theoretical knowledge in relation to the three main genres (prose, poetry, and drama) and use this knowledge correctly when reading and analyzing texts.	<ul style="list-style-type: none"> • Interactive strategies • Lectures. • Reading lists. 	<ul style="list-style-type: none"> • Written tests. • Presentations. • Class discussion
2.2	To compare and contrast the different theories of the domains of linguistics, literature and translation, and use them in analyzing, interpreting, criticizing, and translating texts.		
2.3	To assess debates and discussions in the domains of literature, linguistics, and translation.		
3.0	Interpersonal Skills & Responsibility		
3.1	To demonstrate effective teamwork and verbal communication practices	<ul style="list-style-type: none"> • Group work performance. • Creating a context of social, cultural and other influences which develop students' skills 	<ul style="list-style-type: none"> • Performance observation. • Periodical reports. • Assessment of the students' overall interaction within their study groups
4.0	Communication, Information Technology, Numerical		

4.1	To consult online resources and use the internet and office applications professionally in language study and in researching topics in the fields of literature, linguistics and translation	<ul style="list-style-type: none"> • Virtual performance. • Drilling tests and practice program 	<ul style="list-style-type: none"> • Oral presentations • Short response paper • Performance observation • Debate and discussion sessions • Periodical reports • Computer-based tests.
5.0	Psychomotor		
5.1	Not applicable	Not applicable	Not applicable

Program Learning Outcomes Mapping Matrix

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

Course Offerings	NQF Learning Domains and Learning Outcomes	Novel (4) Engl 402	Practical Criticism Engl	Poetry (4) Engl 406	Error Analysis Engl 408	Drama (4) Engl 404	Translation (4) Engl 410	Theore. Criticism Engl 411	Translation (2) Engl 310	Stylistics Engl 308	Poetry (2) Engl 306	Novel (2) Engl 302	Drama (2) Engl 304	Civilization (2) Engl 312	Translation (1) Engl 309	Poetry (1) Engl 305	Novel (1) Engl 301	Morp. & Syntax Engl 307	Drama (1) Engl 303	Civilization (1) Engl 311	Princ. of Translation Engl 311	Phonetics (2) Engl 204	Intro to Am. Lit Engl 212	His. of Engl Lang. Engl 210	Adv. Grammar (2) Engl 206	Essay Writing (2) Engl 202	Phonetics (1) Engl 203	Lang. Acquisition Engl	Intro to Linguistics Engl	Intr To Eng Lit Engl 208	Adv Grammar 1 Engl 205	Essay Writing (1) Engl 201		
1.0	Knowledge																																	
1.1	To list and describe the terms, practices, and theoretical fundamentals relevant to the fields of Literature, literary																																	

5. Admission Requirements for the program

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

The following handbooks are attached:

- English Program Student Guide
- Admission Standards at the University of Tabuk
- Student Guide: Admissions and Registration
- Student Guide: Admissions and Registration (Summary in English)

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

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

Please see:

- English Program Student Guide (**Attached**)
- Admission Standards at the University of Tabuk (**Attached**)
- Student Guide: Admissions and Registration (**Attached**)
- Student Guide: Admissions and Registration (Summary in English) (**Attached**)

E. Regulations for Student Assessment and Verification of Standards

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

- **Check marking of sample of tests or assignments**
- **Interview a random sample of students**
- **Benchmark the scaling against that of a similar, yet more advanced institution.**
- **Double assessing 10% of written assignment with colleagues.**
- **Double assessing random samples of written work by faculty from a similar institution biannually.**

F Student Administration and Support

1. Student Academic Counseling

Describe arrangements for academic counseling and advising for students, including both scheduling of faculty office

hours and advising on program planning, subject selection and career planning (which might be available at college level).

Faculty members in the program are assigned a number of students for the purposes of academic counseling. Each faculty member is allocated eight office hours per week. Their role could be summed up in the following:

- **To assist students in developing educational plans that are consistent with their life goals.**
- **To provide students with accurate information about academic progression and degree requirement.**
- **To assist students in understanding academic policies and procedures.**
- **To assist students in overcoming educational and personal difficulties**

2. Student Appeals

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

- **Please see Student Grievance Procedures at the University of Tabuk (Attached)**

G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

- **Main textbooks and references are decided in advance by the Departmental Committee of Program and Study Plans during course specification writing stage.**
- **Each year both students and teachers respond to a questionnaire to express their satisfaction with the current textbooks (course report and students' course questionnaire).**
- **Such books are subject to a systematic review for adding or omitting certain chapters in the light of the recommendations of the course report and students' feedback.**
- **Each faculty member prepares a course items sheet containing the basic taught topics as well as the suggested dates for teaching these topics.**
- **Regular visits to bookshops and book fairs to enrich the current textbooks with new ones.**
- **Textbooks are available for students in the University Student Service Centre.**
- **University Library has some basic references related to Arabic courses.**
- **University Library provides both students and teachers with addresses of some electronic libraries and data base engines on the www.**

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

- **Three approaches are employed to identify needs for resources: periodical course reports, faculty and student surveys and SWOT analysis.**
- **Needs identified by these approaches are forwarded to the Department Council for review and approval.**

<ul style="list-style-type: none"> • If the Department Council approves the request for new resources, a formal request is forwarded to the Faculty Dean.
<p>2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <ul style="list-style-type: none"> • Students and instructors respond to a questionnaire to express their satisfaction with the current textbooks (course report and students' course questionnaire). • Textbooks are subject to a systematic review for adding or omitting certain chapters in the light of the recommendations of the course report and students' feedback.
<p>3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <ul style="list-style-type: none"> • Textbooks are compared with other textbooks used in similar programs. • Demands of job markets should be met by the objectives as well as the content of the textbooks.
<p>4. What processes are followed for textbook acquisition and approval?</p> <ul style="list-style-type: none"> • Departmental Committee of Program and Study Plans examine textbooks, present them for discussion with faculty members, then takes the appropriate action regarding textbook acquisition and approval.

H. Faculty and other Teaching Staff

1. Appointments

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

- **Submission of a full CV**
- **Conducting a face to face or online interview.**
- **Giving a sample presentation**
- **Work experience and its relevance to the nature of the work**
- **Checking references**

University of Tabuk has an employment booklet which specifically contains policies related to employment, the rights and duties of employees. These policies include but not limited to employing staff which is consistent with the university' requirements such as age, experience, qualifications, cultural variation, educational background and the concept of Saudization.

The University employment booklet is made available to all faculty members and other employees. The booklet also contains the rights and privileges of faculty members and other employees in addition to the rules related to performance evaluation, professional development, promotions, and others.

Please see:

- Faculty Procedure Guide (**Attached**)
- Faculty Procedure Guide -Summary in English (**Attached**)
- Faculty Members Guide (Contractees) (**Attached**)
- University Guide for Non-Saudi Faculty (**Attached**)
- University Guide for Non Saudi Faculty (Summary in English) (**Attached**)
- University Guide of Selection and Assignment (**Attached**)
- University Guide of Selection and Assignment (Summary in English) (**Attached**)

2. Participation in Program Planning, Monitoring and Review

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

- Department of Languages and Translation has a Committee for Quality and Accreditation which is responsible for almost all quality insurance procedures such as course description, term reports, annual reports, study plan monitoring.
- Regular meeting with the Faculty Unit for Quality and Accreditation to be aware of new regulations and rules.
- Participating in workshops.
- Developing faculty members' awareness of quality and academic accreditation through workshops, lectures, and printed materials.
- Teaching staff are required to prepare course files and course reports at the end of each semester. Preparation of these documents represent a direct involvement of teaching staff in periodical program review and quality monitoring.

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

- The Advisory Board of the Faculty of Education and Arts always provides consultation for developing the program. The experienced members of the committee, who represent the various sectors of community as well as experts in the field, meet and discuss any issue related to the program.

3. Professional Development

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

a. Improvement of skills in teaching and student assessment?

- **Participating in professional workshops and training courses.**
- **Participating in conferences and forums.**
- **Cooperation with similar departments.**
- **Encouraging teachers for long life professional development.**

b. Other professional development including knowledge of research?

- **Participating in professional workshops on teaching strategies.**
- **Participating in professional workshops on testing strategies.**
- **Participating in professional workshops on course design strategies.**
- **Participating in professional workshops on education quality.**

4. Preparation of New Faculty and Teaching Staff

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

- **Soon after the new members of staff commence their work at the Faculty, the department conducts an induction and welcome week whereby the new members of staff are introduced to existing colleagues, taken in a tour round the faculty offices and teaching classes and facilities, and given a presentation on the department's policies and regulations.**

5. Part Time and Visiting Faculty and Teaching Staff

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

- **The process is the same as that followed for the appointment of a full-time member of staff. However, in some cases, upon the request of academic departments, the university invites some distinguished professors from abroad. Having university procedures completed, all documents have to be sent to the Ministry of Foreign Affairs to address Saudi Consulate abroad to issue an entry visa for the target person.**

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What QA procedures for developing and assessing learning outcomes?

- **Reviewing Course specifications**
- **Reviewing course Reports**
- **Reviewing Program annual Reports**
- **Reviewing students' evaluation for the taught courses as well as the program.**
- **Reviewing graduates' evaluation for the taught courses as well as the program.**
- **Reviewing employers' evaluation for graduates' performance.**
- **Reviewing department internal self-evaluation report.**
- **Reviewing faculty members' comments, reflections, and feedback.**

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

- **Reviewing students' evaluation for the faculty members' teaching performance.**
- **Considering the remarks of the deanship on the faculty members' performance.**
- **Reviewing graduates' evaluation for the taught courses as well as the program.**
- **Reviewing employers' evaluation for graduates' performance.**
- **Reviewing department internal self- evaluation report.**

2. Overall Program Evaluation

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

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

- **Conducting a questionnaire for current students to obtain their feedback on the taught course and the program as well.**
- **Using a questionnaire for graduates to obtain their feedback on the taught course and the program as well.**
- **Interviewing some current students to obtain their feedback on the taught course and the program as well.**
- **Interviewing some graduates to obtain their feedback on the taught course and the program as well.**
- **Interviewing employers to obtain their feedback on the taught course and the program as reflected by graduates' performance.**

(ii) from independent advisors and/or evaluator(s)?.

- **Considering the remarks of the visiting professors as well as new faculty members.**




(iii) from employers and other stakeholders.

- **Interviewing employers to obtain their feedback on the taught course and the program as reflected by graduates' performance.**
- **Consulting the College Advisory Board whose members are representatives of employers.**

Attachments:

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

Authorized Signatures

Dean/Chair	Name	Title	Signature	Date
Program Dean or Program Chair Main Campus	Dr. Nawaf Almustori	Assistant Professor		Feb 2, 2021
Program Chair Branch 1 (Duba University College)	Dr. Shadia A. Sherfi Eltyeb	Assistant Professor	<i>shadia</i>	Feb 2, 2021
Program Chair Branch 2 (Al-Wajh University College)	Dr. Mohammed Alameen Othman	Assistant Professor		Feb 2, 2021
Program Chair Branch 3 (Tayma University College)	Dr. Amer Abdullah Alameen	Associate Professor		Feb 2, 2021
Program Chair (Haql University College)	Dr. Ali Abdulla Alanwar	Assistant Professor	<i>AAAl</i>	Feb 2, 2021
Program Chair Branch 5 (Umluj University College)	Dr. Drar Abdelmonem	Assistant Professor	<i>drar</i>	Feb 2, 2021