National Commission for Academic Accreditation & Assessment

Program Specification

For guidance on the completion of this template, please refer to Chapter 2, section 2.2 of Part 2 of this Handbook 2 Internal Quality Assurance Arrangement and to the Guidelines on Using the Template for a Program Specification in Attachment 2 (b).

Institution**: Majmaah University**
College/Department**: College of Education at Az_ Zulfi- English language Department**

A. Program Identification and General Information

1 Program title and code: **English Language ENG 11**
2. Total credit hours needed for completion of the program: **142 hours**
3. Award granted on completion of the program: **Bachelor Degree in English Language**
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program) **English Language**
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program) **NA**
6. Professions or occupations for which students are prepared. (If there is an early exit point from the program (eg diploma or associate degree) include professions or occupations at each exit point) **English Language Teachers in General Education schools, Translators, Language Interpreters,**

| 7. (a) New Program | √ | Planned starting date | 1432/ 1433 |

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

Organization involved in recent major review (eg. internal within the institution,

Accreditation review by: **running accreditation with CAEP**
Other_____?

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8 Name and position (eg department chair person) of faculty member managing or coordinating the program.

Dr. Abdulkareem Saij Alhari (Assistant Professor)

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9. Location if not on main campus or locations if program is offered in more than one location.

College of Education at Az- zulfi

B Program Context

1 Explain why the program is needed.

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

- English is so widely spoken, so it has often been referred to as a "world language", the lingua franca of the modern era, and while it is not an official language in most countries, it is currently the language most often taught as a foreign language.
- English facilitates communicating with others and carrying out business transactions around the globe
- In this information age, English is the most common language for transmitting ideas throughout the world. Furthermore, English is considered the language of technology.

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

The mission of the university emphasizes preparation of graduates with the knowledge and skills to support the development of KSA in the international environment, and with the skills for employment. This program will help turn out skilled and productive college graduates who will be successful in that working (teaching and industry) environment.

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 should be done to make sure those courses meet the needs of students in the other programs?

General English course is taught to other departments in the college.

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

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

Students need a basic understanding of humanities to get a well-rounded education. Courses are selected to provide this background and meetings are held with those departments at the end of each year to review student evaluation results and discuss any modifications that may be needed.

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3. Do the students who are likely to be enrolled in the program have any special needs or characteristics that should be considered in planning the program? (eg. Part time evening students, limited IT or language skills)   Yes   No √   ☐

If yes, what are they?

Students should have the basic linguistic skills to pass the placement test of the department.

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4. What should be done in the program to respond to these special characteristics?

Preparing intensive English course to help and improve students' linguistic skills.

C. Mission and Goals of the Program

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1. Program Mission Statement

We promote high quality education in English language and linguistics by instilling the values of quality standards in teaching and research to prepare students academically and professionally to meet the needs of local and global communities.

1- Demonstrate knowledge of the basic concepts, theories, and perspectives including: rhetorical, interpretative, historical, cultural and social approaches to identify and solve linguistic problems.
2- Conduct English language training and research to different areas in public and private sectors.
3- Work effectively as a member of a multi-disciplinary development team and undertake leadership roles when appropriate.
4- Communicate their thoughts, in both written and oral forms, so that others can comprehend and build on their work.
5- Understand the importance of ethics and quality standards in the profession and the need to act in the society's best interest.

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2.   List any major changes or strategic new developments planned for the program within the next three to five years to help achieve its mission. For each change or development describe the major strategies to be followed and list the indicators that will be used to measure achievement.

Major Changes or Developments	Strategies	Indicators
Support students who are struggling with their studies	Provide student tutors to help students struggling with English; provide training on effective study skills	bring at-risk students quickly to a level at which they can profit from high-quality classroom instruction
Help students to formally establish clubs that would facilitate the use of English (English Clubs)	Faculty members would guide students in following university rules for establishing organizations on campus and serve as advisors to students in various clubs such as a poetry circle, school newspaper, creative writing organization	Design a plan for these clubs

D. Program Structure and Organization

1 Program Description.

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.

2. Development of Special Student Characteristics or Attributes

List any special student characteristics or attributes beyond normal expectations that the institution, college or department is trying to develop in all of its students. (Normally one or two, up to a maximum of four that directly reflect the program mission and distinguish this program from others in the same field and make it exceptional. Eg. Graduates particularly good at creative problem solving, leadership capacity, commitment to public service, high level of skills in IT). For each special attribute indicate the teaching strategies and student activities to be used to develop it and the evidence to be used to assess whether it has been developed in all students.

Special Attributes	Strategies or Student Activities to be Used throughout the Program to Develop These Special Attributes
Outstanding communication and interpersonal skills	Strategy **Projects and role plays**
	Evidence **Students' group work - Electronic communication**
Proficiency at using IT	Strategy **Presentations where PowerPoint is required**
	Evidence **Students' PowerPoint shows**
Speaking Fluently	Strategy **Using the phonetic labs**
	Evidence **Participating in English speaking activities**
Proficiency at advanced writing	Strategy **Practising free writing and encourage further reading**
	Evidence **Participating in essay writing activities and short stories.**

3. Required Field Experience Component (if any) (Eg. internship, cooperative program, work experience)

Summary of practical, clinical or internship component required in the program.
Note that a more detailed Field Experience Specification comparable to a course specification should also be prepared in a separate document for any field experience required as part of the program.

a. Brief description of field experience activity

Internship in an English language setting related to students' interests. In field experience, students attend intermediate and secondary schools where they have teaching as well as administrative duties; in order to prepare them for their future job.

b. List the major intended learning outcomes for the program to be developed through the field experience

1. **To have Better communication and interpersonal skills**
2. **To develop work ethics, sense of responsibility, and self-confidence**
3. **To enable the students to be an effective and competent teacher.**
4. **To have a chance to practise their skills.**
5. **To be able to translate different fictional and non-fictional texts to benefit from foreign cultures.**
6. **To interpret foreign language for different business and educational purposes.**

c. At what stage or stages in the program does the field experience occur? (eg. year, semester)

At the eighth level

d. Time allocation and scheduling arrangement. (Eg. 3 days per week for 4 weeks, full time for one semester)

One day per week for a semester

e. Number of credit hours

6 hours

4. 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

N/A

b. List the major intended learning outcomes of the project or research task.

N/A

c. At what stage or stages in the program is the project or research undertaken? (eg. year, semester)

N/A

d. Number of credit hours

N/A

e. Summary description of provisions for student academic advising and support.

N/A

5. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- **The knowledge or skill the program is intended to develop and the level of that knowledge and skill. (as a guide see general descriptions of knowledge and skills in the National Qualifications Framework for the qualification level of this program;**
- **The teaching strategies to be used in courses in the program to develop that knowledge and those skills. (This should be a general description of the approaches taken throughout the program but if particular responsibility is to be assigned to certain courses this should be indicated.);**
- **The methods of student assessment to be used in courses n the program to evaluate learning outcomes in the domain concerned.**

a. Knowledge

(i) Summary description of the knowledge to be acquired

- **Knowledge of the social milieu of English-speaking countries**
- **Criteria and principles involved in understanding, appreciating and analyzing English**
- **Improved skills in reading, writing, listening and speaking in English**
- **Increased knowledge of English vocabulary and grammar**
- **A better understanding of different linguistic theories for language learning and teaching**
- **A better understanding of different sub branches of linguistics and applied linguistics**

(ii) Teaching strategies to be used to develop that knowledge

- **Assigned readings and written analyses in literary courses**
- **Lectures through Direct and Communicative method**
- **Class and group discussions**
- **Presentations by students**

(iii) Methods of assessment of knowledge acquired

- **Essay midterm and final exams**
- **Essay quizzes**
- **Assessments of Individual/group presentations**
- **Written assignments**
- **Assessments of participation**

b. Cognitive Skills

(i) Cognitive skills to be developed and level of performance expected

- **Ability to make written and oral critiques of readings at a proficient level**
- **Capacity for competent literary analysis**
- **Cognitive skills to understand foreign language in different settings**
- **Understanding of Semantic and pragmatic uses of language in various settings and by multiple users**

(ii) Teaching strategies to be used to develop these cognitive skills

- **Assigned readings and model analyses of them via lecture and by provision of examples (for literary courses)**
- **Assignment of individual and group tasks for presentations**

(iii) Methods of assessment of students cognitive skills

- **Essay exams**
- **Essay quizzes**
- **Reading journals**
- **Written assignments**
- **Individual / group presentations**
- **Class participation**
- **Discussions in groups and / or pairs**

c. Interpersonal Skills and Responsibility

(i) Description of the level of interpersonal skills and capacity to carry responsibility to be developed

- **Commitment to responsible action in response to obligations and assigned tasks.**
- **Self-regulation and internal motivation resulting in learning autonomously**
- **Effective participation as a team player significantly contributing to group projects and discussions**

(ii) Teaching strategies to be used to develop these skills and abilities

- **Role plays and analysis in discussions of interactions**
- **Assign group projects/presentations. Instructor advises on processes and reviews the effectiveness of the group as part of final evaluation.**
- **Include class participation as a component in the course assessment**

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

- **Give feedback on group process along with feedback on content**
- **Show and explain requirements and criteria to students before assignments**

so they know what qualities are desirable to demonstrate
• **Discussions on focused topics in the class to assess their interpersonal and communicative skills**
• **Performance in the group presentations/projects and cooperation as a group member or leader**

d. Communication, Information Technology and Numerical Skills

(i) Description of the communication, IT and numerical skills to be developed
• **Skill in typing written assignments**
• **Ability to use PowerPoint to support a presentation**
• **Proficiency at selecting and using reputable web sites for research**
• **Communication skills**

(ii) Teaching strategies to be used to develop these skills
• **Initial assessment of IT skills as part of orientation. Training given at different levels of skill.**
• **Require written homework to be typed in proper format**
• **Include the use of PowerPoint as a necessary component of a presentation**
• **Allot marks for electronic communication.**

(iii) Methods of assessment of students numerical and communication skills
• **Essay exams**
• **Essay quizzes**
• **Typed written assignments**
• **Presentations**

e. Psychomotor Skills (if applicable)
(i)   Description of the psychomotor skills to be developed and the level of performance required
N/A
(ii) Teaching strategies to be used to develop these skills
N/A
(iii)   Methods of assessment of students psychomotor skills
N/A

6. Admission Requirements for the program

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

7. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for: - **Attendance** - **Progression from year to year** - **Program completion** See attached

E. Regulations for Student Assessment and Verification of Standards

1. Regulations or policies for allocation and distribution of grades

If the institution, college, department or program has policies or regulations dealing with the allocation or distribution of students grades state the policy or regulation, or attach a copy. Assessment should be based on student performance and standards verified by check marking by colleagues

2. What processes will be used for verifying standards of achievement (eg check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

- **Double assessment of random samples of written work** - **Double assessment of random samples of written assignment**

F Student Administration and Support

1. Student Academic Counselling

Describe arrangements to be made for academic counselling and advice for students, including both scheduling of faculty office hours and advice on program planning, subject selection and career planning (which might be available at college level) - **Faculty members are assigned students majoring in their field of expertise.** - **Faculty are trained in counselling students regarding program requirements.** - **Students meet with their assigned academic advisor at least one time per semester.** - **Faculty members have four office hours per week.**

2. Student Appeals

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

G. Text and Reference Material

1. What process is to be followed by faculty in the program for planning and acquisition of text, reference and other resource material including electronic and web based resources?

- **Faculty members search for texts on-line, learn of recommended texts in professional journals and from publishers and colleagues at conferences. Those teaching the same course meet and decide upon recommended texts and materials for the course and then submit their recommendations to the program chair for approval.**
- **Requests for purchases of new materials that should be included in the library's holdings are made at least two months before commencement of classes concerned.**

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2. What processes are to be followed by faculty in the program for evaluating the adequacy of book, reference and other resource provision?

- **Availability, interest and helpfulness of text and materials are evaluated by students in course evaluations.**
- **Evaluation by teachers of text and materials.**

H. Faculty and other Teaching Staff

1. Appointments

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

- **CVs are reviewed and applicants are screened based on credentials and experience. Applicants of interest are then interviewed. Referees of applicants under consideration are then contacted. Publications by the applicant are examined. Credentials are verified.**

2. Participation in Program Planning, Monitoring and Review

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

- **End-of-term course reports are completed by faculty reviewing activities and indicating and areas for improvement.**
- **Semester-end faculty meetings are held to assess how the term went.**
- **Committee chairs report findings to program chair in an annual written report.**
- **Program chair compiles an annual report on the strengths and weaknesses of the program and recommendations for improvement.**

3. Professional; Development

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

(a) Improvement of skills in teaching?

- **Faculty members are encouraged to attend IT training to effectively use IT in classes**
- **Workshops are held within the department for the exchange of ideas**

(b) Other professional development including knowledge of research and developments in their field of teaching?

4. Preparation of New Teaching Staff

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

- **The orientation includes a detailed briefing and two follow up meetings with the department chair, reading faculty handbooks to understand the mission and philosophy of the university, department and program and to become familiar with policies and procedures.**
- **A trained mentor could be assigned to the new faculty member.**
- **Class observations could be done to better understand the institution's teaching methodology.**

5. Part Time and Visiting Teaching Staff

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

- **If there is a need for visiting/adjunct faculty, approval is sought from the Head of the Department and the Dean of Academic Affairs.**
- **The usual process for hiring a faculty member is then followed.**

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What processes will be used to evaluate and improve the strategies planned for developing learning in the different domains of learning? (eg. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies)

- **Training in different learning styles is conducted along with teaching strategies to address a variety of learning styles**
- **Strategies on how to effectively teach to a variety of learning styles are outlined by the faculty member in her/his set of goals and objectives at the beginning of the academic year and then reviewed at the end of the year during the performance evaluation**

b. What processes will be used for evaluating the skills of teaching staff in using the planned strategies?
 • **Teacher/course evaluations by students**

2. Overall Program Evaluation

a. What strategies will be 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? • **Students in the program complete program evaluations** • **Faculty get feedback from students in the program about its strengths and weaknesses** • **Graduates of the program complete program evaluations**
(ii) from independent advisors and/or evaluator(s)?. • **Faculty members compare their program with similar programs at other universities** • **Faculty members measure their program against accreditation agency standards**

b. What key performance indicators will be used to monitor and report annually on the quality of the program?
 • **Proportion of full time faculty who completed training programs in teaching or attended conferences during the year. (which conference? I did not see a single one in last two months…. And going abroad is difficult?)**
c. What processes will be followed for reviewing these assessments and planning action to improve the program? • **Action plans will be developed and implemented to bring about desired changes** • **The effectiveness of the plans will be assessed annually and revised as needed**

Attachments.

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

Allocation of Responsibilities for Learning Outcomes to Courses

	Learning Outcomes	مخرجات التعليم	
A	Knowledge: Facts Concepts, Theories, Procedures	المعارف: الحقائق المفاهيم والإجراءات الخاصة بالنظريات	أ
B	Cognitive Skills Apply skills when asked Creative thinking and problem solving	المهارات المعرفية والإدراكية تطبيق المهارات عندما يتطلب ذلك التفكير الإبداعي لحل المشكلات	ب
C	Interpersonal skills and responsibility	مهارات العلاقة مع الاخرين وتحمل المسؤولية	ج
C–1	Responsibility for own learning	المسؤولية عن التعلم	ج–١
C–2	Group participation and leadership	المشاركة الجماعية والقيادة	ج–٢
C–3	Act responsibly (personal and professional situations)	الاستجابة بشكل مسؤول في المواقف الشخصية والمهنية	ج–٣
C–4	Ethical standards and behavior	المعايير الأخلاقية والسلوك	ج–٤
D	Communication IT and Numerical Skills	مهارتي التواصل واستخدام تقنية المعلومات العددية	د
D–1	Oral and written communications	الاتصال الشفهي والكتابي	د–١
D–2	Use of IT	استخدام تقنية المعلومات	د–٢
D–3	Basic Mathematics and Statistics	الرياضيات الاساسية والاحصاء	د–٣
E	Psychomotor skills	المهارات النفسية الحركية	هـ

* قد تختلف بعض النواتج حسب الكلية والتخصص

اسم المقرر Course Title	رمز ورقم المقرر	أ (A)	ب (B)	ج١ (C–)	ج٢ (C–)	ج٣ (C–)	ج٤ (C–)	د١ (D–)	د٢ (D–)	د٣ (D–)	هـ (E)

	Course ID			1)	2)	3)	4)	1)	2)	3)	
Grammar 1	ENG 111	x	X	y	y	y	y	x	y		
Listening and Speaking 1	ENG 112	x	X	y	x	y	y	x	y		
Reading 1	ENG 113	x	X	y	y	y	y	x	y		
Pronunciation	ENG 121	x	X	y	y	y	y	x	x		
Grammar 2	ENG 122	x	X	y	y	y	y	x	x		
Listening and speaking 2	ENG 123	x	X	y	x	y	y	x	y		
Reading 2	ENG 124	x	X	y	y	y	y	x	y		
Writing 1	ENG 125	x	X	y	y	y	y	x	x		
CALL 1	ENG 211	x	X	y	y	y	y	x	x	y	
Grammar 3	ENG 212	x	X	y	y	y	y	x	y		
Listening and Speaking 3	ENG 213	x	X	y	x	y	y	x	y		
Reading 3	ENG	x	x	y	y	y	y	x	y		

	214									
Writing 2	ENG 221	x	X	y	y	y	y	x	x		
Learning Strategies	ENG 222	x	X	y	y	y	y	x	y		
Introduction to Linguistics	ENG 223	x	X	y	y	y	y	x	y		
Introduction to Translation	ENG 224	x	X	y	y	y	y	x	x		
Introduction to Literature	ENG 225	x	X	y	y	y	y	x	x		
Advanced Reading	ENG 311	x	X	y	y	y	y	x	x		
Advanced Writing	ENG 312	x	X	y	y	y	y	x	x		
Applied Linguistics	ENG 313	x	X	y	y	y	y	x	y		
Phonetics	ENG 314	x	X	y	y	y	y	x	X		
Morphology	ENG 315	x	X	y	y	y	y	x	y		
Syntax	ENG 321	x	X	y	y	y	y	x	x		

Phonology	ENG 322	x	X	y	y	y	y	x	x		
Semantics	ENG 323	x	X	y	y	y	y	x	y		
Contrastive Linguistics	ENG 324	x	X	y	y	y	y	x	x		
Pragmatics	ENG 325	x	X	y	y	y	y	x	y		
Research Curricula	ENG 411	x	X	y	y	y	y	x	x		
Sociolinguistics	ENG 412	x	X	y	y	y	y	x	x		
Discourse analysis	ENG 413	x	X	y	y	y	y	x	x		
Historical Linguistics	ENG 414	x	X	y	y	y	y	x	y		
CALL 2	ENG 415	x	X	y	y	y	y	x	x	y	
Teaching English Language	ENG 421	x	X	y	y	x	x	x	x		
English Language Testing	ENG 422	x	X	y	y	y	y	x	x	y	

√   Major Responsibility   x   Minor Responsibility

(Note: Add additional sheets if necessary to provide for all required courses in the program including any courses offered by other department