

Kingdom of Saudi Arabia
Ministry of Education
Northern Border University
College of Education & Arts
Department of Languages & Translation



Program Specification

B.A. of English Language and Literature

September 2021



Program Specification

Program Name: English Language and Literature
Qualification Level: Bachelor of Arts in English Language and Literature
Department: Languages and Translation
College: College of Education and Arts, Arar
Institution: Northern Border University

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A. Program Identification and General Information

1. Program Main Location:
College of Education and Arts, Northern Border University, Arar (Male/Female).
2. Branches Offering the Program:
n/a
3. Reasons for Establishing the Program:
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)
<ul style="list-style-type: none"> ● To cover the country's shortage in English language specialists tailored to work in various areas such as education, translation, media, and government agencies. ● Promote an understanding of the cultures, customs and traditions of the English-speaking world in order to lay the foundation for solid multilateral relations based on mutual respect. ● Decrease the kingdom's over-reliance on foreign language specialists.
4. Total Credit Hours for Completing the Program:
120 Credit Hours
5. Learning Hours: (4800)
(The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times)
8-levels x 40-hours x 15-weeks = 4800- reference to SAQF page 96.
6. Professional Occupations/Jobs:
<ul style="list-style-type: none"> ▪ Teaching English as a foreign language at public or private schools. (This requires obtaining further qualification from the College of Education). ▪ Setting evening language centers for beginners in English language. ▪ Working as language consultants, e.g. for companies developing language software. ▪ Serving in governmental agencies such as embassies, consulates and diplomatic missions. ▪ Engaging in governmental and private sectors such as banks and companies.

<ul style="list-style-type: none"> ▪ Working in the mass media, journalism and public relations. ▪ Working as free-lance translators, translators for companies, interpreters for international organizations. ▪ Working as secretaries in travel agencies, hotel receptionists, flight attendants, etc. 		
7. Major Tracks/Pathways (if any): Not applicable		
Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. N/A		
8. Intermediate Exit Points/Awarded Degree (if any): Not applicable		
Intermediate exit points/awarded degree	Credit hours	
1. N/A		
2.		
3.		

B. Mission, Goals, and Learning Outcomes

1. Program Mission:
The Program of English Language and Literature seeks to provide a quality learning experience and equip graduates with research skills in the field of English language to prepare them for the labor market as well as for community service.
2. Program Goals:
1. Prepare students in the fields of English Language and literature for professional employment
2. Enhance students' abilities to develop research skills through critical and analytical thinking in the fields of linguistics, literature, and translation.
3. Qualify students to achieve a high level of competence in both oral and written communication.
4. Encourage students to participate in projects that help them serve the local community.

5. Foster national values and instill Islamic identity.

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

The program mission and goals are aligned with the mission and goals of the university, which aim at equipping students with the necessary competencies to successfully, join the workforce and fostering national values and instill Islamic identity.

Alignment of Program Mission/Goals with the College of Education and Arts and NBU Mission/Goals

Level	Mission and Goals		Mission Domains			
			Education	Research	Community Service	Other
University Mission	We are a regionally serving comprehensive university committed to educational excellence. Guided by our core values, heritage and place, we deliver innovative educational programs characterized by outcomes that leverage the human, economic, cultural, natural resources and mining of the Northern Border's region and beyond.					
University Goals	G1	Provide distinguished education that foster intellect and professionalism (and related Objectives-See the NBU Strategic Plan).	√	√		
	G2	Promote research and innovation environment that enables realization of the university research priorities (and related Objectives-See the NBU Strategic Plan).		√		

	G3	Enhance community partnership (and related Objectives-See the NBU Strategic Plan).			√	
	G4	Develop administrative and financial system that strengthen efficient management and diversify sources of revenue (and related Objectives-See the NBU Strategic Plan).				√
College Mission	The college aims to prepare highly qualified Saudi professionals and endeavors to provide them with distinctive educational, academic and professional training in order to enable them to meet labor market needs and to serve the community in accordance to the highest quality standards					
College Goals	G1	Enhance citizenship, loyalty and belongingness to the homeland, as well as acting in compliance with the ruler's wise guidance.				√
	G2	Achieve quality in all educational, research and administrative practices.	√	√		√
	G3	Prepare graduates who are educationally, academically and professionally competent to participate in the labor market.	√			√

	G4	Encourage research projects for faculty members and students.		✓		
	G5	Promote students' thinking, creativity, problem-solving and self-learning skills.	✓			✓
	G6	Maintain close contact with the local community, and handling its issues through research, training and variety of activities.		✓	✓	
	G7	Adopt the use of technology to support, enhance and facilitate the educational process.	✓			✓
	G8	Attract distinguished locally and internationally competent individuals, in a way that achieves the vision and mission of the College.				✓
Program Mission	The Program of English Language and Literature seeks to provide a quality learning experience and equip graduates with research skills in the field of English language to prepare them for the labor market as well as for community service.					
Program Goals	G1	Prepare students in the fields of English Language and literature for professional employment	✓			✓
	G2	Enhance students' abilities to develop research skills through critical and analytical thinking in the		✓		

		fields of linguistics, literature, and translation.				
	G3	Qualify students to achieve a high level of competence in both aural and written communication.	✓			
	G4	Encourage students to participate in projects that help them serve the local community.			✓	
	G5	Foster national values and instill Islamic identity.				✓

4. Graduate Attributes:

NBU Graduates' Attributes (GAs)

NBU Graduates' Attributes (GAs)	Learning outcomes of NBU Graduates' Attributes (GAs) for Undergraduate Programs
National identity	GA1: demonstrate high standards of ethical and socially responsible behavior, as well as academic and professional honesty and integrity; contribute to finding solutions to social problems; and commit to being a responsible citizen.
Self-management	GA2: Demonstrate self-management skills, self-learning and critical thinking, the ability to take initiative to self-develop according to specific standards, and ability to present evidence and arguments to make a decision unbiasedly.
Critical thinking	
Digital culture	GA3: Effectively use information technology, analytical, mathematical, and statistical tools to perform data analysis, suggest solutions, and solve problems using critical thinking.
Teamwork	GA4: Have the ability to lead a team, assume responsibility for performing tasks and developing work, achieve goals effectively, and promote health, psychological and social aspects.

Entrepreneurship	GA5: Identify the function of entrepreneurship and its requirements in the successful, commercial application.
Communication skills	GA6: Effectively communicate both verbally and in writing, using appropriate presentation forms, scholarly language, adequate reasoning for various issues and dealing with beneficiaries.

Alignment of Program's GAs with Program's Goals (PG)

	NBU GA1	NBU GA2	NBU GA3	NBU GA4	NBU GA5	NBU GA6
PG1		✓				
PG2		✓	✓			
PG3		✓		✓		✓
PG4	✓			✓	✓	
PG5	✓					

Alignment of Program's GAs with SAQF

Competences/Attributes	GAs PLOs					
	GA1	GA2	GA3	GA4	GA5	GA6
Awareness relating to the importance of building professional relationships.	✓			✓		
Displaying confidence and the potential for leadership and entrepreneurialism.		✓		✓	✓	
Being respectful, team oriented and approachable in social and professional contexts.	✓			✓		
Developing a personal attitude towards values and ethics.	✓	✓	✓			✓

Alignment of Program's PLOs with Program's GAs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
GA1								√		
GA2	√	√	√	√	√				√	√
GA3				√	√		√		√	√
GA4						√				
GA5						√				
GA6	√	√	√	√		√	√		√	√

4. Program learning Outcomes

Consistency with the Saudi Qualifications Framework

SAQF	PLOs alignment with SAQF
Knowledge (Theoretical, Factual)	Knowledge PLOs
<ol style="list-style-type: none"> 1. Broad understanding and critical view of the principal theories, concepts and terminology of a discipline or field of work. 2. Knowledge in a range of different perspectives or schools of thought that underpin the discipline, profession or field of work. 3. Specialist knowledge informed by current developments of a discipline or field of work. 	<p>K1: Demonstrate knowledge of the grammatical, syntactic, semantic, phonological, pragmatic, as well as the literary aspects of English.</p> <p>K2: Demonstrate detailed knowledge and understanding of the core areas of major theories and approaches in Literature, linguistics and translation.</p>
Skills (Practical Application of Knowledge)	Skills PLOs

<ol style="list-style-type: none"> 1. Applying advanced skills, techniques, practices and creativity in specified discipline or field of work. 2. Practicing routine methods of enquiry, investigation and research for a defined project. 3. Critically evaluate the approaches and methods to solving problems. 4. Utilizing well-developed cognitive or technical skills for the analysis and evaluation of complex information. 	<p>S1: Evaluate literary and linguistic information and evidence with clarity, produce well-formed English structures, paragraphs and texts, and use evidence from a range of sources; solve problems using a variety of methods including critical thinking skills.</p> <p>S2: Analyze and/or translate various types of texts using a range of information technology and other sources, and articulate ideas, views and insights pertaining to English language.</p> <p>S3: Apply different methods of inquiry, investigation and research for a defined assignment/project in Literature, linguistics and translation.</p>
<p>Competences</p>	<p>Competences PLOs</p>
<p>Autonomy and Responsibility</p> <ul style="list-style-type: none"> ● Working effectively in peer relationships, under guidance and autonomously. ● Taking structured decisions in contexts that require self-directed work, learning and innovation. ● Demonstrating the potential for management of complex technical or professional activities and project teams. ● Decision-making in unpredictable work or learning contexts. <p>Practice</p> <ul style="list-style-type: none"> ● Using theoretical principles for complex tasks in discipline or field of work. ● Using advanced techniques for developing solutions to complex problems related to a discipline, profession or field of work. ● Utilizing a range of sources to make judgments and decisions. ● Analyzing and interpreting information for complex decisions and innovation. <p>Attributes</p>	<p>C1: Display interpersonal skills, knowledge, leadership role, confidence, and show capability to engage effectively with peers and other groups.</p> <p>C2: Take responsibility for own learning in the field of English language and related subjects; show the ability to use a variety of sources of information or techniques of analysis needed for completion of tasks.</p> <p>C3: Demonstrate high standards of ethical and socially responsible behavior, as well as academic and professional honesty and integrity; make informed decisions unbiasedly in a variety of contexts.</p> <p>C4: Use information technology, analytical, and statistical tools effectively to solve problems using critical thinking.</p> <p>C5: Communicate effectively both verbally and orally using proper presentation forms, suitable language and reasoning appropriate for different topics and audiences.</p>

<ul style="list-style-type: none"> ● Awareness relating to the importance of building professional relationships. ● Displaying confidence and the potential for leadership and entrepreneurialism. ● Being respectful, team oriented and approachable in social and professional contexts. <p>Developing a personal attitude towards values and ethics.Attributes</p> <ul style="list-style-type: none"> ● Awareness relating to the importance of building professional relationships. ● Displaying confidence and the potential for leadership and entrepreneurialism. ● Being respectful, team oriented and approachable in social and professional contexts. <p>Developing a personal attitude towards values and ethics.</p>	
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Alignment of Program's PLOs with Program's Goals(PG)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
PG1	√	√	√	√	√	√	√	√	√	√
PG2					√				√	
PG3						√				√
PG4								√		
PG5								√		

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit	Percentage
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			Hours	
Institution Requirements	Required	3	6	5%
	Elective	2	4	3.33%
College Requirements	Required	3	6	5%
	Elective	2	4	3.33%
Program Requirements	Required	31	67	55.83%
	Elective	11	22	18.33%
Capstone Course/Project	Required	1	6	5%
Field Experience/ Internship	n/a	n/a	n/a	n/a
Others	Free course	2	5	4.16%
Total		55	120	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)
Level 1 14 credit hours	1606110	Writing I	Required	None	2	Department
	1606112	Listening and Speaking 1	Required	None	2	Department
	1606114	Reading 1	Required	None	2	Department
	1606116	Grammar 1	Required	None	2	Department
	1606118	Vocabulary Building	Required	None	2	Department
	1601101	Islamic Culture1	Required	None	2	Institution
	1602101	Arabic Language	Required	None	2	Institution
Level 2 14 credit	1606111	Writing 2	Required	1606110	2	Department
	1606113	Listening and Speaking 2	Required	1606112	2	Department
	1606115	Reading 2	Required	1606114	2	Department
	1606117	Grammar 2	Required	1606116	2	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
hours	1601102	Islamic Culture 2	Required	1601101	2	Institution
	1601103/ 1605101 1603301/ 1608101	Qur'an Recitation / Principles of management/ Educational Thought/ History of Kingdom	Elective	None	2	College
	1602102	Applied Arabic Language 1	Elective	1602101	2	College
	1606220	Introduction to Linguistics	Required	None	3	Department
Level 3 14 credit hours	1606230	Introduction to Literature	Required	None	3	Department
	1606200	French 1	Required	None	2	Department
	1606221	Introduction to Applied Linguistics	Required	None	2	Department
	1601301/ 1601302/ 1601303/ 1601401/ 1601402/ 1601403	Elective 1: Islamic Culture 3/4/5/6/8	Elective	None	2	Institution
	1602201	Applied Arabic Language 2	Required	None	2	College
	1606210	Advanced Writing	Required	1606111	2	Department
Level 4 16 credit hours	1606231	Rise of the Novel	Required	1606230	2	Department
	1606232	Drama	Required	1606230	2	Department
	1606222	Syntax	Required	1606220	3	Department
	1606240	Introduction to Translation	Required	1606117 + 1606111	3	Department
	1603201	Introduction to Psychology	Required	None	2	College
	1601301/ 1601302/	Elective 2: Islamic Culture 3/4/5/6/8	Elective	None	2	Institution

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	1601303/ 1601401/ 1601402/ 1601403					
Level 5 17 credit hours	1606330	Shakespeare	Required	1606232	2	Department
	1606320	Phonetics and Phonology	Required	1606220	3	Department
	1606321	Morphology	Required	1606220	3	Department
	1606322	Sociolinguistics	Required	1606220	2	Department
	1606340	Applications in Translation	Required	1606240	3	Department
	1606332/ 1606333	Modern British Drama/ Victorian Literature	Elective	1606232/ 1606230	2	Department
	1601103/ 1605101 1603301/ 1608101	Qur'an Recitation / Principles of management/ Educational Thought/ History of Kingdom	Elective	None	2	College
	Level 6 17 credit hours	1606323	Computer Assisted Language Learning	Required	1606221	2
1606324		Semantics	Required	1606220	2	Department
1606331		Poetry: Renaissance to the Romantics	Required	1606230	3	Department
1606334		Short Stories	Required	1606230	2	Department
1606335/ 1606336		Modern British Novel/ American literature 1: From the beginning to 1865	Elective	1606231 1606230	2	Department
1606341/ 1606301		Theory of translation/ French-2	Elective	1606240/ 1606200	2 2	Department Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	1606326/ 1606325	Language Acquisition/ Psycholinguistics	Elective	1606221/ 1606220	2	Department
	XXXXXXX	Free course 1	Required	None	2	Institution
Level 7 16 credit hours	1606490	Research Methods	Required	none	2	Department
	1606430	Contemporary Critical Theory	Required	1606230	3	Department
	1606431/ 1606432	Modern British Poetry/ American Literature 2: 1865 to the present	Elective	1606230/ 1606336	2	Department
	1606420 1606421 1606422 1606423	Discourse Analysis Pragmatics Language Policy and Planning Neurolinguistics	Elective	1606220 1606220 1606320 1606220	Choose 4 hours 2 courses	Department
	1606440 1602126	Translation of Islamic Texts Arabic Morphology	Elective	1606240 1602101	2	Department
	XXXXXXX	Free course 2	Required	None	3	Institution
	Level 8 14 credit hours	1606491	Graduation Project	Required	91 credit hours	6
1606434 1606433		African Literature Literary Theory & Practice	Elective	1606230 1606230	2	Department
1606441 1606442		Legal Translation Arabization	Elective	1606240 1606240 1602126	2	Department
1606424 1606425		Historical Linguistics Computational Linguistics	Elective	1606220/ 1606220	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

Level	Course Code	Course Title
Level 1	1606110	Writing 1
	1606112	Listening and Speaking 1
	1606114	Reading 1
	1606116	Grammar 1
	1606118	Vocabulary Building
	1601101	Islamic Culture 1
	1602101	Arabic Language
Level 2	1606111	Writing 2
	1606113	Listening and Speaking 2
	1606115	Reading 2
	1606117	Grammar 2
	1601102	Islamic Culture 2
	1601103	Qur'an Recitation
	1605101	Principles of management
	1602102	Applied Arabic Language 1

Level 3	1606220	Introduction to Linguistics
	1606230	Introduction to Literature
	1606200	French 1
	1606221	Introduction to Applied Linguistics
	1601301	Islamic Culture3
	1601302	Islamic Culture 4
	1601303	Islamic Culture 7
	1602201	Applied Arabic Language 2
Level 4	1606210	Advanced Writing
	1606231	Rise of the Novel
	1606232	Drama
	1606222	Syntax
	1606240	Introduction to Translation
	1603201	Introduction to Psychology
	1601401	Islamic Culture 5
	1601402	Islamic Culture 6
	1601403	Islamic Culture 8
Level 5	1606330	Shakespeare
	1606320	Phonetics and Phonology
	1606321	Morphology
	1606322	Sociolinguistics
	1606340	Applications in Translation
	1606332	Modern British Drama
	1606333	Victorian Literature
	1603301	Educational Thought

	1608101	History of Kingdom
Level 6	1606323	Computer Assisted Language Learning
	1606324	Semantics
	1606331	Poetry: Renaissance to the Romantics
	1606334	Short Stories
	1606335	Modern British Novel
	1606336	American literature 1: From the beginning to 1865
	1606341	Theory of translation
	1606301	French-II
	1606326	Language Acquisition
	1606325	Psycholinguistics
	5107241	Free course 1
Level 7	1606490	Research Methods
	1606430	Contemporary Critical Theory
	1606431	Modern British Poetry
	1606432	American Literature: 1865 to the present
	1606420	Discourse Analysis
Level 7	1606422	Language Policy and Planning
	1606423	Neurolinguistics
	1606421	Pragmatics
	1606440	Translation of Islamic Texts
	1602126	Arabic Morphology
3307160	Free course 2	

Level 8	1606491	Graduation Project
	1606434	African Literature
	1606433	Literary Theory & Practice
	1606441	Legal Translation
	1606442	Arabization
	1606424	Historical Linguistics
	1606425	Computational Linguistics

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 & Number	Program Learning Outcomes		
	Knowledge	Skills	Competence
	K1, K2	S1, S2, S3	C1, C2, C3, C4, C5
1606110	K1 (I)	S1 (I) S2 (I)	C5 (I)
1606112	K1 (I)	S1 (I)	C1(I) C5 (I)
1606114	K1 (I) K2 (I)	S1 (I) S2 (I)	C1 (I) C2 (I)
1606116	K1 (I)	S1 (I)	C1 (I)
1606118	K1 (I) K2 (I)	S1 (I) S2 (I)	C5 (I)
1606111	K1 (I) K2 (I)	S1 (I) S2 (I)	C5 (I)
1606113	K1 (I)	S1 (I)	C5 (I)
1606115	K1 (I) K2 (I)	S1 (I) S2 (I)	C2 (I)
1606117	K1 (I) K2 (I)	S1 (I)	C1 (I)
1606220	K1 (I) K2 (I)	S2 (I) S3 (I)	C5 (I)
1606230	K1 (I) K2 (I)	S1 (I) S2 (I) S3 (I)	C4 (I) C5 (I)
1606200	K1 (I) K2 (I)	S2 (I)	C5 (I)
1606221	K1 (I) K2 (I)	S1 (I) S2 (I)	C2 (I)

1606210	K1 (P) K2 (P)	S1 (P) S2 (P)	C1 (I) C2 (I) C5(P)
1606231	K1 (I) K2 (I)	S1 (I) S2 (I) S3 (I)	C2 (I) C4(I)
1606232	K1 (I) K2 (I)	S1 (I) S2 (I) S3 (I)	C2 (I) C4(I)
1606222	K1 (I) K2 (I)	S2 (I) S3 (I)	C5 (I)
1606240	K2 (I)	S2 (I)	C1 (I)
1606330	K1 (I/) K2 (I)	S1 (I) S2 (I) S3 (I)	C2 (I) C4(I)
1606320	K1 (I) K2 (I)	S1 (I) S2 (I)	C2 (I)
1606321	K1 (I) K2 (I)	S2 (I) S3 (I)	C5 (I)
1606322	K1 (I) K2 (I)	S2 (I)	C2 (I) C5 (I)
1606340	K1 (I) K2 (I)	S1 (I) S2 (I)	C3 (I) C4 (I)
1606332	K1 (I) K2 (I)	S1 (I) S2 (I) S3 (I)	C2 (I) C4 (I)
1606333	K1 (I) K2 (I)	S1 (I) S2 (I) S3 (I)	C2 (I)
1606323	K2 (I)	S1 (I) S2 (I)	C1 (I) C5 (I)
1606324	K1 (I) K2 (I)	S2 (I) S3 (I)	C5 (I)
1606331	K1 (I) K2 (I)	S1 (I) S2 (I) S3(I)	C4 (I) C5 (I)
1606334	K1 (I) K2 (I)	S1 (I) S2 (I) S3(I)	C2 (I)
1606335	K1 (I) K2 (I)	S1 (I) S2 (I) S3 (I)	C5 (I)
1606336	K1 (I) K2 (I)	S1 (P) S2 (P) S3 (P)	C2 (P) C5 (P)
1606341	K1 (P) K2 (I)	S1 (P) S2 (P)	C2 (P) C3 (P)
1606301	K1 (I) K2 (I)	S2 (P)	C1 (P)
1606325	K1 (I) K2 (I)	S2 (I) S3 (I)	C2 (I)
1606326	K1 (I) K2 (I)	S1 (I)	C5 (I)
1606490	K2 (I)	S1 (P) S2 (P) S3 (P)	C1 (P) C2 (P) C3 (P) C4 (P) C5 (P)
1606430	K1 (I) K2 (I)	S1 (I) S3 (I)	C2 (P) C4 (P)
1606431	K1 (I) K2 (P)	S1 (P) S2 (P) S3 (P)	C2 (P) C5 (P)
1306432	K1 (P) K2 (I)	S1 (P) S3 (P)	C2 (P) C4 (P)

1606440	K1 (P) K2 (P)	S2 (P)	C3 (P)
1606420	K1 (I) K2 (I)	S3 (I)	C2 (P)
1606421	K1 (I) K2 (I)	S3 (P)	C5 (P)
1606422	K1 (I) K2 (I)	S1 (I) S3 (I)	C2 (I)
1606423	K1 (I) K2 (I)	S1 (I) S2 (I)	C2 (P)
1606491	K1 (M) K2 (M)	S1 (M) S2 (M) S3 (M)	C1 (M) C2 (M) C3 (M) C4 (M) C5 (M)
1606433	K1 (P) K2 (P)	S1 (P) S3 (M)	C2 (P)
1606434	K1 (I) K2 (I)	S1 (P) S2 (P) S3 (P)	C2 (P) C4 (P)
1606441	K2 (I)	S2 (P)	C1 (P)
1606442	K1 (M) K2 (M)	S2 (M)	C3 (P)
1606424	K2 (P)	S2 (P)	C2 (P)
1606425	K1 (I) K2 (P)	S1 (P) S2 (P)	C2 (P)

* 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.

Knowledge :

- | | |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| K1 | Demonstrate knowledge of the grammatical, syntactic, semantic, phonological, pragmatic, as well as the literary aspects of English. |
| K2 | Demonstrate detailed knowledge and understanding of the core areas of major theories and approaches pertinent to various areas of the program including translation. |

- ✓ Class /Group discussion
- ✓ Group work/ Student-led learning
- ✓ Brain storming
- ✓ Observations
- ✓ Flipped classroom
- ✓ Active learning
- ✓

Skills

- | | |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S1 | Evaluate information and evidence with clarity, produce well-formed structures, paragraphs and texts, and use evidence from a range of sources; solve problems using a variety of methods including critical thinking skills. |
| S2 | Analyze and/or translate various types of texts using a range of information technology and other sources, and articulate ideas, views and insights pertaining to English language. |
| S3 | Apply different methods of inquiry, investigation and research for a defined assignment/project. |

- ✓ Class /Group discussion
- ✓ Group work/ Student-led learning
- ✓ Brain storming
- ✓ Observations

<ul style="list-style-type: none"> ✓ Flipped classroom ✓ Active learning 	
Competence	
C1	Display interpersonal skills, knowledge, leadership role, confidence, and show capability to engage effectively with peers and other groups.
C2	Take responsibility for own learning in the field of English language and related subjects; show the ability to use a variety of sources of information or techniques of analysis needed for completion of tasks.
C3	Demonstrate high standards of ethical and socially responsible behavior, as well as academic and professional honesty and integrity; make informed decisions unbiasedly in a variety of contexts.
C4	Use information technology, analytical, and statistical tools effectively to solve problems using critical thinking.
C5	Communicate effectively both verbally and orally using proper presentation forms, suitable language and reasoning appropriate for different topics and audiences.
<ul style="list-style-type: none"> ✓ Inquiry-based instruction/problem-based learning ✓ Role play ✓ Research presentations ✓ Case study/simulation/graduation project 	
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.	
Knowledge :	
K1	Demonstrate knowledge of the grammatical, syntactic, semantic, phonological, pragmatic, as well as the literary aspects of English.
K2	Demonstrate detailed knowledge and understanding of the core areas of major theories and approaches pertinent to various areas of the program including translation.

<ul style="list-style-type: none"> ✓ MCQ - Multiple Choice Question ✓ EMI - Extended Matching Item ✓ SAQ - Short Answer Question ✓ Short assignments or reports 	
Skills	
S1	Evaluate information and evidence with clarity, produce well-formed structures, paragraphs and texts, and use evidence from a range of sources; solve problems using a variety of methods including critical thinking skills.
S2	Analyze and/or translate various types of texts using a range of information technology and other sources, and articulate ideas, views and insights pertaining to English language.
S3	Apply different methods of inquiry, investigation and research for a defined assignment/project.
<ul style="list-style-type: none"> ✓ MCQ - Multiple Choice Question ✓ EMI - Extended Matching Item ✓ SAQ – Short-Answer Question ✓ Short assignments or reports ✓ Rubrics ✓ Structured Scenarios 	
Competence	
C1	Display interpersonal skills, knowledge, leadership role, confidence, and show capability to engage effectively with peers and other groups.
C2	Take responsibility for own learning in the field of English language and related subjects; show the ability to use a variety of sources of information or techniques of analysis needed for completion of tasks.
C3	Demonstrate high standards of ethical and socially responsible behavior, as well as academic and professional honesty and integrity; make informed decisions unbiasedly in a variety of contexts.

C4	Use information technology, analytical, and statistical tools effectively to solve problems using critical thinking.
C5	Communicate effectively both verbally and orally using proper presentation forms, suitable language and reasoning appropriate for different topics and audiences.
<ul style="list-style-type: none"> ✓ Research papers/ projects ✓ Presentations ✓ Portfolios ✓ Rubrics ✓ SAQ - Short Answer Question 	

Consistency with the Saudi Qualifications Framework

SAQF PLOs domains	Proposed Teaching Strategies	Assessment Methods
<p>Knowledge (Theoretical, Factual)</p> <ul style="list-style-type: none"> Broad understanding and critical view of the principal theories, concepts and terminology of a discipline or field of work. Knowledge in a range of different perspectives or schools of thought that underpin the discipline, profession or field of work. Specialist knowledge informed by current developments of a discipline or field of work. 	<ol style="list-style-type: none"> 1. Class /Group discussion 2. Group work/ Student-led learning 3. Brain storming 4. Observations 5. Flipped classroom 6. Active learning <p>Teaching methods:</p> <ol style="list-style-type: none"> 1. Simple learning content, such as documents and PowerPoint presentations. 2. Learner-centred methods. 3. Content-focused methods. 4. Interactive e-lessons using one 	<ol style="list-style-type: none"> 1. MCQ - Multiple Choice Question 2. EMI - Extended Matching Item 3. SAQ - Short Answer Question 4. Short assignments or reports <ul style="list-style-type: none"> Target for each PLO: 100% of students score at least a 60% or higher on their assignment using direct assessments which are based on direct faculty observations. A detailed matrix of each PLO assessment method is provided in the course specifications. Indirect assessment: Student surveys reflecting on program outcomes with target of average score of at least 3.50 out of 5.

	<p>of the strategies to create effective elearning courses.</p> <p>5. During COVID-19 emergency: Webinar and virtual classroom: The instructor presents the content to a group of learners who are connected to the Blackboard platform at the same time. Learners can interact with the instructor, ask questions, and receive feedback using video conference, audio conference or chat.</p> <p>6. Collaborative work: discussion forums, e-mails, chats and audio or video conferences for communicating between learner and faculty or tutor. Wikis, blogs, and shared documents for presenting results.</p>	
<p>Skills (Practical Application of Knowledge)</p> <ul style="list-style-type: none"> • Applying advanced skills, techniques, practices and creativity in specified discipline or field of work. • Practicing routine methods of enquiry, investigation and research for a defined project. • Critically evaluate the approaches and methods to solving problems. • Utilizing well-developed cognitive or technical skills for the analysis and evaluation of complex information. 	<ol style="list-style-type: none"> 1. Class /Group discussion 2. Group work/ Student-led learning 3. Brain storming 4. Observations 5. Flipped classroom 6. Active learning <p>Teaching methods:</p> <ol style="list-style-type: none"> 1. Homework exercises 2. Written assignments 3. Small-group discussions 4. Website visit (internet research) 5. Group project (graduation 	<ol style="list-style-type: none"> 1. MCQ - Multiple Choice Question 2. EMI - Extended Matching Item 3. SAQ – Short-Answer Question 4. Short assignments or reports 5. Rubrics 6. Structured Scenarios <ul style="list-style-type: none"> ▪ Target for each PLO: 100% of students score_at least a 60% or higher on their assignment using direct assessments which are based on direct faculty observations. ▪ A detailed matrix of each PLO Assessment Methods provided in the Course specifications. ▪ Indirect assessment: Student surveys reflecting on program outcomes with

	<p>project)</p> <p>6. Oral presentations interactive e-lessons using one of the strategies to create an effective elearning courses.</p> <p>7. During COVID-19 emergency: Webinar and virtual classroom: The instructor presents the content to a group of learners who are connected to the platform at the same time. Learners can interact with the instructor, ask questions, and receive feedback using video conference, audio conference or chat.</p> <p>8. Collaborative work: Discussion forums, e-mails, chats and audio or video conferences for communicating between learner and faculty or tutor. Wikis, blogs, and shared documents for presenting results.</p>	<p>target of 3.50 out of 5.</p>
<p>Competencies</p> <p>Autonomy and Responsibility</p> <ul style="list-style-type: none"> • Working effectively in peer relationships, under guidance and autonomously. • Taking structured decisions in contexts that require self-directed work, learning and innovation. • Demonstrating the potential for management of complex technical or professional activities and project teams. • Decision-making in unpredictable work or 	<ol style="list-style-type: none"> 1. Inquiry-based instruction/problem-based learning 2. Role play 3. Research presentations 4. Case study/simulation/graduation project <p>Teaching methods:</p> <ol style="list-style-type: none"> 1. Written assignments 2. Small-group discussions 3. Group project (graduation 	<ol style="list-style-type: none"> 1. Research papers/ projects 2. Presentations 3. Portfolios 4. Rubrics 5. SAQ - Short Answer Question <ul style="list-style-type: none"> ▪ Target for each PLO: 100% of the students scored 60 or above in the total score of the Assessment Methods (as direct assessments) based on direct faculty observations. Or at 4.50 out of 6.00 rate; based on the active student learning rubric number Edu. xxx. ▪ A detailed matrix of each PLO

<p>learning contexts.</p> <p>Practice</p> <ul style="list-style-type: none"> Using theoretical principles for complex tasks in discipline or field of work. Using advanced techniques for developing solutions to complex problems related to a discipline, profession or field of work. Utilizing a range of sources to make judgments and decisions; Analyzing and interpreting information for complex decisions and innovation. <p>Attributes</p> <ul style="list-style-type: none"> Awareness relating to the importance of building professional relationships. Displaying confidence and the potential for leadership and entrepreneurialism. Being respectful, team-oriented and approachable in social and professional contexts. Developing a personal attitude towards values and ethics. 	<p>project)</p> <ol style="list-style-type: none"> Oral presentations interactive e-lessons using one of the strategies to create an effective elearning Courses. During COVID-19 emergency: Webinar and virtual classroom: The instructor presents the content to a group of learners who are connected to the platform at the same time. Learners can interact with the instructor, ask questions, and receive feedback using video conference, audio conference or chat. Collaborative work: discussion forums, e-mails, chats and audio or video conferences for communicating between learner and faculty or tutor. Wikis, blogs, and shared documents for presenting results 	<p>Assessment Methods provided in the Course specifications.</p> <ul style="list-style-type: none"> Indirect assessment: Student surveys reflecting on program outcomes with target of 3.50 out of 5.
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D. Student Admission and Support:

1. Student Admission Requirements:

The requirements for admission of new students to the University are as follows:

A) Regular students

1. Be a Saudi national or a child born to a Saudi mother
2. Have a high school diploma or equivalent earned from a school in KSA or overseas
3. Verbal section score of the National Center for Assessment General Aptitude Test (GAT) (Al-Qudorat).
4. Students who have withdrawn from any other college within the past three months prior to opening application date will be rejected. Students who have withdrawn from NBU will need to wait for at least four semesters before they are eligible to apply again.
5. Certificate issued more than five years ago will not be accepted (i.e. only certificates issued in 1435-1436 AH and beyond will be accepted)
6. Commit to full-time study
7. Students dismissed from Northern Border University or any other university for disciplinary reasons will not be admitted
8. Meet any other Northern Border University requirements
9. Have a bank account (recommended)

B) Admission requirements to the Department of Languages & Translation:

1. Pass the preparatory year
2. Number of admitted students is subject to availability of seats in the department
3. Transfer from a different department in the same college:

Preference will be given to students with a cumulative GPA of 2.0 and above

C) Admission requirements for scholarship students

1. Applicants applying for local scholarship must meet the requirements applicable to Saudis in higher education institutions
2. The applicant must be a legal resident in the Kingdom of Saudi Arabia before the start of the academic year
3. The applicant must not be younger than (17) years and not older than (25) years for undergraduate studies. The applicant must not be older than (30) years for the master's program and (35) years for the doctoral program. The University council may grant a waiver

of these requirements

4. The applicant must have a high school certificate or equivalent from the Kingdom of Saudi Arabia or from abroad
5. The applicant's secondary certificate should be issued by a public school or an equivalent school recognized by the University
6. Applicants who have graduated from high school more than 5 years ago are not eligible to apply
7. The applicant should have good conduct
8. The applicant should be medically fit
9. The applicant should comply with the University regulations
10. Pass any test or personal interview conducted by the University
11. Be committed to full-time study and not seek any employment
12. The applicant must have a certificate of General Attitude Test (GAT) and Scholastic Achievement Admission Test (SAAT) if his/her secondary certificate has been earned from a Saudi school
13. Female students should be accompanied by a guardian who should have a valid residence card
14. All certificates and supporting documents issued from outside the Kingdom of Saudi Arabia should be certified by authorized institutions
15. Students of internal and external scholarships can apply for any program offered by the university except for medical specialties
16. The applicant should not have received an offer of admission by another educational institution in the Kingdom of Saudi Arabia
17. The applicant should meet all other requirements set by the University Council and announced during the application timeframe
18. All required documents should be attached to the application

2. Guidance and Orientation Programs for New Students

-Meeting with the Head of Department who holds a Question & Answer session.

-Students are introduced to their academic advisers

-Orientation week.
3. Student Counseling Services (academic, career, psychological and social)
-Provide a unit of Academic advising (Attached the terms and conditions of the unit). -Provide weekly academic advising to the students. -A weekly office schedule is displayed on each faculty member's office with academic advising hours to provide students with assistance and help in solving their academic problems. -There is currently an academic advisor for every student. -Provide students with information on current available positions in the job market.
4. Support for Special Need Students (low achievers, disabled, gifted and talented)
-Provide support for academically struggling students. -Academically struggling students are offered free tutoring sessions. -Students with disabilities are provided with testing accommodation. -Gifted students are encouraged to participate in academic competitions. -Top students are honored during the university's annual Award Day ceremony

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	English	Literature Linguistics Applied linguistics		2	2	4
Associate	English	Literature		2	2	4

Professors		Linguistics Applied linguistics				
Assistant Professors	English	Literature Linguistics Applied linguistics Translation		10	10	20
Lecturers	English	Language Skills		3	5	8
Teaching Assistants	English	Language Skills		2	2	4
Technicians and Laboratory Assistants	Computer lab technician	Computer Networking skills		1	1	2
Administrative and Supportive Staff	Secretary		Good command of English.	2	1	3
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

New Faculty Orientation aims to familiarize new teaching staff with Northern Border University learning environment and provide opportunities for professional development, networking and collegiality. The program is run over five full days. The first day of this orientation program is "Teaching Essentials". It introduces new teaching staff to the essential information needed to successfully teach at Northern Border University. Topics include course coordination, assessment and evaluation procedures, academic advising, etc. The remaining days of New Faculty Orientation cover numerous practical workshop sessions, panel discussions, specific faculty information and social events. Sessions may cover topics such as: classroom challenges, understanding your students, delivering engaging lectures, using Blackboard in teaching, course design and lesson planning, etc.

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.)

The Professional Development Plan adopted by the Department of Languages and Translation includes the following categories:

1. Discipline Development

These professional development activities are designed to enhance professional knowledge and skills within each faculty member's specialization. Activities include, but are not limited to:

- Attending conferences, seminars, or workshops
- Participating in research or individual studies
- Educational travel (domestic and international)

2. Instructional Development

These activities relate directly to teaching methodology or techniques, assessment techniques, etc. Examples of activities include conferences, workshops, seminars, and teleconferences on assessment; focus groups on teaching styles; or workshops on classroom research, teaching methods, or learning styles.

3. Career Development

The Postgraduate Deanship hosts an annual presentation and panel discussion that includes an overview of academic promotion process. Faculty seeking promotion learn about this important process from experienced faculty who have served on academic promotion committees or may have been recently promoted.

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.)

- In selecting learning resources, faculty and staff should evaluate available resources and curriculum needs and consult reputable, professionally prepared selection tools/aids and other appropriate sources. There must be a selection of relevant, high quality examples of course design and materials development and use them to inform the ongoing improvement of materials development.

- In order to check whether the current learning resources match the students' needs and your course's learning outcomes the department will collect and review comments from different sources:

Collective student performance on assignments and exams

If *most* students fail to learn a particular topic, then the resource may be a factor. Analysis of student errors may reveal the problem and modifying or supplementing the resource may correct it.

Student opinions

After about three or four weeks, students taking the course will be asked about a specific resource and its effect on their learning.

Colleagues within the department

Experienced colleagues provide useful feedback. In addition, feedback from teaching assistants or tutors who work directly with the students is also particularly useful.

If the department conducts an overall course review, all faculty members liaise with the person arranging it to make sure that learning resources are covered.

Colleagues outside NBU

Inviting external reviews is an important measure that ensures the department content represents the field appropriately.

2. Facilities and Equipment

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

Classrooms should have demonstration facilities, projection capabilities and internet access. Laboratories should house appropriate instrumentation for teaching, which should be up to date, high quality and properly maintained.

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

Faculty promote a safe learning environment by using the following tips and suggestions:

- Keep a clean and orderly classroom and labs
- Develop and review specific health and safety codes of practice
- Training students and staff on health and safety procedures (e.g. fire drills; have access to emergency numbers)

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

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

- Quality assurance committee.
- Academic advising committee.
- Course coordination units for linguistics, literature, skills, and translation
- Timetables committee
- Extra-curricular activities committee
- Examinations committee
- Research and curriculum development unit
- Hiring committee
- Community outreach committee.

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' involvement in course evaluation.
- Teacher and admin participation in program evaluation.
- Employers' feedback related to market needs
- Alumni's feedback on how well the program prepared them for the job market.

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.)

1. Deanship of admission and registration:

<http://www.nbu.edu.sa/AR/Deanships/Admissions/Pages/default.aspx>

2. Deanship of student affairs

http://www.nbu.edu.sa/AR/Deanships/Student_Issues/Pages/default.aspx

3. Deanship of high studies

http://www.nbu.edu.sa/AR/Deanships/High_Studies/Pages/default.aspx

4. Deanship of quality and academic accreditation

http://www.nbu.edu.sa/AR/Deanships/Quality_and_Academic_Accreditation/Pages/default.aspx

5. Deanship of E-Learning

<http://www.nbu.edu.sa/AR/Deanships/E-Learning/Pages/default.aspx>

6. Deanship of Scientific Research

http://www.nbu.edu.sa/AR/Deanships/Scientific_Research/Pages/default.aspx

7. Deanship of preparatory year and supporting studies

http://www.nbu.edu.sa/AR/Deanships/Preparatory_Year_Supportive_Studies/Pages/default.aspx

8. Deanship of Library Affairs

http://www.nbu.edu.sa/AR/Deanships/Library_Issues/Pages/default.aspx

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

https://www.ncaaa.org.sa/en/Releases/StandardsDocuments/D.1.P_%20Standards%20for%20Programs_V3_Oct%202015.pdf

2. Program Quality Monitoring Procedures

- A designated member of staff should be a leader responsible for overseeing teaching practices and identify the extent of which these are compliant and aligned with the program outcomes and objectives.
- Staff should submit self-evaluation forms pertinent to their teaching and academic expertise.
- Staff should submit termly portfolios and reports reflecting their teaching practices, assessment and achievement of program outcomes for each course.
- Results of portfolios and report evaluations should be verified and reviewed outside the department.
- Evaluations should be linked to the corresponding standards, including predetermined performance indicators.

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

- Principal coordinators should ensure their peers are following the same course specification in form and content
- Principal coordinators should ensure there is a unified exam for each course taught in all department concerned.
- All teaching staff should submit termly portfolios and reports reflecting their teaching practices, assessment and achievements of course outcomes.

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

<ul style="list-style-type: none"> ● Staff should ensure they teach the same course specifications as the ones of their peers in other campuses. ● Other campuses should equally have similar facilities and qualified staff as the main campus to ensure a parallel delivery of course and program outcomes. ● Staff should ensure there is a unified exam for each course taught in all departments concerned, also ensuring exam questions reflect the achievements of course outcomes and objectives.
<p>5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).</p>
<ul style="list-style-type: none"> ● Head of department should organize workshop to introduce staff to regulation pertinent to their role in the department. ● Academic advising support (for instance) should be assigned to trained staff and make it easily accessible to students throughout their university years. ● Head of the department should oversee the adherence of department regulations among students and staff.
<p>6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes</p>
<ul style="list-style-type: none"> ● Collect data from the department/university and from employers/alumni for the purpose of evaluating key performance indicators ● Measure the level of achievements of key performance indicators ● Make a record of achieved KPIs.

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Teaching and assessment	Students	Surveys/ feedback	End of semester
Teaching	Staff	Survey/ Class observation	End of semester

Teaching, assessment and learning outcomes	Leader/quality head	Interviews/ examination of portfolios	End of semester/ academic year
Teaching facilities (across campuses)	Leader/quality head	Visits/cross inspection	Beginning of academic year
Teaching staff	Leader/quality head	Review CVs/ credentials and experience	Beginning of academic year/ recruitment stage

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 (4 years).

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1- Mission and Goals	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	80%	Surveys Interviews	End of the program
3- Teaching and Learning	KPI-P-02	Students' Evaluation of quality of learning experience in the program	80%	Surveys Interviews	End of every semester
	KPI-P-03	Students' evaluation of the quality of	80%	Surveys	End of every semester

		the courses			
	KPI-P-04	Completion rate	80%	Surveys	End of the program
	KPI-P-05	First-year students retention rate	85%	Statistical data from the registrar office	Annually
	KPI-P-06	Students' performance in the professional and/or national examinations	80%	Statistical data	End of the program
	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	80%	Statistical data	End of the program
	KPI-P-08	Average number of students in the class	80%	Statistical data from the registrar office	End of Every semester
	NBU-Eng-2	Percentage of completed community service activities based on planned services	25%	Statistical data	End of Every semester
	NBU-Eng-3	Students' satisfaction with extracurricular activities	4.8	Surveys	End of Every semester
	NBU-Eng-4	Students' achievement in research courses	4.5	Statistical data	End of Every semester
-4- Students	KPI-P-09	Employers' evaluation of the program	80%	Surveys Focus groups with	End of the program

		graduates proficiency		employers	
-5- Teaching Staff	KPI-P-10	Students' satisfaction with the offered services	80%	Surveys Interviews	End of Every semester
	KPI-P-11	Ratio of students to teaching staff	70%	Statistical data	Every semester
	KPI-P-12	Percentage of teaching staff distribution	80%	Statistical data	Every semester
	KPI-P-13	Proportion of teaching staff leaving the program	10%	Statistical data	Annually
	KPI-P-14	Percentage of publications of faculty members	30%	Statistical data	End of the program
	KPI-P-15	Rate of published research per faculty member	2	Statistical data	End of the program
	KPI-P-16	Citations rate in refereed journals per faculty member	1	Statistical data	End of the program
	NBU-Eng-1	Number of funded research projects every year	2	Statistical data	Annually
-6- Learning	KPI-P-17	Satisfaction of beneficiaries	70%	Surveys	Annually

Resources , Facilities, and Equipmen t		with the learning resources			
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* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	
Reference No.	
Date	