



Program Specification

Program Name: English Language, BA
Qualification Level : Bachelor
Department: Department of Languages and Translation
College: Faculty of Education and Arts
Institution: University of Tabuk

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A. Program Identification and General Information

1. Program Main Location:		
University of Tabuk Main Campus, Tabuk City		
2. Branches Offering the Program:		
<ol style="list-style-type: none"> 1. Umluj University College, University of Tabuk, Umluj City 2. Alwajh University College, University of Tabuk, Alwajh City 3. Duba University College, University of Tabuk, Duba City 4. Haql University College, University of Tabuk, Haql City 5. Tayma University College, University of Tabuk, Tayma City 		
3. Reasons for Establishing the Program:		
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)		
<p>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 that 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 and international economy in this regard.</p>		
4. Total Credit Hours for Completing the Program: (133)		
5. Professional Occupations/Jobs:		
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. • Teaching English at language institutes. • Translation at hospitals and embassies. • 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. 		
6. Major Tracks/Pathways (if any):		
Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. NONE		
2.		
3.		
4.		
7. Intermediate Exit Points/Awarded Degree (if any): NONE		
Intermediate exit points/awarded degree	Credit hours	
1. NONE		
2.		

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

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 community.

2. Program Goals:

1. To offer a distinctive program in literature, linguistics, and translation.
2. To conduct quality research in the fields of literature, linguistics, and translation.
3. To participate in community service and continuous education.
4. To develop the program teaching and learning environment.
5. To enhance the program administrative and organizational environment.

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

The program mission is based on the Faculty of Education and Arts mission and the University of Tabuk mission, emphasizing the three main roles of the university: education, research, and community service. Table 1 below shows this consistency between the mission of the program and that the faculty's and the university's at large.

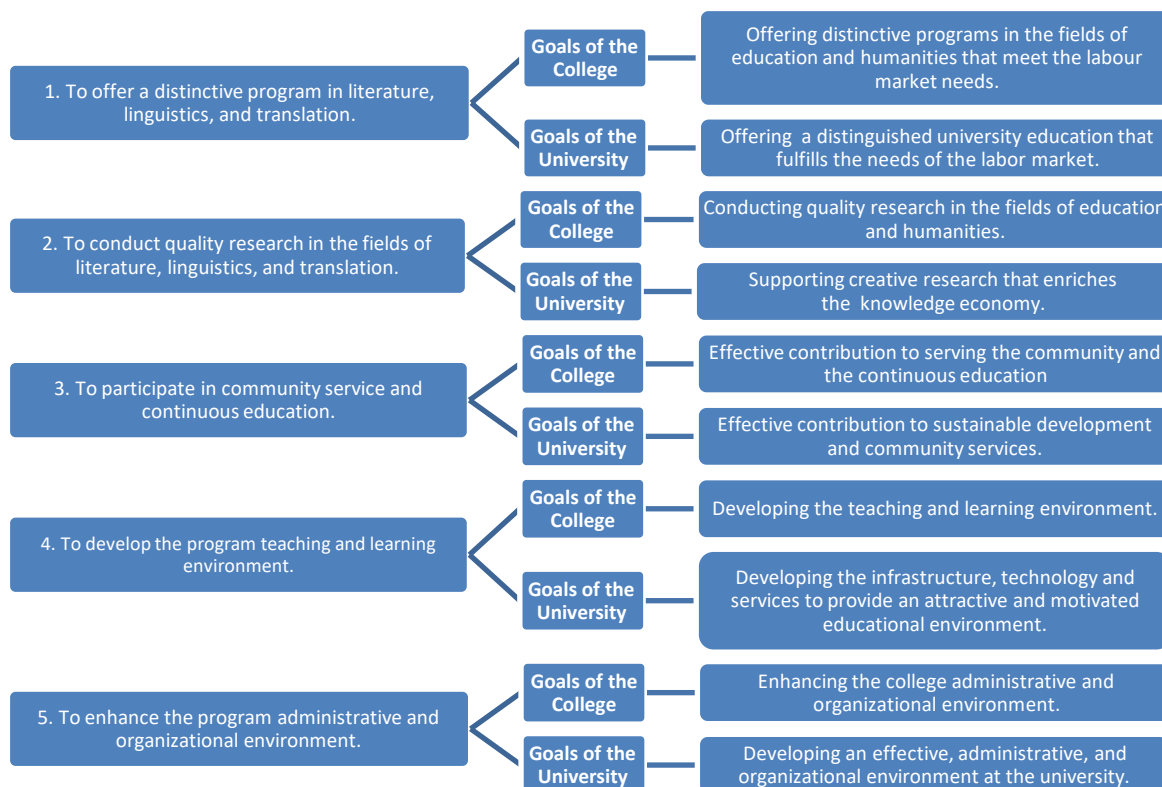
Table 1. Consistency between the program mission and the faculty and university missions.

Missions Areas of Consistency	UT Mission	FEA Mission	ELP Mission
Whole Statement	To offer a distinguished university education that prepares university graduates with the knowledge, capabilities, and skills needed by the community and developmental projects in the Tabuk region within an exceptional education and administrative environment that promotes innovative research.	To offer a distinguished educational and research environment which contributes to the preparation of competent professionals in the fields of education and humanities, who can cope with the advancement of knowledge, participate in sustainable development, and meet the local labor market.	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 community.
Part dealing with education	To offer a distinguished university education that prepares university graduates with the knowledge, capabilities, and skills needed.	To offer a distinguished educational and research environment which contributes to the preparation of competent professionals in the fields of education and humanities	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.
Part dealing with research	...innovative research	...research environment	...research environment ...enriching scientific research

Part dealing with communityneeded by the community.participate in sustainable development and meet the local labor market.	...meeting the needs of the community.
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The program goals are also closely linked to the goals of the Faculty of Education and Arts and the University of Tabuk. Figure 1 below highlights this relationship.

Figure 1. Consistency of Program Goals with College Goals and University Goals.



4. Graduate Attributes:

1. Advanced theoretical and practical knowledge of Linguistics, English Literature, and Translation.
2. The ability to use modern technology ethically, safely, and effectively for scientific, practical, research and life purposes.
3. The ability to communicate clearly and effectively in written and verbal forms for different purposes.
4. Creative, analytical, interpretive, reflective, and problem-solving thinkers.
5. The acquisition of the required ethics and behaviors that enables him/her to deal with others with integrity, empathy, care and respect.
6. Having a reflective and professional approach, including qualities of time management, teamwork, leadership, accountability and self-regulation.

5. Program learning Outcomes*

Knowledge and Understanding

K1	To list and describe the terms, practices, and theoretical fundamentals relevant to the fields of Literature, literary criticism, Linguistics, and Translation.
K2	To describe the strategies for interacting academic content with and list the conventions of academic writing in English.

Skills

S1	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.
S2	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.
S3	To assess debates and discussions in the domains of literature, linguistics, and translation; and show experimentation with social contexts that can contribute and trigger literary critical thinking and analysis.
S4	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.
Values	
V1	To demonstrate effective teamwork and verbal communication practices

* Add a table for each track and exit Point (if any)

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	14	37	28%
	Elective	-	-	-
College Requirements	Required	-	-	-
	Elective	-	-	-
Program Requirements	Required	36	96	72%
	Elective	-	-	-
Capstone Course/Project	-	-	-	-
Field Experience/ Internship	-	-	-	-
Others	-	-	-	-
Total		50	133	100%

* Add a table for each track (if any)

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
1	ELT001	English Language 1	Required	None	5	Institution
	LTS001	Learning, Thinking, and Research Skills	Required	None	3	Institution
	PAD001	Principle of General Administration	Required	None	2	Institution
	MATH106	Principle of Mathematics	Required	None	3	Institution
	ISLS101	Islamic Culture 1	Required	None	2	Institution
2	COMM001	Communication Skills	Required	None	2	Institution
	STAT001	Introduction to Statistics	Required	None	2	Institution
	CSC002	Computer Application Skills	Required	None	3	Institution
	ELT002	English Language 2	Required	ELT001	5	Institution
	ARB101	Language Skills	Required	None	2	Institution
3	ISLM201	Islamic Culture 2	Required	ISLS101	2	Institution
	ARB201	Arabic Writing	Required	None	2	Institution
	ENGL201	Essay Writing 1	Required	ELT002	2	Department
	ENGL203	Phonetics 1	Required	ELT002	2	Department
	ENGL205	Advanced Grammar 1	Required	ELT002	3	Department
	ENGL207	Introduction to Linguistics	Required	ELT002	3	Department
	ENGL208	Introduction to English Literature	Required	ELT002	3	Department
	ENGL209	Language Acquisition	Required	ELT002	3	Department
ISLM301	Islamic Culture 3	Required	ISLM201	2	Institution	
ENGL202	Essay Writing 2	Required	ENGL201	2	Department	

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
4	ENGL204	Phonetics 2	Required	ENGL203	2	Department
	ENGL206	Advanced Grammar 2	Required	ENGL205	3	Department
	ENGL210	History of English Language	Required	None	3	Department
	ENGL211	Principles of Translation	Required	None	3	Department
	ENGL212	Introduction to American Literature	Required	None	3	Department
5	ISLM401	Islamic Culture 4	Required	ISLM301	2	Institution
	ENGL301	Novel 1	Required	ENGL208	3	Department
	ENGL303	Drama 1	Required	ENGL208	3	Department
	ENGL305	Poetry 1	Required	ENGL208	3	Department
	ENGL307	Syntax & Morphology	Required	ENGL207	3	Department
	ENGL309	Translation 1	Required	ENGL211	2	Department
	ENGL311	Civilization 1	Required	None	2	Department
6	ENGL302	Novel 2	Required	ENGL301	3	Department
	ENGL304	Drama 2	Required	ENGL303	3	Department
	ENGL306	Poetry 2	Required	ENGL305	3	Department
	ENGL308	Stylistics	Required	ENGL307	3	Department
	ENGL310	Translation 2	Required	ENGL309	2	Department
	ENGL312	Civilization 2	Required	ENGL311	2	Department
7	ENGL401	Novel 3	Required	ENGL302	3	Department
	ENGL403	Drama 3	Required	ENGL304	3	Department
	ENGL406	Poetry 3	Required	ENGL306	3	Department
	ENGL407	Semantics	Required	ENGL308	3	Department
	ENGL409	Translation 3	Required	ENGL310	2	Department
	ENGL411	Theoretical Criticism	Required	None	2	Department
8	ENGL402	Novel 4	Required	ENGL401	3	Department
	ENGL404	Drama 4	Required	ENGL403	3	Department
	ENGL406	Poetry 4	Required	ENGL406	3	Department
	ENGL408	Error Analysis	Required	ENGL407	3	Department
	ENGL410	Translation 4	Required	ENGL409	2	Department
	ENGL412	Practical Criticism	Required	ENGL411	2	Department

* Include additional levels if needed

** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

<https://drive.google.com/drive/folders/1UIg0TraiGX-rPxILC-uWKRY-tXNXuJxw?usp=sharing>

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)

Course code & No.	Program Learning Outcomes						
	Knowledge and understanding		Skills				Values
	K1	K2	S1	S2	S3	S4	V1
ENGL201		I			I	I	
ENGL202		I		I			
ENGL203	I			I			I
ENGL204	I				I	I	I
ENGL205		I		I		I	
ENGL206		I		I		I	
ENGL207	I			I		I	
ENGL208	I			I	I	I	
ENGL209	I			I	I	I	
ENGL210	I			I		I	P
ENGL211	I	I		I		I	
ENGL212	I			I		I	
ENGL301	P		P			P	
ENGL302	P		P			P	
ENGL303	P		P	P	P	P	
ENGL304	P		P	P		P	
ENGL305	P		P	P	P	P	
ENGL306	P		P	P		P	
ENGL307		P		P		P	M
ENGL308	P			P		P	
ENGL309		P		P		P	
ENGL310		P		P		P	
ENGL311	P			P		P	
ENGL312	P		P			P	
ENGL401	M		M			M	
ENGL402	M		M	M		M	
ENGL403	M		M		M	M	
ENGL404	M		M			M	
ENGL405	M		M	M	M		
ENGL406	M		M	M	M		
ENGL407	M			M	M	M	
ENGL408	M		M			M	
ENGL409	M	M		M		M	
ENGL410	M	M		M		M	
ENGL411	M		M		M		
ENGL412	M			M			

* Add a table for each track (if any)

5. Teaching and learning strategies to achieve program learning outcomes

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

Policies

- *Exam Policies:*
 - Midterm and final exams adhere to the policy of maximum weights for objective exam questions to ensure that a healthy balance is uniformly maintained in the use of objective and subjective question types.
 - Midterm and final exams are jointly constructed by course teaching team under the supervision of the head of course coordination plan.
 - Midterm and final exams are directly linked to course learning outcomes using CLO-question matrix on the approved exam cover page sheet.
- *Teaching Policies:*
 - Instructors are required to comply with the latest approved course specifications and coordinate the implementation with the course coordinator to ensure uniform and comparable content coverage, teaching and learning activities, and assessment methods across different sections and campuses.

Teaching and Learning Strategies

- Courses employ student-centered teaching and learning strategies to ensure greater student engagement and development of higher order thinking skills. These strategies include group work, student presentations and class discussions.

Learning Experience

- Learning experience is enriched by multimodal content and online interactions. Blackboard plays a key role in this regards to provide structured content and space for synchronous and asynchronous interactions.
- Learning experience is also enriched through relating learning objectives to real life and local issues and helping students develop critical perspectives on the practices and underpinning principles of language studies and related fields.

Learning Activities

- *Curricular Learning Activities*
 - Courses employ modern curricular learning activities that are suitable to the targeted learning outcomes. Analysis-related LOs, for instance, are achieved through close reading and text analysis activities, and presentation-related LOs are achieved through student presentation activities.
- *Extra-Curricular Learning Activities*
 - The program employs extra-curricular learning activities to ensure development of the PLOs outside the classroom physical and virtual boundaries and to help develop well-rounded students equipped with leadership and teamwork skills and engaged with community issues. Such activities include student clubs, peer-to-peer tutoring and community outreach.

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	Assessment Methods (Direct and Indirect)
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<p>K1</p>	<p>To list and describe the terms, practices, and theoretical fundamentals relevant to the fields of literature, literary criticism, linguistics, and translation.</p>	<p>Direct Method:</p> <ol style="list-style-type: none"> 1. Students' performance in selected final exam questions in capstone courses. 2. Student average completion rates in the main and satellite campuses: Tabuk, Duba, Alwajh, Umluj, Haql, and Tayma.
<p>K2</p>	<p>To describe the strategies for interacting with academic content and list the conventions of academic writing in English.</p>	<p>Indirect Methods:</p> <ol style="list-style-type: none"> 1. Program Evaluation Survey 2. Student Experience Survey 3. Alumni Survey 4. Faculty Survey 5. Employer Survey
<p>S1</p>	<p>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.</p>	<p>Direct Method:</p> <ol style="list-style-type: none"> 1. Students' performance in selected final exam questions in capstone courses. 2. Student average completion rates in the main and satellite campuses: Tabuk, Duba, Alwajh, Umluj, Haql, and Tayma.
<p>S2</p>	<p>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.</p>	<p>Indirect Methods:</p> <ol style="list-style-type: none"> 1. Program Evaluation Survey 2. Student Experience Survey 3. Alumni Survey 4. Faculty Survey 5. Employer Survey
<p>S3</p>	<p>To assess debates and discussions in the domains of literature, linguistics, and translation.</p>	<p>Direct Method:</p> <ol style="list-style-type: none"> 1. Students' performance in selected final exam questions in capstone courses. 2. Student average completion rates in the main and satellite campuses: Tabuk, Duba, Alwajh, Umluj, Haql, and Tayma.
		<p>Indirect Methods:</p> <ol style="list-style-type: none"> 1. Program Evaluation Survey 2. Student Experience Survey

		<ol style="list-style-type: none"> 3. Alumni Survey 4. Faculty Survey 5. Employer Survey
S4	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.	<p>Direct Method:</p> <ol style="list-style-type: none"> 1. Students' performance in selected project assignment in capstone courses. 2. Student average completion rates in the main and satellite campuses: Tabuk, Duba, Alwajh, Umluj, Haql, and Tayma. <p>Indirect Methods:</p> <ol style="list-style-type: none"> 1. Program Evaluation Survey 2. Student Experience Survey 3. Alumni Survey 4. Faculty Survey 5. Employer Survey
VI	To demonstrate effective teamwork and verbal communication practices.	<p>Direct Method:</p> <ol style="list-style-type: none"> 1. Students' performance in selected class presentation assignments in capstone courses. 2. Student average completion rates in the main and satellite campuses: Tabuk, Duba, Alwajh, Umluj, Haql, and Tayma. <p>Indirect Methods:</p> <ol style="list-style-type: none"> 1. Program Evaluation Survey 2. Student Experience Survey 3. Alumni Survey 4. Faculty Survey 5. Employer Survey

D. Student Admission and Support:

1. Student Admission Requirements

The admission of students to the English Language Program follows the institutional procedures run by the University of Tabuk through the Deanship of Admission and Registration. The University of Tabuk issues annual leaflets specifying the admissions requirements for prospective students. According to [the latest annual leaflet of 1442](#), the University of Tabuk admits students who meet the following main requirements:

- The applicant must be Saudi national or one whose mother is Saudi national.
- Having completed successfully the Saudi General Secondary Certificate or its equivalent whether inside or outside the Kingdom of Saudi Arabia.
- The equivalency for a secondary school certificate must be issued by the Certificates Equivalency Committee at the Ministry of Education in case that the Secondary School Certificate is issued abroad.
- The age of the applicant should not be more than 25 years old.
- The total mark of the Academic Achievement Exam must not be less than 50%.
- The total mark of the General Abilities Exam must not be less than 50%.

- The applicant should not be one who was expelled from the University of Tabuk or from any other university for disciplinary or academic reasons. After the final acceptance, if it is detected that the applicant had previously been expelled, his acceptance into the university would be cancelled.
- The applicant must not be accepted or enrolled in another academic program at Tabuk University or any other Saudi university, and if it becomes clear after the final admission that the applicant had been enrolled, his acceptance would be cancelled.¹

In addition to the preceding general requirements by the University of Tabuk for admitting students, the ELP has its own requirements for the admission and registration of students that are appropriate to the nature of the program and are also applied fairly. For example, the ELP requires that applicants earned no less than 90/100 grade in their total secondary school English class.

2. Guidance and Orientation Programs for New Students

The English Language Program provides comprehensive orientation for new students. It holds an orientation week for new students in the beginning of every academic year. During the orientation week, students have the opportunity to:

- Meet other new students, current student leaders, faculty, and staff.
- Learn their way around campus.
- Find out about all the student services and academic programs at the University of Tabuk.
- Address their individual needs and get their questions answered.

During the orientation week, students are given manuals and brochures which help them to understand and to familiarize themselves with the university environment, programs, services, facilities, rights, and duties. In addition to the orientation week, an orientation meeting is held for new students at the beginning of each semester. In this meeting, new students are provided with the necessary information they need during their years of study. This meeting is attended by all the new students as well as the staff members at the department. During this meeting, the chair of the department, the department's coordinator of academic advising and the department's coordinator of academic affairs address the new students and give them all the necessary academic information they need. Moreover, they answer all the questions raised by the students during the meeting. In addition, the University Deanship of Student Affairs provides new students with the necessary guidance and orientation programs.

3. Student Counseling Services

(academic, career, psychological and social)

ELP faculty members are assigned a number of students for the purpose of academic counseling. Each faculty member is allocated a number of office hours per week. They are tasked with 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, social, and personal difficulties

¹ [S.4-1 Admission Guide 1442](#)

4. Special Support

(low achievers, disabled, gifted and talented)

The ELP and the University of Tabuk provide care and support for the low achievers and the disabled students. As for the underachieving students, they are identified and provided with remedial programs to help them overcome the difficulties hindering their progress into the program. These students are distributed among the academic advisors at the department and are given due interest. They are met on regular basis by their academic advisors who are asked by the academic advising coordinator to upload the forms of these meetings on its specified place on a Google Drive created especially for this purpose. During these meetings, the students are provided with advice, and guidance to help the students make decisions, related to registration decisions, deletion, addition, grievance or even transfer to another program. Furthermore, the program has established the [Student Academic Support Center \(SASC\)](#) that offers several specialized courses for underachieving students, so that they can finish graduation requirements and catch up with their colleagues. These students are also offered several programs, lectures, and workshops on selected topics in which they can develop and strengthen their knowledge and language skills. This process of following up these underachieving students continues until their graduation.

Both program and institution pay due attention to students of special needs (e.g. disabled students). They are provided with special care. Their special needs are taken into consideration during the process of class scheduling. The classrooms in which they are receiving their lectures must be on the ground floor.

For the gifted and talented students, the university has established a unit of creativity and talent to identify and to develop the abilities of these students named [Creativity and Talent Unit](#). This is achieved through holding several extracurricular activities to attract and to encourage the talented students to develop their abilities and gifts. Moreover, the faculty of Education and Arts has an initiative named [Distinctiveness and Creativity Initiative](#) which aims at discovering the creative and talented students and encouraging them to make the best use of their talent and creativity.

E. Teaching and Administrative Staff

Needs were estimated based on the following:

1. The estimated needs were determined according to the current situation of the departments in main and satellite campuses in the first semester of the academic year 1443H (Fall 2021).
2. The number of students registered in all class sections was calculated, and because the number of students varies from one section to another, we considered that a section should on average have 20 students. Therefore, we divided the total number of students registered in all sections by 20 to get the ideal number of sections.
3. Since faculty members vary in the number of hours they are assigned to teach and they also vary in the administrative assignments for which they receive a reduction in the teaching hours, we considered that the average teaching load could be 10 hours per member.
4. The ideal number of class sections (see item 2) is multiplied by 2.5 hours (as an average because some classes are 3 hours and some are 2 hours) to get the number of hours required to be taught in all classes.
5. After obtaining the number of hours required to be taught for all class sections, it is divided by 10, which we argued earlier is the average teaching load for a faculty member, and we get the required number of faculty members.

6. For example: If the numbers registered in all the divisions are (1000) students (because the student is registered in multiple courses), then the department needs to divide this number ideally so that each division is 20 students, so we divide the 1000 by 20 and we get 50 is the ideal number of divisions. Because people vary from two hours to three hours, we assume that each division has 2.5 hours, and by multiplying the 50 divisions by 2.5 hours, we get 125 hours, which are the hours required to be taught in all the people. We divide these 125 hours by 10 (the estimated teaching capacity of each member), and we get that approximately 12 faculty members are required.

1.1 Needed Teaching and Administrative Staff (All Campuses)

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	English	Linguistics	-	4	7	11
		Literature	-	2	5	7
		Translation	-	2	4	6
Associate Professors	English	Linguistics	-	7	9	16
		Literature	-	6	9	15
		Translation	-	7	9	16
Assistant Professors	English	Linguistics	-	8	16	24
		Literature	-	9	13	22
		Translation	-	6	12	18
Lecturers	English	Linguistics	-	6	10	16
		Literature	-	9	9	18
		Translation	-	4	8	12
Teaching Assistants	English	Linguistics	-	5	7	12
		Literature	-	4	8	12
		Translation	-	3	4	7
Technicians and Laboratory Assistants	Technical Support	Technical Support	-	6	6	12
Administrative and Supportive Staff	Supporting Administration	Secretaries	-	6	6	12
		Librarians	-			
Others (specify)	-	-	-	-	-	-

1.2 Needed Teaching and Administrative Staff (Main Campus)

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	English	Linguistics	-	1	2	3
		Literature	-	1	2	2
		Translation	-	1	2	3
Associate Professors	English	Linguistics	-	3	2	5
		Literature	-	2	2	4
		Translation	-	2	2	4
Assistant Professors	English	Linguistics	-	4	6	10
		Literature	-	4	6	10
		Translation	-	3	5	8

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Lecturers	English	Linguistics	-	0	2	2
		Literature	-	1	2	3
		Translation	-	0	2	2
Teaching Assistants	English	Linguistics	-	2	1	3
		Literature	-	1	2	3
		Translation	-	0	1	1
Technicians and Laboratory Assistants	Technical Support	Technical Support	-	1	1	2
Administrative and Supportive Staff	Supporting Administration	Secretaries	-	1	1	2
		Librarians				
Others (specify)	-	-	-	-	-	-

1.3 Needed Teaching and Administrative (Umluj Campus)

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	English	Linguistics	-	1	2	3
		Literature	-	1	1	2
		Translation	-	1	1	2
Associate Professors	English	Linguistics	-	2	2	4
		Literature	-	3	2	5
		Translation	-	3	2	5
Assistant Professors	English	Linguistics	-	3	3	6
		Literature	-	2	3	5
		Translation	-	2	3	5
Lecturers	English	Linguistics	-	3	3	6
		Literature	-	3	3	6
		Translation	-	2	2	4
Teaching Assistants	English	Linguistics	-	1	1	2
		Literature	-	1	0	1
		Translation	-	1	0	0
Technicians and Laboratory Assistants	Technical Support	Technical Support	-	1	1	2
Administrative and Supportive Staff	Supporting Administration	Secretaries	-	1	1	2
		Librarians				
Others (specify)	-	-	-	-	-	-

1.4 Needed Teaching and Administrative Staff (Alwajh Campus)

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	English	Linguistics	-	0	1	1
		Literature	-	0	1	1
		Translation	-	0	1	1
Associate Professors	English	Linguistics	-	0	2	2
		Literature	-	0	2	2
		Translation	-	0	2	2
Assistant Professors	English	Linguistics	-	1	3	4
		Literature	-	0	2	2
		Translation	-	0	2	2
Lecturers	English	Linguistics	-	1	2	3
		Literature	-	2	1	3
		Translation	-	1	1	2
Teaching Assistants	English	Linguistics	-	1	1	2
		Literature	-	1	2	3
		Translation	-	0	1	1
Technicians and Laboratory Assistants	Technical Support	Technical Support	-	1	1	2
Administrative and Supportive Staff	Supporting Administration	Secretaries	-	1	1	2
		Librarians	-	1	1	2
Others (specify)	-	-	-	-	-	

1.5 Needed Teaching and Administrative Staff (Duba Campus)

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	English	Linguistics	-	1	1	2
		Literature	-	0	0	0
		Translation	-	0	0	0
Associate Professors	English	Linguistics	-	0	1	1
		Literature	-	1	1	2
		Translation	-	0	1	1
Assistant Professors	English	Linguistics	-	1	2	3
		Literature	-	1	2	3
		Translation	-	1	1	2
Lecturers	English	Linguistics	-	2	2	4
		Literature	-	1	2	3
		Translation	-	1	2	3
Teaching Assistants	English	Linguistics	-	1	2	2
		Literature	-	0	2	2
		Translation	-	1	2	3
Technicians and Laboratory Assistants	Technical Support	Technical Support	-	1	1	2
Administrative and Supportive Staff	Supporting Administration	Secretaries	-	1	1	2
		Librarians	-	1	1	2

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Others (specify)	-	-	-	-	-	-

1.6 Needed Teaching and Administrative Staff (Haql Campus)

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	English	Linguistics	-	0	0	0
		Literature	-	0	1	1
		Translation	-	0	0	0
Associate Professors	English	Linguistics	-	0	1	1
		Literature	-	1	1	2
		Translation	-	0	1	2
Assistant Professors	English	Linguistics	-	0	1	1
		Literature	-	0	0	0
		Translation	-	0	1	1
Lecturers	English	Linguistics	-	0	0	0
		Literature	-	2	1	2
		Translation	-	0	1	1
Teaching Assistants	English	Linguistics	-	1	2	3
		Literature	-	1	2	3
		Translation	-	1	1	2
Technicians and Laboratory Assistants	Technical Support	Technical Support	-	1	1	2
Administrative and Supportive Staff	Supporting Administration	Secretaries	-	1	1	2
		Librarians	-	1	1	2
Others (specify)	-	-	-	-	-	-

1.7 Needed Teaching and Administrative Staff (Tayma Campus)

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	English	Linguistics	-	1	1	2
		Literature	-	0	0	0
		Translation	-	0	0	0
Associate Professors	English	Linguistics	-	1	1	2
		Literature	-	1	1	2
		Translation	-	0	1	1
Assistant Professors	English	Linguistics	-	1	1	2
		Literature	-	0	0	0
		Translation	-	0	0	0
Lecturers	English	Linguistics	-	0	1	1
		Literature	-	0	0	0
		Translation	-	0	0	0

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Teaching Assistants	English	Linguistics	-	0	1	1
		Literature	-	0	2	2
		Translation	-	0	1	1
Technicians and Laboratory Assistants	Technical Support	Technical Support	-	1	1	2
Administrative and Supportive Staff	Supporting Administration	Secretaries	-	1	1	2
		Librarians				
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

All the faculty and staff of the English Language Program are thoroughly oriented to the university and the program through orientation programs. Once the new teaching staff member starts his/her job, he/she is encouraged to take a look at several guidebooks that are prepared by the university and are made available through concerned deanships. Guidebooks are to inform the prospective staff about, but not limited to:

- Code of conduct
- Financial Rights and Benefits
- Promotion
- Administrative rights and Benefits
- Workloads

The University of Tabuk also offers a package of several appropriate and effective orientation programs for the new staff members in all branches. The training package is provided by "My Skills" program provided by the Deanship of Development and Quality. Many of the offered programs are designed to help new faculty members adjust to life in Tabuk and to guarantee familiarity with the rules of the university and its operating procedures. To be more specific, many of the offered programs explain essential information to new faculty, such as their rights, tasks, and responsibilities, teaching methodology and skills, research skills and community service, and quality-related avenues. To help tackle any potential difficulty a new staff member might face, several Blackboard related guidebooks are available on the Deanship of E-learning and Distance Learning website. Besides, all newly appointed teaching staff members at the UT are required to attend at least one initial orientation program that consists of fruitful weekly workshops; simply to ensure that they are appropriately prepared for their defined roles in learning and teaching and research.

The ELP is also responsible for orienting its own new staff members. It tends to offer its specific onboarding and orientation program for those who join each year. The desired program shall focus on the study plan, their teaching load, department specific policies, as well as academic rules and regulations. The new staff are made aware of the support services available in ELP and UT.

Furthermore, new faculty members receive assistance from the concerned administrative staff to get a UT ID, UT email and an account on the academic system ([MyUT](#)) and electronic system of UT (Sahel system). New staff members are also assisted to order a desktop computer, laptop, printer or any further materials to be ready to start off their duties.

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.)

In addition to what is offered by the ELP, various other training workshops and webinars are offered and held for the professional and academic development of UT teaching faculty members. These programs are organized by the Deanship of Development and Quality and the Deanship of E-learning and Distant Education. Workshops and seminars that are held by Deanship of Development and Quality are through "My Skills" program. LTD faculty members are regular participants of such professional development programs. The Deanship of E-learning and Distant Education offers its packages of the training program through "Atqant". These workshops and seminars are provided to enhance a variety of professions including teaching strategies, assessment methods, and leadership and research skills.

The ELP seeks to develop its staff, improve their skills and advance the quality of their learning and education by engaging them in many professional, academic, educational and technical courses and workshops. The teaching staff members in the ELP are attentive and active participants in such programs.

The program administration also offers multiple intervention programs that are aligned with its staff's needs. For example, several webinar sessions related to Blackboard use have been effectively incorporated in the period of Covid-19.

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.)

A formal and systematic mechanism is used in the selection, provision and evaluation of essential and secondary learning resources. First, selection of learning resources involves conducting a need analysis study to determine the required resources in light of the projected number of enrolled students and the nature of ELP courses. Next, formal requests for required learning resources are submitted by the department chairs and supervisors to responsible parties at the university. These parties take necessary steps to ensure required resources are made available to the beneficiaries in the program. Periodically, learning resources are evaluated by both students and teaching staff to determine if modifications or updates are necessary.

Below are highlights of the mechanism for providing and quality assurance of learning resources:

- Main textbooks and references are determined in advance by the Departmental Committee of Programs 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 Central Library are stocked with references related to the program.
- The Saudi Digital Library offers a wide selection of freely available electronic resources and references.

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.).

Library

- In all ELP campuses, both male and female students and faculty members have access to a university library. Libraries in satellite campuses are linked with the central library through a reference reservation and delivery system that facilitate access to locally unavailable resources.
- The Saudi Digital Library provides access to a wide range of electronic resources and references relevant to the program.

Computer/Language Labs

- ELP students and faculty members have access to computer/language labs in all campuses. These labs facilitate the use and integration digital technologies in teaching and learning. The labs are maintained and updated by the university technical support department.

Medical Facilities

- Medical facilities are available in all ELP campuses to ensure that prompt medical treatment and support are provided when needed.

Classrooms

- Sufficient number of classrooms are made available to the ELP proportional to the number of enrolled students and in accordance with the program's goal to maintain small class sizes.
- Classrooms are equipped with blackboards and overhead projectors and are supplied with wireless internet.

3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of the program)

General university-wide security and safety rules and plans apply to the ELP. Security and safety rules as well as the application of the designed safety plan constitute one of the essential tasks through which the university administrations join efforts. These include:

- the Administration of Security and Safety,
- Project Management,
- Service Management
- Management of Operation and Maintenance

Buildings and facilities are designed in accordance with the Ministry of Education's Security and Safety handbook terms of:

- Spacious corridors and emergency exit,
- The existence of brightly illuminating signs,
- Availability of water hoses and fire extinguishers that are frequently tested for operability.
- Availability of passages for people with special needs.

To ensure the health and safety of all university affiliates as well as male and female students, the Security and Safety Management at the university continually provide safety training and education to all university affiliates and students. Also, the safety of campuses is taken care of by SUT (Security of the University of Tabuk) which provides a 24/7 patrolling and security services.

During pandemic outbreaks, the Faculty of Education and Arts forms a special committee whose main task is to follow up the implementation of preventive and precautionary measures to limit the spread of the outbreak. The UT in general and the College of Education and Arts in particular was keen to provide staff members and students with a guide manual for health protocols outlining the preventive and precautionary measures that must be abided with during exams.

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

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

ELP management follows a hierarchical structure typical of academic departments that has a department council, chair/supervisor, and specialized committees. This structure helps maintain order through a chain of authorities starting from the specialized committees and moving up through the department chair and department council in this respective order.

Department Council

- The department council is the highest authority in the ELP. It oversees and guides program operation and development towards the achievement of its mission and goals.
- The department council directly reports to the dean of the Faculty of Education and Arts.
- The department council is responsible for evaluating and approving all proposed changes to the program and courses.

Department Chair

- Department chair oversees the operation of the program and its specialized committees and is responsible for leading and guiding quality and development efforts and initiatives.

Department Supervisor

- Department supervisor oversees program operation in a gender-segregated section (male or female) and report to the department chair and council.

Department Committees

- The ELP has several specialized committees responsible for managing and implementing day-to-day tasks and achieving its operational initiatives. These committees are:
 1. Programs and Study Plans Committee
 2. Quality and Academic Accreditation Committee
 3. Scientific Committee
 4. Strategic Planning Committee
 5. Measurement and Evaluation Committee
 6. Academic Affairs Committee
 7. Academic Advising Committee
 8. Student Activities Committee
 9. Student Complaints Committee
 10. Schedules and Exams Committee
 11. Department and Faculty Members Websites Committee
 12. KPIs and APR Committee
- The department council form the department committees at the start of the academic year. The formation decree lists the responsibilities of each committee and its members.

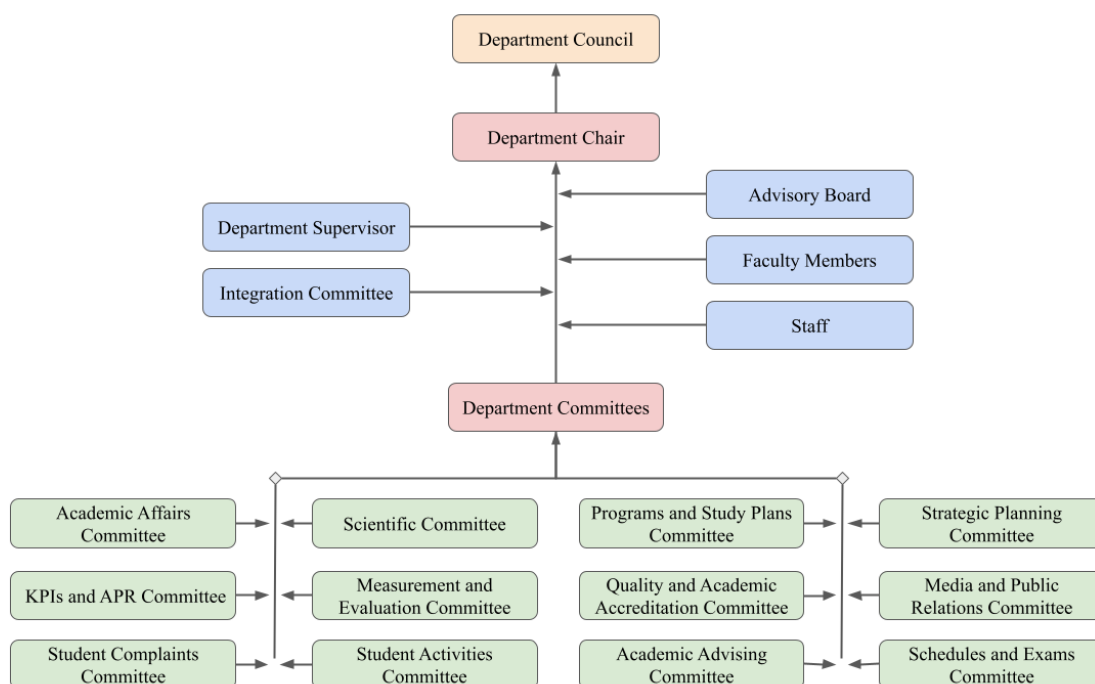
Integration Committee

- The integration committee oversees and guides the coordination and integration of all academic matters across all ELP campuses.
- This committee is headed by the department chair of the main campus and its members include all department chairs of satellite campuses besides the head of the Quality and Academic Accreditation Committee and the chief supervisor of course coordination plans.

Advisory Board

- The advisory board connects the program with stakeholders representing a wide range of backgrounds to ensure that program development is well-guided and is aligned with job market needs, community needs and recent changes in related academic fields.
- The advisory board is headed by the department chair at the main campus and its members include employers, employees, faculty members (from other universities), faculty members of the ELP, and ELP graduates.

The organization chart below shows the structure of the program/department:



1.2 Stakeholders Involvement

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

Students, alumni, employers, and society representatives actively participate through surveys and meetings in expressing their points of view in developing the program. The program collects feedback from these stakeholders through annual surveys. Results of these surveys are included in the annual KPIs report and program report. These results form the bases for drawing improvement plans that are presented to the department council and, if approved, are implemented in the next academic year.

In addition, the ELP benefits from the advice and consultation provided by the members of the advisory boards regarding the development of the program to meet the requirements of the labor market. Many of the members of these boards are representatives of various establishments and organizations of the local community.

The responsibilities of the advisory board are as follows:

1. Provide suggestions for developing the ELP program.
2. Evaluate the program graduates' attributes, knowledge and skills and how far they meet the needs of the labor market.
3. Suggest the establishment of partnerships between the program and the various establishments of the

local society.

4. Provide feedback on the program's performance on the three areas of its mission: education, research, and community service.
5. Connect ELP students with local volunteering programs and opportunities.
6. Familiarize the community with the ELP program and its contributions in the fields of education, research, and community outreach.

The advisory board members are selected for their experience in the field in order to contribute to the program' evaluation, development, and performance improvement. The board meets to discuss the most important topics related to the program.

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

List of related program regulations:

- Admission Standards at the University of Tabuk
- Student Guide: Admissions and Registration
- Student Guide to Academic Affairs
- Faculty Procedure Guide
- Faculty Members Guide Contractees
- Faculty Employment Guidebook
- Faculty Employment Guidebook
- University Guide of Selection and Assignment
- English Program Student Guide
- Department of Languages & Translation Organizational Guide
- Student Code of Conduct
- Student Grievance Procedures
- Faculty Code of Conduct and Profession Ethics
- Mechanism of Faculty Members' Grievance
- Executive Rules for Personnel Grievance Procedures

Link to online version:

<https://drive.google.com/drive/folders/1hWAEjdnOF3HY8wx6eKbp6EzEHh1BWae8?usp=sharing>

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

<https://drive.google.com/file/d/1srGxevr5UqkcnQr8ahyguoHkpGTIO04U/view?usp=sharing>

2. Program Quality Monitoring Procedures

Program quality is monitored through several procedures:

1. Course coordination.
2. End-of-semester course reports.
3. Annual program reports.
4. Annual KPIs reports.
5. Periodic evaluation by stakeholders: students, alumni, faculty members, job market representatives.
6. Periodic operational plan progress reports.
7. Benchmarking.
8. Academic accreditation.

These procedures provide multiple points of input that draw a reliable picture of the program's quality and guide improvement plans and initiatives. The reports and data generated from the above mentioned procedures are reviewed at multiple levels of the university administration to ensure accountability for the implementation of improvement plans.

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

The quality of ELP courses taught by other departments is monitored through end-of-semester course reports and student evaluation. These reports are reviewed by the department council and issues are dealt with through improvement plans.

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

The following arrangements are used to ensure the consistency between main campus and branches (including male and female sections):

1. ***Centralized mechanism/policy for program and course development.***
Permission to introduce changes to the program specification, study plan, and course specifications are only given to the department council in main campus.
2. ***Integration Committee.***
The integration committee play a pivotal role in connecting main and satellite campuses to ensure changes to the program and courses are uniformly implemented across all sections and campuses.
3. ***Course Coordination.***
Course coordination ensures that course coverage, teaching and learning activities, and assessment methods are comparable across all campuses and sections.
4. ***Annual Program Reports and End-of-Semester Reports.***
These two reports are used to monitor for any inconsistency between campuses and sections at the level of courses and the program as a whole.

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

All rules, policies and regulations of UT are applied in case of any external partnerships with the English Language Program. All partnerships are established under the supervision of UT administration. Partnerships are revised by UT legal affairs and the partnership is accepted by concerned university administration.

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

Assessment Plan

- The assessment plan for the PLOs includes both direct and indirect measures. Direct measures are based on direct assessments of students' work and performance (i.e., results of summative and formative assessments). Indirect measures involve stakeholders' perceptions of the extent to which students have attained the learning outcomes. Indirect measures are relatively subjective. However, this effect of subjectivity can be reduced to some extent by including various indirect measures (e.g., alumni surveys, student surveys, faculty members' surveys, self-evaluation scale, and/or external reviews—peer reviews of the academic program and students' performance). The criteria for success in achieving the PLOs is determined and agreed upon by the program team, considering the views of external stakeholders as well as the results of benchmarking with comparable program.

Use of Assessment Results

- The data gathered through direct and indirect measures help the program improve the curricula, teaching, learning, and thereby enhance the effectiveness of the program based on evidence from

students' learning outcomes.

- The assessment results are reported in the annual program report and in a separate detailed report. Both documents include improvement plans that are implemented in the operational plan of the following academic year.

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Program Learning Outcomes	<ul style="list-style-type: none"> • Stakeholders • Advisory Board • Reputable national and international programs • Annual Program Reports 	<ul style="list-style-type: none"> • Benchmarking • Surveys • Meetings 	Once Every 4-Year Cycle
Study Plan			
Course Learning Outcomes	<ul style="list-style-type: none"> • Students • Faculty Members • Reputable national and international programs 	<ul style="list-style-type: none"> • Course Evaluation Survey • Benchmarking • Course Reports 	End of Semester
Effectiveness of Teaching & Assessment			
Learning Resources			
Admission Criteria	<ul style="list-style-type: none"> • Performance and dropout rate of first year students • Reputable national and international programs 	<ul style="list-style-type: none"> • Results of first year courses • Dropout data of first year students • Benchmarking 	End of Academic Year
Professional Development	<ul style="list-style-type: none"> • Students • Graduates • Faculty Members • Staff 	<ul style="list-style-type: none"> • Surveys 	End of Academic Year
Operational Plan	<ul style="list-style-type: none"> • Department Committees • Faculty Members 	<ul style="list-style-type: none"> • Annual Operational Plan Report 	End of Calendar 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 (specify))

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 (1) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	80%	data analysis	End of academic year
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program	3.5	surveys	End of semesters
3	KPI-P-03	Students' evaluation of the quality of the courses	4	surveys	End of semesters
4	KPI-P-04	Completion rate	65%	data retrieved from university databases	End of academic year
5	KPI-P-05	First-year students retention rate	95%	data retrieved from university databases	End of academic year
6	KPI-P-06	Students' performance in the professional and/or national examinations	Teachers: mean = 35 pass = 15% Higher Ed.: mean = 40	national exam results	End of academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	Employed = 30% Postgrad = 15%	surveys	End of academic year
8	KPI-P-08	Average number of students in the class	1 / 22	data retrieved from university databases	End of academic year
9	KPI-P-09	Employers' evaluation of the program graduates proficiency	4	surveys	End of academic year
10	KPI-P-10	Students' satisfaction with the offered services	3.5	surveys	End of semesters
11	KPI-P-11	Ratio of students to teaching staff	1 / 20	data retrieved by ELP management.	Start of academic year
12	KPI-P-12	Percentage of teaching staff distribution	Prof. 2% Assoc.P. 5% Assi.P. 35% Lecturer 48% TA 10.0%	data retrieved by ELP management	Start of academic year
13	KPI-P-13	Proportion of teaching staff leaving the program	1%	data retrieved by ELP management	End of academic year
14	KPI-P-14	Percentage of publications of faculty members	30%	surveys	End of semesters
15	KPI-P-15	Rate of published research per faculty member	0.30	surveys	End of semesters
16	KPI-P-16	Citations rate in refereed journals per faculty member	2	surveys	End of semesters
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources	3.5	surveys	End of academic year
18	KPI-P-18	Average Performance of Program Graduates in the Theoretical Knowledge Component of the National Teachers Exam	30	national teachers exam results	End of academic year
19	KPI-P-19	Average Performance of Program Graduates in the Theoretical Application Component of the National Teachers Exam	30	national teachers exam results	End of academic year
20	KPI-P-20	Average Performance of Program Graduates in the Language Proficiency Component of the National Teachers Exam	30	national teachers exam results	End of academic year
21	KPI-P-21	Average Performance of Program Graduates in the National Higher Education Outcomes Exam	30	national teachers exam results	End of academic year
22	KPI-P-22	Proportion of classes in which students submit basic research projects and/or presentations.	50%	Surveys	End of semesters
23	KPI-P-23	Ratio of students who produced creative and	15%	Surveys	End of semesters

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		cultural content in 16 courses to total enrolled students in the last academic year.			
24	KPI-P-24	Ratio of students who reported attending professional and academic development workshops and training programs to total students surveyed in the program in the current year	40%	Surveys	End of semesters

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	Languages and Translation Department Council
Reference No.	Meeting 7-43
Date	November 10, 2021