

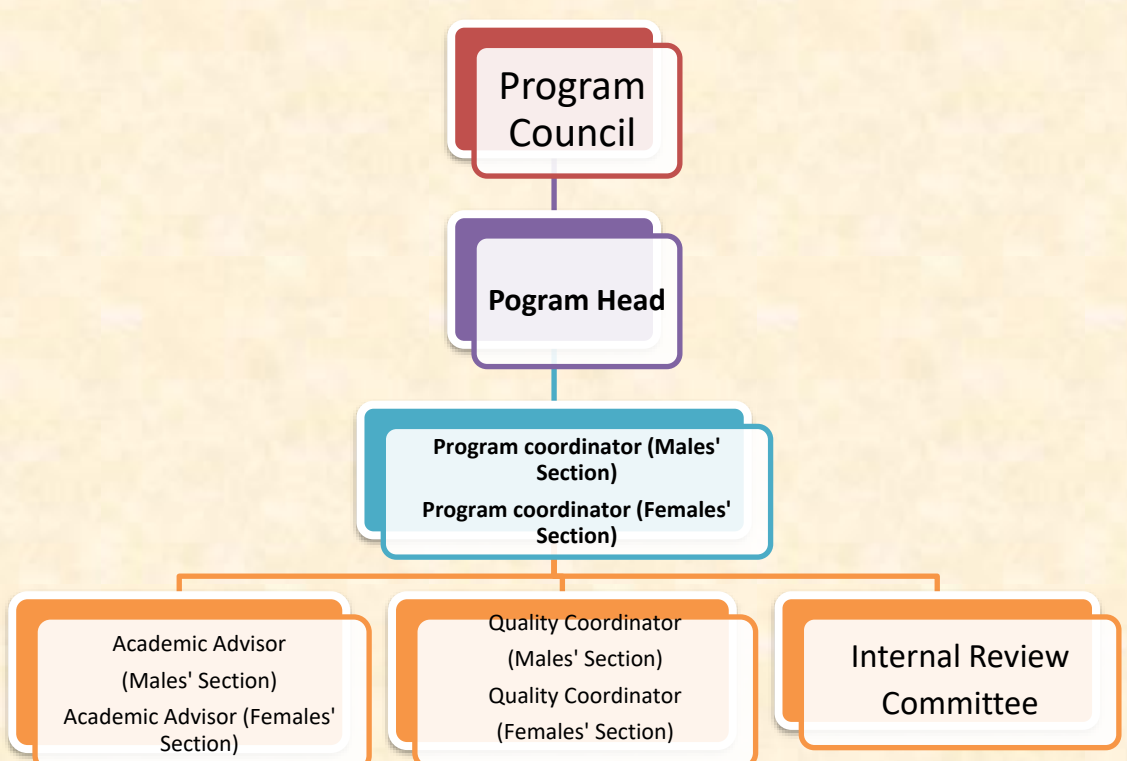
ATTACHMENT 3.

T4. PROGRAM SPECIFICATIONS

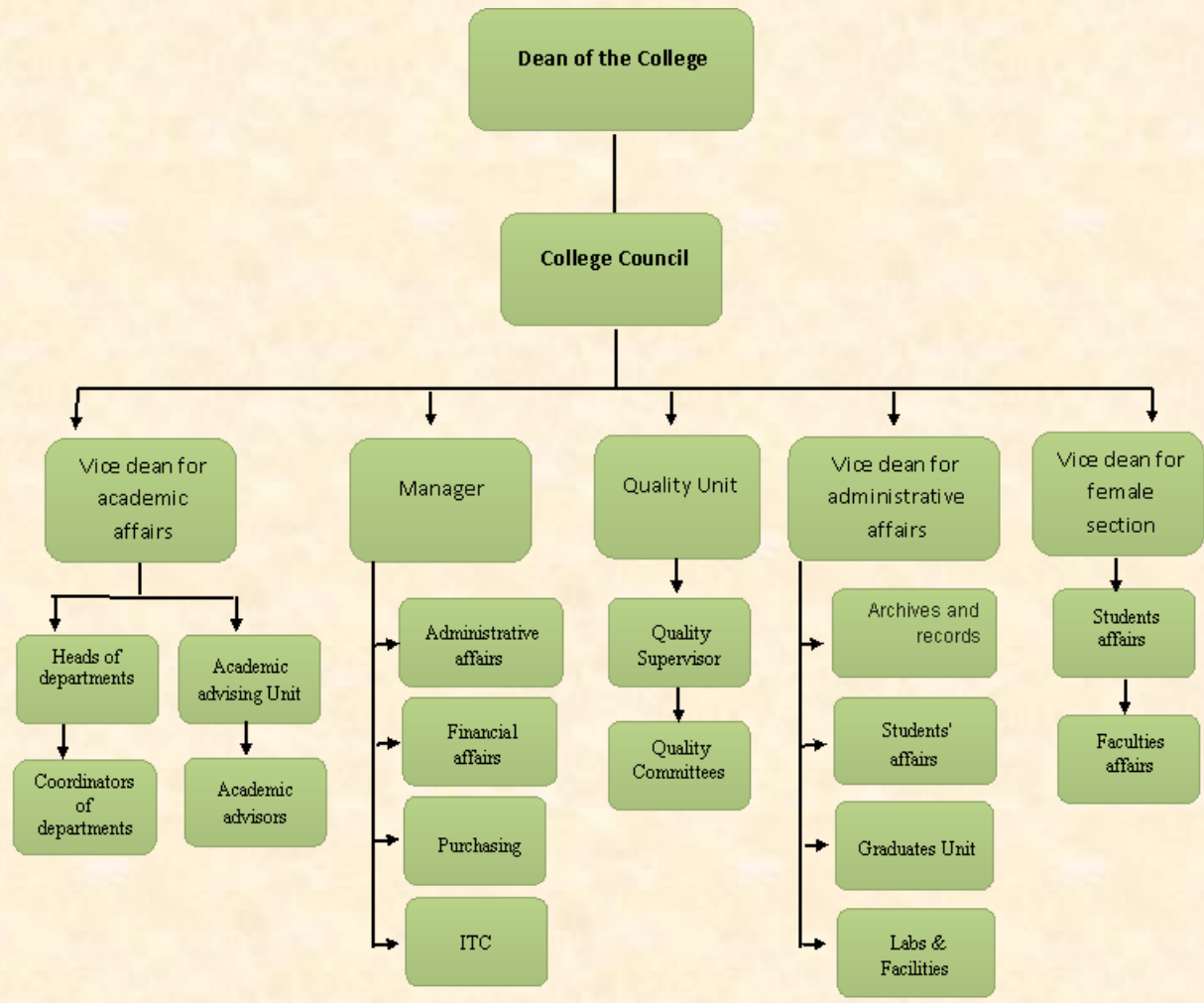
College of Languages

Translation Program

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

1. Institution: Najran University	Date of Report: 6 / 6 /1439
2. College/Department: College of Languages/ Translation Program	
3. Dean: Dr. Saud A. Mushait	Department Head: -----
4. Insert program and college administrative flowchart	
A. Program administrative flowchart	
 <pre> graph TD PC[Program Council] --> PH[Program Head] PH --> PCD[Program coordinator (Males' Section) Program coordinator (Females' Section)] PCD --> AA[Academic Advisor (Males' Section) Academic Advisor (Females' Section)] PCD --> QC[Quality Coordinator (Males' Section) Quality Coordinator (Females' Section)] PCD --> IRC[Internal Review Committee] </pre>	

B. College administrative flowchart



5. List all branches/locations offering this program

Branch/Location 1. Males' Branch/ **College of Languages & Translation** / Main Campus (Najran)

Branch/Location 2. Females' Branch/ **College of Languages & Translation** / Main Campus (Najran)

A. Program Identification and General Information

1. Program title and code: Translation Program - 100011
2. Total credit hours needed for completion of the program: 136
3. Award granted on completion of the program: Bachelor's Degree.
4. Major tracks/pathways or specializations within the program (e.g. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program) 1. Translation Track.
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) <ul style="list-style-type: none"> • They are prepared to work basically as translators as well as interpreters in the varied fields. • Still our graduates can work as teachers in the general public and private schools with its different phases from the early stages to high schools. • The opportunity is given to distinguished graduates to meet the universities' needs of instructors who are given the opportunity to study master and Ph.D. abroad.

7. (a) New Program	<input checked="" type="checkbox"/>	Planned starting date	<input type="text" value="1435"/>
(b) Continuing Program	<input type="checkbox"/>	Year of most recent major program review	<input type="text"/>

List recent major review or accreditation contracts.

1. Review of the Program Plan and brief course descriptions by Prof. Habib Abdesslem
Professor of Linguistics, University of Manouba & Visiting Professor of Linguistics and Translation,
King Khalid University

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.

Head of the Program: Dr. Saud A. Mushait

Males' section: Dr. Hawas Bu-Gomm'a . (Translation Program Coordinator)

Females' Section: ----- (Translation program coordinator)

9. Date of approval by the authorized body (MOE).

Campus Branch/Location	Approval By	Date
Main Campus:		
1: Males' section	Council of Education	10/10/1427
2: Females' Section	Council of Education	10/10/1427

B. Program Context

1. Explain why the program was established.

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

Translation Program offers an integrated program that prepares students for academic, professional and educational work in the field of English language and Translation.

- Translation program is one of the few programs offered by Saudi universities, which enables the university to offer a distinguished service towards leadership and excellence.
- The need for graduates and researchers in the field of translation, interpretation and translation studies.
- The need for a source of support for the Najran University in translation from Arabic into English and vice versa in educational institutions and other related works.
- The introduction of such a program at Najran University facilitates the process of education for the children of the region and neighboring countries rather than traveling abroad or to other cities in the Kingdom to study this specialization.
- The study in the Program, to obtain the bachelor's degree for the students of the program in the College of Languages and Translation, took serious training in independent thinking and self-expression fully in fluent spoken and written language.
- Students are specialized in English language translation and interpretation to meet the society and labor market needs of translators and English language specialists.
- The opportunity is given to distinguished graduates to meet the universities' needs of instructors who are given the opportunity to study master and Ph.D. abroad.

The reasons for establishing the Program also include: -

- Coping with the social and cultural progress, and translating and making use of English literary and artistic works
- The increasing need of the community to professionals in translation and interpretation.

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

University mission	Program mission	Program objectives
Offering teaching and learning that	Translation Department seeks to provide integrated education and training in translation between Arabic and English. -----	<ul style="list-style-type: none"> - Preparing qualified & professional cadres in all fields of translation and interpretation. - Providing students with comprehensive knowledge in the fields of English language & translation between English and Arabic.
address the needs of society and the labour market,	to meet the requirements of the labour market.	<ul style="list-style-type: none"> - Meeting labour market needs of English specialists, translators, interpreters and instructors.
and contribute effectively to the sustainable development.	It also aims to develop students' language and intellectual skills in translation.....	<ul style="list-style-type: none"> - Preparing male & female specialists in translation and its studies who are scientifically and academically qualified to continue their master and PhD's degrees at home and abroad. - Adjusting both theoretical and practical studies in the Program with the needs of community & current developments.
through conducting applied research and optimal use of modern technologies, and establishing partnerships at the local, regional and global levels.	-----	-----

Obviously, the program is closely connected to all items forming the institution mission with a percentage reaching 75% through:-

1. Providing an integrated education and training in translation between Arabic and English.
2. Meeting the requirements of the labour market.
3. Attempting to develop students' language and intellectual skills in translation.

While there is no consistency between the fourth item of both the University & the Program missions so long as it indicates to partnerships at the local, regional and global levels and this is applicable on the level of institutions not Programs.

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?

- 1- Surveying the opinions of students benefiting from the course.
- 2- Reviewing the course specification and approve their contents.
- 3- Activating matrices pointing out the percentage of these courses learning outcomes participation in achieving English Program learning outcomes.
- 4- The courses instructors are committed to offer course reports to Translation Program immediately after the exams to be reviewed by quality committee in the Program to find out any deficiencies & take necessary action.

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

Yes ☐ **No** ☒

Having at least minimum knowledge of English language and information technology.

5- What modifications or services are you providing for special needs applicants

For students having physical/ visual disabilities:-

- Selecting a special academic advisor to be responsible for them.
- Having lifts inside the building and passages specialized for physical disabilities students.
- If needed a special exam committee is held.
- For students facing visual disabilities, in addition to the previous services, s/he is allowed to have a female companion inside the college.

C. Mission, Goals and Objectives

1. Program Mission Statement (insert)

Translation Department seeks to provide integrated education and training in translation between Arabic and English. It also aims to develop students' language and intellectual skills in translation to meet the requirements of the labour market.

2. List goals and objectives of the program within to help achieve the mission. For each goal and objective describe the major strategies to be followed and list the indicators that are used to measure achievement.

Measurable Objectives	Measurable Performance Indicators	Major Strategies
1. Preparing qualified & professional cadres in all fields of translation and interpretation.	<ul style="list-style-type: none"> - Increasing the number of students' who completed the Program at the minimum period as well as those who completed the first year successfully to meet the accredited indicators, not less than 80% each semester. - Increasing students' satisfaction with the overall courses and teaching staff performance to meet the approved indicator, not less than 80% each semester. - Having satisfactory ratio of students to teaching staff on program level 8:1. 	<ul style="list-style-type: none"> - Courses taught from the fifth to the 8th level basically serve developing the students skills in translation and interpretation. - Modifying all course specifications and updating textbooks & references to meet these qualifications. - Holding an intensive course to improve basic skills of students. - Conducting exit exams to evaluate students' achievement of learning outcomes related to these qualifications - Appointing new staff members and sending instructors to obtain their MA & PhD's abroad.
2. Providing students with comprehensive knowledge in the fields of English language & translation between English and	<ul style="list-style-type: none"> - Reaching with the level of learning outcomes achievement by students' to a percentage not less than 60% for each individual learning outcome. - Increasing the students' 	<ul style="list-style-type: none"> - Diverse contents in all courses do gradually prepare students to fully acquire the knowledge needed. - Varied learning outcomes in the different courses as well as

Arabic.	<p>satisfaction with classrooms, labs & other facilities in the Program to be not less than 70%.</p> <ul style="list-style-type: none"> - Increasing the students' satisfaction with the central & digital library to be not less than 85%. 	<p>in the Program are set to achieve the targeted comprehensive knowledge and are measured regularly.</p> <ul style="list-style-type: none"> - Providing suitable facilities including lecture rooms, language labs, modern teaching tools & internet facilities. - Having enough resources in both the central and digital library & establishing a library inside the college. - Activating modern teaching strategies that help in developing cognitive, interpersonal, and communicative skills.
3. Meeting labour market needs of English specialists, translators, interpreters and instructors.	<ul style="list-style-type: none"> - Increasing employment rates from the Program graduates as shown in related questionnaires. - Raising labour market employers' satisfaction with the Program graduates compared to the accredited indicator 80%. 	<ul style="list-style-type: none"> - Regularly surveying labour market needs from the Program graduates. - Reviewing & modifying course specifications on a regular basis to meet labour market needs. - Conducting activities' plans to develop students and graduates' curricular & extracurricular skills that serve needed skills of our graduates.
4. Adjusting both theoretical and practical studies in the Program with the needs of community & current developments.	<ul style="list-style-type: none"> - Increasing the students' participation in workshops, conferences, seminars that develop their skills to match current developments in the community. - Achieving high learning outcomes percentages in the courses that improve the students' skills related to current developments in the field of translation. 	<ul style="list-style-type: none"> - The third & fourth domains learning outcomes focus on developing students' interaction with the surrounding development using English Language. - Some courses target following recent development in translation like Machine & Computer-Assisted Translation and Consecutive & Simultaneous Interpretation.

		<ul style="list-style-type: none"> - Encouraging students to participate in the University's annual scientific researches' conferences.
5. Preparing male & female specialists in translation and its studies who are scientifically and academically qualified to pursue their master and PhD's degrees at home and abroad.	<ul style="list-style-type: none"> - Achieving high learning outcomes percentages in graduation Project. - Increase of students' participation in conferences & conducting researches supervised by some teaching staff. 	<ul style="list-style-type: none"> - Students are required to submit translation projects in the 8th level that test & prove the advanced skills of students in the fields of translation and prepare them for future higher studies. - Encouraging the students to participate in conferences & share in conducting researches and announcing any available opportunity. - Sending instructors in scholarships to obtain their MA & PhD's abroad.

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/location 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.**

Year	Course Code	Course Title	Required or	* Pre-Requisite	Credit Hours	University, College or
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			Elective	Courses		Department
Prep Year	NA	-----	-----		-----	-----
1 st Year Semester 1						
1.	111م	Introduction to Islamic Culture-1	Required		2	University
2.	Eng111	English Grammar-1	Required		3	Department
3.	Eng112	Listening & Speaking-1	Required		3	Department
5.	Eng113	Writing-1	Required		3	Department
6.	Eng114	Reading-1	Required		3	Department
7.	201عرب	Language Skills	Required		2	University
1 st Year Semester 2						
1	112م	Islamic Culture-2	Required		2	University
2	Eng121	English Grammar-2	Required	Eng111 English Grammar-1	3	Department
3	Eng122	Listening and Speaking-2	Required	Eng112 Listening & Speaking-1	3	Department
4	Eng123	Writing-2	Required	Eng113 Writing-1	3	Department
5	Eng124	Reading-2	Required	Eng114 Reading-1	3	Department
7	202عرب	Arabic Composition	Required		2	University
2 nd Year Semester 1						
1	113م	Islamic Culture-3	Required		2	University
2	Eng211	English Grammar-3	Required	Eng121 English Grammar-2	3	Department
3	Eng212	Listening & Speaking-3	Required	Eng122 Listening and Speaking-2	3	Department
4	Eng213	Writing-3	Required	Eng123 Writing-2	3	Department
5	Eng214	Reading-3	Required	Eng124 Reading-2	3	Department
6	Eng215	Vocabulary-1	Required		3	Department

2 nd Year Semester 2						
1	114م	Islamic Culture-4	Required		2	University
2	Eng221	Pronunciation of English	Required		3	Department
3	Eng222	Listening & Speaking-4	Required	Eng212 Listening & Speaking-3	3	Department
4	Eng223	Writing-4	Required	Eng213 Writing-3	3	Department
5	Eng224	Reading-4	Required	Eng214 Reading-3	3	Department
6	Eng225	Vocabulary-2	Required	Eng215 Vocabulary-1	3	Department
3 rd Year Semester 1						
1	Arab301	Writing Skills	Required		3	College
2	Eng311	Introduction to Linguistics	Required		3	Department
3	Trans315	Introduction to Translation	Required		3	Department
4	Trans316	Lexicology	Required		3	Department
5	Eng 317	Morphology & Syntax	Required		3	Department
6	Eng218	Translation & Culture	Required		2	Department
3 rd Year Semester 2						
1	Arab302	Arabic Grammar	Required		3	College
2	Trans317	Contrastive Linguistics	Required	Eng 311	2	Department
3	Trans322	Semantics	Required	Eng 311	3	Department
4	Trans323	Text Linguistics and Translation	Required	Trans 311	2	Department

5	Trans324	Stylistics	Required		2	Department
	Trans325	Theories of translation	Required	Trans315	3	Department
	Trans326	Computer-Assisted Translation	Required	Trans315		Department
4 th Year Semester 1						
1	Arab 401	Specialized Writing	Required	Arab 301	2	College
2	Trans411	Simultaneous & Consecutive Interpreting	Required	Trans315	3	Department
3	Trans412	Translating Political & Economic Texts	Required	Trans315	3	Department
4	Trans413	Summary Translation	Required	Trans315	3	Department
5	Trans414	Translating Military and Security Texts	Required	Trans315	3	Department
6	Trans415	Translating Scientific and Technological Texts	Required	Trans315	3	Department
4 th Year Semester 2						
1	Arab402	Stylistic Application	Required	Arab401	3	College
2	Trans421	Translating Legal Texts	Required	Trans315	3	Department
3	Trans422	Translating Islamic Texts	Required	Trans315	3	Department
4	Trans423	Translating Literary Texts	Required	Trans315	3	Department
5	Trans424	Translation Project	Required	Trans315	6	Department

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

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
b. 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 requirements in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.) Advanced Composition (Eng 313)
<p>a. Brief description</p> <p>This is a supervised project, involving advanced translation practice into English or from English of a previously untranslated literary or non-literary text(s) & will be accompanied by a detailed commentary in which the process of translation is described and the motivation for the translation choices set forth. Students will be required to devote attention to semantic, syntactic, structural and lexical differences between the languages in question, in addition to cross-cultural matters and, where appropriate, questions of aesthetics. The commentary will be informed by reading in the field of Translation Studies. The total maximum length of the project is 50 pages including actual translation and reflection during the entire academic semester. Each student is asked to conduct his/her research project at a relatively independent level (with regular guidance by the academic supervisor) on a specialized topic(s) related to the field of study covered in the B.A. level. The students and instructor must meet for at least three hours per week, and by the end of the course each student must produce a significant final written product of 50 pages. It is to be presented to the concerned instructor.</p>
<p>b. List the major intended learning outcomes of the project or research task</p> <p><u>Knowledge</u></p> <p>1. Recognize basic theoretical guidelines, features & terminology needed for advanced translation.</p> <p><u>Cognitive Skills</u></p>

1. Translate individually not more than 50 pages of selected topics.
<u>Interpersonal Skills & Responsibility</u>
1. Develop students' skills pertaining to problem-solving, and overcoming advanced translation difficulties .
<u>Communication, Information Technology, Numerical</u>
1. Access the internet to use lexical aids and online tools to select, translate, analyze & compare various passages.
c. At what stage or stages in the program is the project or research undertaken? (e.g. year, semester)
4th Year, Level 8
d. Number of credit hours (if any)
6 credit hours
e. Description of academic advising and support mechanisms for students.
The students and instructor must meet at least for 3 hours per week. The supervisor is required to help the student through advising, providing references if possible, and correction.
f. Description of assessment procedures (including mechanism for verification of standards)
There are varied stages for assessment & evaluation:
1. Review & evaluation of the first part completed by each individual student.
2. Review & evaluation of the second part completed by each individual student.
3. Review & evaluation of the third part completed by each individual student.
4. Assessment of the whole project through presentations by individual students, comments of the instructor then submission of the project for final assessment.
5. Correction by at least 2 faculties and a presentation by the student.

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	Identify the basic knowledge, concepts & theories in the fields of translation and interpretation.	- Lecturing - Presentations - Discussion	Midterm Exams Final Exams Achievement tests Oral Tests
1.2	Identify grammatical, morphological, structural, semantic and syntactic rules of written & spoken English.	- Lecturing - Presentations - Discussion - Role play	
1.3	Recognize the different aspects of other humanities that help the student in the field of translation.	- Lecturing - Discussion	
1.4	Recognize scientific research methodology while conducting projects & studies in the field of translation.	- Lecturing - Presentations - Discussion	
2.0	Cognitive Skills		
2.1	Distinguish the contextual relations of the different styles of the SL and TL besides critically analyzing translated texts and translation related studies.	- Lecturing - Problem solving - Discussion - Cooperative learning - Presentations	Midterm Exams Final Exams Achievement tests Oral Tests Analytical reports Final Project assessment
2.2	Produce correct English when speaking, reading & writing different topics.	- Lecturing - Problem solving - Discussion - Presentations - Role play	
2.3	Translate and interpret different text types efficiently and professionally.	- Lecturing - Problem solving - Discussion - Presentations	
2.4	Apply the different concepts & theories of other humanities that help the student in the field of study.	- Lecturing - Discussion	

3.0	Interpersonal Skills & Responsibility		
3.1	Participate cooperatively in teamwork to acquire the skills to communicate positively with others.	- Cooperative learning - Self-learning	- Observation cards - Online Participation & Quizzes
3.2	Find appropriate solutions to any problem encountered in conveying the translated and interpreted texts.	- Cooperative learning - Presentations - Self-learning	
4.0	Communication, Information Technology, Numerical		
4.1	Deal with modern techniques & devices used for translation and interpretation.	- Lecturing - Presentations - Self-learning	- Observation cards - Online Participation & Quizzes
4.2	Use modern information technology to search for information and discover English language sites that assist in the field of study.	- Lecturing - Discussion - Self-learning	
5.0	Psychomotor		
5.1	Use diverse high and low sound tones to accurately communicate meaning in case of simultaneous, conference, and consecutive interpreting.	- Cooperative learning - Role Play - Self-learning	Observation cards. Oral tests

Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to teach 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

Levels		Level 1					Level 2					Level 3				
	Course Offerings	Eng111	Eng112	Eng113	Eng114	Eng115	Eng121	Eng122	Eng123	Eng124	Eng125	Eng211	Eng212	Eng213	Eng214	Eng215 Vocabulary
1.0	Knowledge															
1.1	Identify the basic knowledge, concepts & theories in the fields of															

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4.1	Deal with modern techniques & devices used for translation and interpretation.																		
4.2	Use modern information technology to search for information and discover English language sites that assist in the field of study.	√ I	√ I	√ I	√ I	√ I	√ I	√ P	√ P	√ P	√ P	√ P	√ P	√ A	√ P	√ P	√ P	√ I	√ P
5.0	Psychomotor																		
5.1	Use diverse high and low sound tones to accurately communicate meaning in case of simultaneous, conference, and consecutive interpreting.																		

Levels		Level 4						Level 5						Level 6						
	Course Offerings NQF Learning Domains and Learning Outcomes	Eng221	Eng222	Eng223	Eng224	Eng22	لغة 14	Arab301	Eng311	Trans315	Trans316	Eng 317	Eng 218	Arab302	Trans317	Trans322	Trans323	Trans324	Trans325	Trans326
1.0	Knowledge																			
1.1	Identify the basic knowledge, concepts & theories in the fields of translation and interpretation.									√ I			√ A				√ A		√ A	√ A
1.2	Identify grammatical, morphological, structural, semantic and syntactic rules of written & spoken English.	√ A	√ A	√ A	√ A	√ P			√ I		√ A	√ A			√ A	√ A	√ A	√ A		
1.3	Recognize the different aspects of other humanities that help the student in the field of translation.						√ A	√ A						√ A						
1.4	Recognize scientific research methodology while conducting projects & studies in the field of translation.																			
2.0	Cognitive Skills																			
2.1	Distinguish the contextual relations of the different styles of the SL and TL										√ A		√ A		√ A		√ A	√ A	√ A	√ A

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Levels		Level 7						Level 8				
	Course Offerings	Arab 401	Trans411	Trans412	Trans413	Trans414	Trans415	Arab402	Trans421	Trans422	Trans423	Trans424
1.0	Knowledge											
1.1	Identify the basic knowledge, concepts & theories in the fields of translation and interpretation.		√ A	√ A	√ A	√ A	√ A		√ A	√ A	√ A	√ A
1.2	Identify grammatical, morphological, structural, semantic and syntactic rules of written & spoken English.		√ A									
1.3	Recognize the different aspects of other humanities that help the student in the field of translation.	√ A						√ A				
1.4	Recognize scientific research methodology while conducting projects & studies in the field of translation.											
2.0	Cognitive Skills											
2.1	Distinguish the contextual relations of the different styles of the SL and TL besides critically analyzing translated texts and translation related studies.									√ A	√ A	
2.2	Produce correct English when speaking, reading & writing different topics.											
2.3	Translate and interpret different text types efficiently and professionally.		√ A	√ A	√ A	√ A	√ A		√ A	√ A	√ A	√ A
2.4	Apply the different concepts & theories of other humanities that help the student in the field of study.	√ A						√ A				
3.0	Interpersonal Skills & Responsibility											
3.1	Participate cooperatively in teamwork to acquire the skills to communicate positively with others.	√ A		√ A	√ A	√ A	√ A	√ A	√ A	√ A	√ A	
3.2	Find appropriate solutions to any problem		√									√

	encountered in conveying the translated and interpreted texts.		A									A
4.0	Communication, Information Technology, Numerical											
4.1	Deal with modern techniques & devices used for translation and interpretation.		√ A	√ A	√ A	√ A	√ A		√ A	√ A	√ A	
4.2	Use modern information technology to search for information and discover English language sites that assist in the field of study.	√ A						√ A				√ A
5.0	Psychomotor											
5.1	Use diverse high and low sound tones to accurately communicate meaning in case of simultaneous, conference, and consecutive interpreting.		√ A									

5. Admission Requirements for the program

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

1. Fulfilling Admission & Registration Deanship Requirements.
2. Certificate of General Secondary Education Completion

6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- a. Attendance. (75%)
- b. Progression from year to year.
- c. Program completion or graduation requirements.

E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (e.g. 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.)

1. Regulations of Supreme Council of Education in KSA, e.g. A student is considered successful if s/he scores 60 marks in each course.
2. Two midterm exams in addition to a final exam are held.
3. Forming committees for Oral Tests (in Listening and speaking courses /levels 1 to 4) & Consecutive & Simultaneous Interpreting Course (Level 7).
4. Assessment of graduation project by at least 2 staff members.

5. Assessing exam papers through Assessment & Evaluation Committee.
6. Check marking of random samples of exam papers correction in the different courses.
7. Check marking of all corrected exam papers & results sheets before registering marks.

F Student Administration and Support

1. Student Academic Counselling

Describe the arrangements for academic counselling 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).

- 6 hours academic advising per week for each staff member.
- Selecting an academic advisor for the Program.
- Selecting an academic advisor for each study level in the Program.

Though the academic advisors, the following procedures are implemented:-

- Preparing an academic file including all the student's data & having all data online.
- Informing the students with courses addendum & deletion timetable and ways of doing that manually & electronically.
- Declaring the teaching schedule for the students including time and place of lectures as well as solving any related problems.
- Being fully acquainted with courses names, codes & prerequisites.
- Declaring the University annual study calendar and study start date for both semesters .
- Following-up the academic progress of students.
- Educationally & academically guiding & helping the students.
- Being acquainted with the students' problems especially those affecting his/her academic progress & working on solving them.
- Informing the student with his/her rights & duties inside the Faculty as well as rules & penalties in case of breaching the University's system and regulations.
- Holding orientation for first-level students.
- Informing the students with rules of postponing study of some courses or semesters.
- Guiding & helping low-grade or academically weak students.
- Urging the students to read the instructions declared by Students' Affairs Deanship and attending related seminars.
- Providing the students with academic advising guidebook.
- Examining, following-up and guiding frequent absentees.
- Setting and following-up a plan by the faculty's Graduates Unit for professional development in the light of beneficiaries virtual needs.
- The Program declares all teaching staff academic advising and office hours to facilitate contacting the teaching staff members at specified times.

2. Student Appeals

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

those appeals.

- *The University & the Program offer many ways for receiving the students' appeals and methods of solving:-*

On the level of the Program:

- Academic advisors are responsible to solve problems of their students within the specified authority.
- Program coordinator directly receives appeals from students.
- There are appeals & suggestions boxes that are to be opened weekly to solve any of the students' appeals.
- There is appeals committee charged with examining any appeals and solving them.
- Filing appeals, if necessary, to the Program Head.
- Each staff member has means of communication with the students through forums for discussion or other social media like what's app., twitter & e-mails.
- Having the ability of direct contact with the Program Head or Faculty Dean by a declared e-mail address, via phone or by sending a male relative to directly meet the Dean.

On the level of the University:-

- There is appeals icon on the University gate that links students directly with the varied levels of administration to directly solve students' appeals and informing them on line.
- There is an icon for complaints or appeals directly linking to the University Rector.
- University account on twitter comprising any appeals of the varied Programs of the different faculties that are directly answered by the University Spokesman.
- E-mail addresses for students' direct contact with the administration.
- Problems are solved immediately inside the Program (by the academic advisors, Program coordinator, appeals committee and the Program Head).
- A collective report is written for these problems, solutions and time span.
- In case appeals are filed to the higher administration they contact the student directly.

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?

- 1) Using Internet databases to determine some learning resources that can be helpful in teaching the Program courses and they are included in each course specification.
- 2) A contract is made between the University and an accredited bookshop and a similar list of textbooks & references needed to be prepared or copied with sufficient numbers for the students before the beginning of the academic year.

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

- 1) A list of recommended textbooks & references is prepared by faculties teaching the program

<p>courses.</p> <p>2) All needed textbooks & references are filed to Libraries Affairs Deanship to be provided in the central and digital libraries.</p> <p>3) In each course specification, these needs are also identified.</p>
<p>2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <p>1) In course report, the faculty mentions any problems facing him/her in teaching regarding learning resources or any other facilities or resources.</p> <p>2) Collective reports are sent to the Administration including any needs.</p> <p>3) Conducting surveys evaluating digital library databases.</p>
<p>3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <p>1. Conducting surveys through which students evaluate courses taught including teaching materials.</p> <p>2. Surveys are conducted by students to evaluate learning resources in the central and college libraries.</p> <p>3. A survey is conducted by students to evaluate learning resources in the digital library.</p>
<p>4. What processes are followed for textbook acquisition and approval?</p> <p>1) The course coordinator decides the selected textbook(s).</p> <p>2) Forming a committee to select the needed updated books, references and specialised learning resources that achieve learning outcomes.</p> <p>3) Filing a list of the selected books & references to the Program council for approval.</p> <p>4) A list of books needed is sent to a certain bookshop to be available for students in advance and students are informed about it.</p> <p>5) Electronic versions of all textbooks, references & power point lectures are uploaded for students on the Black Board at the beginning of each semester.</p> <p>6) Taking needed procedures to ensure availability of books before starting the academic semester.</p>

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.

All appointments are made by the University and in accordance with standard regulations , attached is Najran University recruitment list.

Moreover, the program role in the recruitment of teaching staff is summed up in the following:-

- 1- Selecting specialized and highly-qualified teaching staff.
- 2- Balancing between the teaching staff's majors and the courses provided by the Program.
- 3- Selecting teaching staff from academically distinguished universities.
- 4- Conducting interviews to assess the efficiency of applicants for teaching staff positions
- 5- Informing the newly-appointed teaching staff with the regulations and bylaws of both the Dept. and the university.
- 6- Evaluating teaching staff's performance during the first year of practicing his academic responsibilities before renewing her/his contract.

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.

- 1- All teaching staff participate in completing & developing work related to quality standards in the Program.
- 2- Internal review committees are formed including staff members to participate in reviewing course reports, conducting surveys, writing reports & so on.
- 3- Organizing periodical meetings during the academic year to follow-up applying the Program quality assurance items and review the application of academic plans and students' performance.
- 4- Getting feedback from teaching staff about the program progress.
- 5- Receiving the suggestions and recommendations from teaching staff and students concerning the best methods for developing academic courses and methods of teaching them by the end of every academic semester.
- 6- Making a comprehensive review of the program periodically.

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

1. The College council nominates the members from the society's governmental and non-governmental institutions from the labour market, provided that the members be not less than three and not more than ten representing all the College academic Programs and be approved by the College Council.
2. The Advisory Council formation should be as follows:-
 - The College Dean, Head of the Advisory Council.
 - The College Vice-Dean for Development & Quality, Vice-Head.
 - The College Vice-Dean for Academic Affairs, a member.
 - Development & Quality Supervisor, Council Secretary.
 - MembersThree to seven members from the different business sectors related to the college

- Programs' specializations.
- Male staff members from the College.
- Female staff members from the College.
- After approval by the College Council, the College Vice-Dean for Development & Quality issues a decision to form the advisory council with its selected members after the college council approval.
- The council works for two renewable years.
- 3. Activating the council work and starting meetings.

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?

- 1- **Holding workshops and training programs for developing faculties' teaching, methods of assessment & research skills.**
- 2- **Organizing workshops and training programs for teaching staff on using modern technology in teaching, scientific research, and other professional development programs.**
- 3- **Giving certificates for attending workshops or conferences.**

b. Other professional development including knowledge of research and developments in their field of teaching specialty?

- 1- **Making a report showing how far could be benefitted from teaching staff researches in developing educational processes.**
- 2- **Inviting teaching staff members to participate in conferences.**
- 3- **Granting scholarships abroad to Saudi teaching staff.**
- 4- **Having a report listing each teaching staff participation scientific conferences & seminars as well as his/her scientific contribution through publishing researches.**

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.

- 1- **Having an orientation program for new/visiting teaching staff at the beginning of every semester.**
- 2- **Distributing orientation booklets of the program for teaching staff.**
- 3- **Recommending an experienced colleague to the new teaching staff to get advice and exchange experience.**
- 4- **At the level of faculty, another orientation program is held to all new staff members in the varied Programs through Development & Quality Unit.**

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 to total teaching staff, etc.)

1. Council for Higher Education Regulations are applied when appointing visiting/ part time teaching staff in the Program
2. After receiving the candidates' documents and applications, the needed part timers are selected.
3. An Interview is held by the Program coordinator & (Head in males' section).
4. If accepted, the candidate's documents are sent to the Dean for approval.
5. The Program relies on staff members from other Programs & Colleges to teach general courses, non-specialized Arabic & Islamic courses.

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning? (e.g. 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)

- Following-up learning outcomes assessment process is achieved through:
 - Direct measurement method (achievement exam results and learning outcomes measurement reports at the level of the Program & courses).
 - Indirect method (the results of the surveys of the Program beneficiaries)
 - Course reports and the Program annual report.
 - Peer evaluation.
 - Regular & graduate students' evaluation of the academic courses and program.
 - Reviewing employers' evaluation of graduates' performance.
 - Internal review (self-evaluation) and external review of courses and programs.
 - Teaching staff's comments and opinions.

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

* Teaching staff skills can be evaluated through the use of the strategies listed in the plan as follows:

- The approved system, unified at the level of the College programs for evaluating the performance

of teaching staff.

- Electronic courses evaluation declared on the university website.
- Program evaluation surveys using the standardized form of the NCAAA.
- Evaluating and following up faculty members achievement through course & personal files.
- Peer evaluation reports.

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:

There is a certified system for monitoring and evaluating program performance where all faculty members are involved in its implementation. It includes writing reports depending on surveying the opinions of the program beneficiaries (students - graduates – teaching staff members- administrative staff – external evaluators and advisory committees - employers), analysing the results, writing reports and filing them to the Program Council. Setting improvement plans & recommendations for improvement in the light of evaluation results and providing feedback to the beneficiaries.

- Activating the adopted system for measuring learning outcomes at the level of the Program and courses including matrices showing the relationship between Program learning outcomes and courses learning outcomes and scientific content at the level of courses.
- Direct assessment of the ratio of students' achievement of learning outcomes for knowledge & cognitive domains through the results of accomplishment exams; and indirect evaluation using observation cards to assess the third and fourth domains' learning outcomes.
- Indirect assessment (self-evaluation) of the students' achievement of the learning outcomes of the Program courses.
- (Questionnaires) including (a survey of graduates' evaluation of learning outcomes at the program level) – Surveying labour market employers' satisfaction with graduates' performance and the extent of their achievement of learning outcomes.
- Course coordinator report on the achievement of learning outcomes at the level of courses including proposals for improvement based on the achieved results.
- Preparing a comprehensive report by the Program coordinator for the achievement of learning outcomes at the Program level and filing them for discussion and approval by the Program Council and giving recommendations for improvement.
- Conducting development plan within an implementation time frame based on the pros and cons of the report and filing it to the Program Council.
- Determining a system for monitoring the implementation of the plan and writing related reports.

- (i) From current students and graduates of the program?

- **Exit exam for 8th level students.**
- **Program learning outcomes achievement questionnaires for 8th level students.**
- **Interviews with the expected graduate-students to identify their points of view regarding the academic courses and Program in general.**

<ul style="list-style-type: none"> - Varied surveys to assess different aspects related to the Program overall performance like students' satisfaction with Program Performance, facilities, e-learning, learning resources, extra-curricular activities, academic & professional advising and so on.
<p>(ii) From independent advisors and/or evaluator(s)?.</p> <p>-Periodical review of the program through external evaluators (advising committees)</p> <p><i>Independent opinion is depended on in reviewing the following: -</i></p> <ul style="list-style-type: none"> ▪ Evaluation of the Program specification before its approval and adoption. ▪ Evaluation of the annual report of the Program. ▪ Self-evaluation of the Program reports, which are written on a regular basis to assess the status quo. ▪ Evaluation of the SSPR & Self Evaluation Scales.
<p>(iii) From employers and/or other stakeholders.</p> <ul style="list-style-type: none"> - A questionnaire on the opinions of employers and stakeholders on the Program learning outcomes & courses. - A questionnaire on the opinions of employers and stakeholders on the Program graduates' performance. - Surveying employment rates of the Program graduates. - Organizing periodical meetings with the targeted employers and stakeholders of the program. -Various interviews with all categories working in the field of education.

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.

Prepared & Updated by Development & Quality Unit Supervisor:-

Dr. Asmaa Al-Adham

Authorized Signatures

Dean/Chair	Name	Title	Signature	Date
Program Dean or	Dr. Saud A. Mushait	College Dean	<i>Dr. Saud A. Mushait</i>	6/6/1439
Program Chair				
Main Campus				